Workforce Innovation and Opportunity Act
Local/Regional Plan for July 1, 2016 – June 30, 2020

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I certify that the information contained herein is true and accurate to the best of my knowledge and that I submit this plan on behalf of the WDB listed above.

Approved for the Workforce Development Board
Workforce Development Board Chair

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Title: _____

Signature: _____ Date:_____

Approved for the Counties of the Workforce Development Area
Chief Local Elected Official

Name (type or print): _____

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Signature: _____ Date:_____

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Optional Executive Summary.

ES. Each local area may submit an executive summary of their plan, if desired; not to exceed 3 pages in length.

The Northwest Indiana Local Workforce Plan is the evolution of strategy development informed by labor market realities, partner relationships, emerging technologies, and knowledge of best practices. The plan period of 2016-2020 is a critical period for the workforce development system, both locally and regionally, as the nation has settled into what some describe as "the new normal." The economy has improved greatly since the recession of the past decade, yet the new normal is characterized by young people and adults struggling to succeed economically and employers continuing to have difficulty finding workers who are qualified for job openings they have. A local workforce development system must deal with both issues simultaneously and engage a broad array of partners and stakeholders in doing so. The system must also balance the relationship between highly localized delivery of services to individuals and economies that are predominantly regional. In the case of Northwest Indiana, regional includes the influence of Chicago in economic growth strategies, certainly including issues of industry sectors, transportation, and skills demand in the multi-state area. A recent Urban Institute publication (Understanding Local Workforce Systems, March 2016) stated that "Local leaders encounter many challenges in building and developing their workforces. There is no single source of information for local leaders and other stakeholders to learn what local workforce system is and how it can support local workforce priorities. Nor is there only one model for how a local workforce system should operate." The plan that follows is Northwest Indiana's unique approach to rising to the challenges of the next five years. While the region may have been "forged in steel" its economic future depends on creating a culture of education required for a diversified economy with high-wage jobs. The plan is built on that premise.

The State of Indiana has identified that over one million jobs will be needed in the next five years as a result of job creation and replacement of retiring workers. The state has also identified that over 60 percent of jobs will require some level of post-secondary credentials by the end of that period. The Northwest Indiana plan recognizes that meeting this challenge with require that both youth and adults must acquire new skills and credentials, and that the core partners defined by the Workforce Innovation and Opportunity Act (WIOA) is a necessary but not sufficient partnership to address the totality of need. With that in mind, the Northwest Indiana Workforce Board has worked to expand its influence in the region by joining with key partners to agree on collective impact goals and on the roles each organization will play in achieving the goals. In November 2015 the Workforce Board and regional partners sponsored a large regional gathering, the Graduate to Success in Northwest Indiana event, where the *Annual Indicators Snapshot* metrics report was introduced. This report will be updated annually during the next 10 years to review progress and showcase efforts of the partners in reaching the 2025 goals for the region. The Workforce Board and key regional partners in education, economic development, and social services then took the next step of convening in February 2016 to create a regular convening of workforce partners to serve as the vehicle for coordinating actions, communicating among partners, and tracking success toward mutual goals. This coordinating body mirrors the system approach in the ICC Strategic Plan by inclusion of:

- K-12 & Higher Education (READY NWI Education Team with 28 K-12 school districts and 8 regional colleges and universities participating)
- Career & Technical Education (Regional Works Council and CTE Team of READY NWI)
- Workforce Development (Workforce Board, Center of Workforce Innovations, and the WorkOne system)
- Economic Development (The Northwest Indiana Forum)
- Adult Basic Education (Northwest Indiana Adult Learning Consortium)
- Social Services (One Region, the regional driver of quality-of-life improvement in the region).

The work of this regular convening of workforce partners will be driven by: *Sector-Based Strategies* to clarify and address employers' needs; *Career Pathways* to provide a framework for education and training on-ramps and off-ramps available for youth and adults; and *System Alignment* to remove inefficiencies and ensure that the highest levels of collective impact can be achieved via partner collaboration.

The Urban Institute, drawing on the work of the U.S. Department of Labor Employment and Training Administration and other national thought leaders, has identified seven major functions of a local workforce development system. The following provides key drivers for the Northwest Indiana Local Plan, categorized by those functions.

Provide Employment Services

- Provide innovation in access to jobs via virtual, non-linear, and experiential (OJT, work experience, internships) processes
- Increased communication of career opportunities and training pathways to all audiences
- Enhancement of the WorkOne brand, as part of the American Job Centers network, as the go-to place for information and assistance, to include increased access points at partner sites

Provide Education & Training

- Create credentials valued by employers on a sector-by-sector basis with condensed pathways leading to job entry
- Integrate work-based learning into career pathways so that employers are full participants in training, not just recipients, and also provide trainees with more earn-and-learn options
- Integrate foundational skills (soft skills) and remediation into occupational training in order to increase post-secondary retention rates and job placement success

Offer Supportive Services

- Provide a holistic approach in addressing customers' needs in the WorkOne system, particularly in addressing high-priority/high-need customers
- Provide intrusive case management to address early warning signals that can disrupt training and employment plans
- Support customers during early stages of job placement to address issues that can lead to losing jobs if not addressed

Support Employers' Human Resources Needs

- Provide direct assistance to employers via Business Services Representatives who specialize in specific industry sectors
- Develop targeted recruitment strategies that draw from WorkOne candidates and from the broader network of education and training partners
- Expand incumbent worker training approaches, to include backfilling of jobs with new candidates from the WorkOne network

Develop & Coordinate Workforce Strategies & Policies

- Work with the broader network of local partners via the regular convening of workforce partners to focus on common metrics and clarification of roles and responsibilities
- Continue to strengthen the development of local talent pipeline via the READY NWI education and employer partners to increase college/career readiness of K-12 students, college retention and success, and connections to local employers to retain talent in the region
- Strengthen and expand the WorkOne partners through regular coordination and strategy meetings, shared data, and shared expectations

Provide Funding & Resources to Support the System

- Provide efficiencies in the system by "blending and braiding" funding sources to maximize impact and allow customers to take full advantage of all resources available
- Continue to diversify funding sources from private and public sources to support both community planning and high-priority programs; special emphasis will be placed on identifying and acquiring funding to meet skill needs identified by employer sectors, such as the recent success in acquiring a Skill UP Indiana grant from the Indiana Department of Workforce Development
- Work with the READY NWI education partners to develop new funding partnerships that expand on success in acquiring funds from the Indiana Department of Education and the College Board

Improve Job Quality & Access

- Work closely with the Northwest Indiana Forum and local economic development partners to identify and develop skill pathways that attract companies with high-quality jobs to the region
- Develop career pathways that lead to high-wage jobs within industry sectors, such as the new retail sector grant from the WalMart Foundation that provides access to skill-building jobs with retail employers leading to advancement in the sector or to entry into higher wage jobs in other sectors
- Form partnership with and give priority of service to employers in the region who demonstrate a commitment to exceptional human resources practices, showcasing their achievements at the annual workforce development summit and via media outlets.

The Northwest Indiana Local Plan provides a solid foundation for addressing the challenges and seizing the opportunities on the next five years. With the commitment of local partners, it also recognizes that adjustments will need to be made to adjust to rapidly changing economic conditions and changing priorities of federal, state, and local government leaders. The grassroots efforts of the partners allow for rapid adjustment of tactics while maintaining focus on the long-term strategies that will be key to economic growth and quality of life in Northwest Indiana.

Section 1: Workforce and Economic Analysis

Please answer the following questions in 10 pages or less. The Department of Workforce Development has Regional Labor Market Analysts assigned for each of the Regions. These experts can assist in developing responses to the questions 1.1 through 1.3 below. **Questions that require collaborative answers for regions 5 & 12 are designated with an *.**

1.1* An analysis of the economic conditions including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. [WIOA Sec. 108(b)(1)(A)]

Northwest Indiana continues to face a shifting economic landscape that will require ongoing diligence in order to maintain strength and encourage prosperity between both its traditional economic focus and the developing needs of the regional economy. These are not new shifts, but they will impact the community and quality of life for decades to come. The region's past contains mixes of heavy industry, rural agriculture, and suburban sprawl. Thanks to the region's geographic advantages, manufacturing has long dominated the economy, with iron and steel manufacturing at the top.

This was fine until changes in the early 1980s brought layoffs, bankruptcy and—in the early 2000s—consolidation to the industry. All of this rattled the regional economy that relied so heavily on a single industry that supported both suppliers and service industries. A few years later, the Great Recession of 2008-2009 knocked back manufacturing again. Today, though manufacturing still reigns in the region (in 2013, the industry

contributed 35% of Gross Regional Product by itself), Northwest Indiana's economy is stronger, more diverse, and more integrated with the Chicago, Greater Indiana, national and global economies than ever before. However, the economy continues to change and will require continued conscious efforts to meet new demand as a variety of challenges combined with a stagnant and aging local population pose new threats to continued prosperity.

Existing Industries - Northwest Indiana currently has a number of leading industries: Health Care and Social Assistance; Manufacturing; Transportation and Warehousing; Construction; Retail Trade; Accommodation and Food Services; and Arts, Entertainment, and Recreation, which all together employ 213,825 people, representing more than half of the 380,890 total employed workers in the region. We commonly deal with the last three in that list as one industry due to shared employment characteristics. This grouping is referred to as HEART (Hospitality, Entertainment, Arts, Retail, Tourism).

Industry	2015 Jobs	2020 Jobs	2015 - 2020 Change	2015 - 2020 % Change
Health Care and Social Assistance	**49,874**	55,062	5,188	10%
Manufacturing	**46,159**	45,630	(529)	(1%)
Retail Trade	**41,806**	42,418	612	1%
Accommodation and Food Services (Hospitality)	**31,099**	32,859	1,760	6%
Construction	**20,219**	21,166	947	5%
Transportation and Warehousing	**15,883**	16,464	581	4%
Arts, Entertainment, and Recreation	**8,784**	9,158	374	4%

EMSI 2016.1

Health Care and Social Assistance as an industry, though not more focused in Northwest Indiana compared to other regions nationwide, employs the most people and is expected to add the most new jobs. Occupations in this industry have higher skill requirements than others, from Associate-level education all the way to a doctorate. NWIWB supports its post-secondary partners who can offer this level of training.

Manufacturing, despite current projections to shrink by 1% by 2020, remains one of the largest employing industries and overall pays good to great wages. Additionally, thanks to a number of factors including geographic advantages, Manufacturing is a unique focus industry for Northwest Indiana, containing not just Primary Metal Production but many other smaller subsectors as well. What is not reflected in the table above and the job growth projection is that while Manufacturing as an industry is not adding as many new jobs as other industries, its current skilled and experienced workforce is aging. As more and more of these workers retire, positions will need filling. Because many of these occupations require skill and experience in order for workers to be productive, new workers need to be trained and to begin in the workforce now if they are to be ready to fulfill what will be asked of them in the coming years. Local employers are aware of this issue, and seem willing to invest in new workers to meet this coming need.

Transportation and Warehousing (more commonly referred to as Transportation, Distribution, and Logistics, or TDL) is lower on the list in terms of employed persons but is also an industry focused in the region thanks to both the region's geographical position as a doorway to the west and due to the needs of the many manufacturers to move their products throughout the country. This is also an industry that is always in need of workers and offers good-paying jobs.

Construction employs a significant number of people and, although also not much more focused in the region than in other places across the country, is nonetheless a crucial industry in that it is responsible for the execution of investment growth that supports so many other economic activities in the region.

Retail Trade, Accommodation and Food Services, and Arts, Entertainment, and Recreation (HEART) are not more focused in this region compared to elsewhere but are instead industries and jobs common to most regions in the country. Regardless, these are important industries due to the number of people employed in each. Although commonly known for employment opportunities that are entry-level, low-skill and/or low-wage, these industries in fact offer opportunities beyond what they are known for, such as management and operations positions.

Emerging Industry Sectors – Taking a longer view to find industries projected to see the most new jobs in the next 10 years (2015-2025), four of the top five existing industry sectors (Health Care and Social Assistance; Accommodation and Food Services; Retail Trade; and Construction) are also the fastest growing out of those adding more than 1,000 new jobs. The final one, Educational Services, doesn't employ as many but clearly is expected to see significant growth.

Industry	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change
Health Care and Social Assistance	49,874	60,114	**10,240**	21%
Accommodation and Food Services	31,099	34,144	**3,045**	10%
Retail Trade	41,806	44,368	**2,562**	6%
Construction	20,219	22,234	**2,015**	10%
Educational Services	7,620	8,886	**1,266**	17%

EMSI 2016.1

In-Demand Occupations - Looking at occupations currently in demand according to top five employed occupations by industry, the region's heritage is apparent in the types of occupations topping the lists. As will be discussed with regards to educational attainment, the current makeup of Northwest Indiana's economy offers gainful employment for many whose education is ignored by the standard educational attainment measures. Construction and Manufacturing both employ those who undergo less formal education and/or apprenticeships and yet are earning good wages as highly trained and skilled workers. Even Health Care and Social Assistance, aside from Registered Nurses, employs large numbers of certified or licensed workers rather than those with degrees.

Industry	Occupation	Jobs 2015	Jobs 2025	2015-2025 Job Change	2015-2025 % Job Change	Median Wage	Average Wage
Health Care	Health Diagnosing and Treating Practitioners	13,487	16,101	2,614	19%	$44.37	$45.85
	Health Technologists and Technicians	8,281	10,164	1,883	23%	$20.77	$21.28
	Other Healthcare Practitioners and Technical Occupations	360	400	40	11%	$23.55	$25.33
	Nursing, Psychiatric, and Home Health Aides	5,539	6,724	1,185	21%	$10.95	$11.40
	Occupational and Physical Therapist Assistants and Aides	362	461	99	27%	$20.71	$20.36
TDL	Material Moving Workers	9,631	10,187	556	6%	$13.97	$15.11
	Motor Vehicle Operators	11,889	12,798	909	8%	$18.34	$19.10
Adv. Manufacturing	Supervisors of Production Workers	2,265	2,260	-5	0%	$28.26	$29.57
	Assemblers and Fabricators	4,001	4,310	309	8%	$12.78	$14.06
	Metal Workers and Plastic Workers	11,983	11,907	-76	-1%	$21.07	$21.46

	Other Production Occupations	7,337	7,644	307	4%	$15.92	$16.69
Construction Trades	Construction Trade Workers	16,317	17,476	1,159	7%	$29.23	$28.13
	Other Construction and Related Workers	1,161	1,215	54	5%	$18.37	$18.44
HEART	Other Management Occupations	7,632	7,638	6	0%	$25.42	$26.69
	Cooks	5,617	6,245	628	11%	$9.59	$9.85
	Supervisors of Sales Workers	4,565	4,799	234	5%	$17.63	$19.46
	Retail Sales Workers	23,173	24,600	1,427	6%	$9.44	$10.71
	Other Protective Service Workers	4,514	4,779	265	6%	$11.50	$13.04

EMSI 2016.1

Another perspective considers the specific occupations projected to grow and create openings (meaning employers will need workers to fill those openings). Using Northwest Indiana's "Hot 50" jobs list organized by DWD based on their understanding of the top growth openings projected between 2012 and 2022. The top ten are shown below as an example:

Rank	SOC Title	2012 Employment	2022 Projected Employment	Total Openings	Growth Openings	Replacement Openings
1	Registered Nurses	6,937	8,160	2,568	1,223	1,345
2	*Preschool, Primary, Secondary, and Special Education School Teachers	7,724	8,447	2,541	723	1,818
3	Heavy and Tractor-Trailer Truck Drivers	5,559	6,150	1,480	591	889
4	*Postsecondary Teachers	3,757	4,370	1,177	613	564
5	Industrial Machinery Mechanics	2,384	2,877	1,182	493	689
6	Licensed Practical and Licensed Vocational Nurses	2,073	2,637	1,070	564	506
7	General and Operations Managers	3,106	3,464	939	358	581
8	Construction Laborers	2,522	2,970	988	448	540
9	First-Line Supervisors of Retail Sales Workers	3,411	3,792	1,123	381	742
10	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	2,564	2,891	827	327	500

Reviewing all 50 occupations shows education is important (26 out of 50 occupations require a Bachelor's-level degree or higher) but out of the top 20 occupations only 6 require formal education at that level indicating a continued reliance on licenses, skills, and certifications over formal post-secondary education (13 of the top 20 do not generally expect an Associate's-level education, but do require some sort of certification or non-degree award; only one requires an Associate's degree). Two occupations that appear here and tie-in with the Educational Services industry listed among growing industries are the two teaching roles, both of which require Bachelor's degree or more. The other occupation that is noteworthy in the number three spot is Heavy and

Tractor-Trailer Truck Drivers, reflecting the strong presence and necessity of transportation and distribution in a manufacturing-heavy region. This occupation requires special licensing.

As should be expected, most of these are occupations utilized within the top industries of Manufacturing, Construction, Health Care and Social Assistance, TDL, and HEART.

1.2 An analysis of the knowledge and skills required to meet the employment needs of the employers in the local area, including employment requirements for in-demand industry sectors and occupations. [WIOA Sec. 108(b)(1)(B)]

According to the NWIWB's survey of local employers and supported by data provided by the Department of Workforce Development, many of the foundational or "soft" skills are common across in-demand occupations in the major industries; workers are expected to exhibit solid oral and written communication skills, basic computer skills, be detail-oriented, and be good at customer service. Training in these areas makes people more hireable in the eyes of employers, and more likely to find success in their chosen field.

However, no amount of soft skills will help without the occupational or "hard" skills a job demands. These of course vary from job to job even within industries, but we can consider both top-listed occupational skills as well as top certifications that the region's top industries require.

Industry	Certifications	Occupational (Hard) Skills
Health Care and Social Assistance	Associate/Bachelor's degrees; Certified Nursing Assistant; Certified Registered Nurse; Licensed Practical Nurse; HHA Disabilities Specialty; Certified Medical Assistant; EMT-B	Accurate and Detailed Record Keeping; Administration and/or Monitoring of Medication; Record Vital Medical Information; Consult and Coordinate with Healthcare Members to Assess, Plan Implement or Evaluate Patient Care Plans, Monitor Patients Care; Prepare Patients for Examinations and Treatments; Diagnostic and Procedural Coding Software; Data Entry; Medical Terminology; Wrap and Healthcare and Home Care Coordination; Basic Life Support; Critical Care and Triage; Microsoft Office and Health Technology Software; CPR and KEG
Manufacturing	NIMS Credentials; Industrial Maintenance (soon to be NIMS); Computer Numerical Controlled Language (CNCL); Certified Production Technician (CPT); Six Sigma; AWS Welding (NIMS); Occupational Safety & Health Administration; Associate/Bachelor's degrees	Equipment Maintenance; Preventative Inspections; Quality Assurance; Process Controls Instrumentation; Safety; Package and Process Material; Blueprint and Measurement Reading; Microsoft Office; Inventory Control; Continuous Improvement; Welding and Fabrication; Monitoring and Assembling; Pneumatics; Operating Heavy Equipment
Construction	Trade Apprenticeship; Valid Driver's License; Operator Certification; Project Management Professional (PMP) Certification; Engineering Degree	Building Construction; Operating Heavy Equipment; HVAC; Building Maintenance; Project Planning; Blueprint and Measurement Reading; Inventory Control; Safety; Quality Assurance; Continuous Improvement; Entrepreneurship;

		Electrical; Monitoring and Assembling; Carpentry
Transportation and Warehousing (TDL)	Valid Driver's License; CDL Class A; Logistics; APICS (Inventory and/or Supply Chain focuses) Certification	Vehicle Operating; Maintenance; Preventative Maintenance Inspections; Package, Process and Distribute and Deliver Material; Inventory Control; Microsoft Office; Quality Assurance; Operating Heavy Equipment; Safety; Continuous Improvement; Maintain Databases; Cost Control; Inventory Technology Tools; Communications Technology; Diesel Mechanic Functioning
HEART	START Certification; Hospitality; National Retail Federation (NRF) Certification; Loss Prevention Certification; Certified Production and Inventory Management (CPIM)(APICS); Associate/Bachelor's degrees	Sales; Food Preparation; Customer Service; Cash Register; Inventory Management and Control; Asset Protection; Microsoft Office; Continuous Improvement; Maintain Database

As with foundational skills that employers in all sectors require, Northwest Indiana employers in all sectors are also expressing the need for a higher level of technical skills that includes a base of information technology (IT) needed for their individual applications. The NWIWB is committed to building a stronger base of IT and related STEM skills in the region through its relationship with local school districts who participate in the READY NWI initiative. As the NWIWB continues to identify specific needs through sector-based work groups of employers, it will continue to translate the needs to all levels of students, it will continue to translate the needs to all levels of students, to youth enrolled in program and to adults developing career paths or skill upgrades, starting in the early grades.

Current programs in the region include coding academies, maker fairs, and robotics competitions to stimulate interest in IT via hands-on experiences. The NWIWB is committed to building on these initiatives and continuing to identify funding sources and partners who will prepare our future workers with a base of IT knowledge that will be required for success.

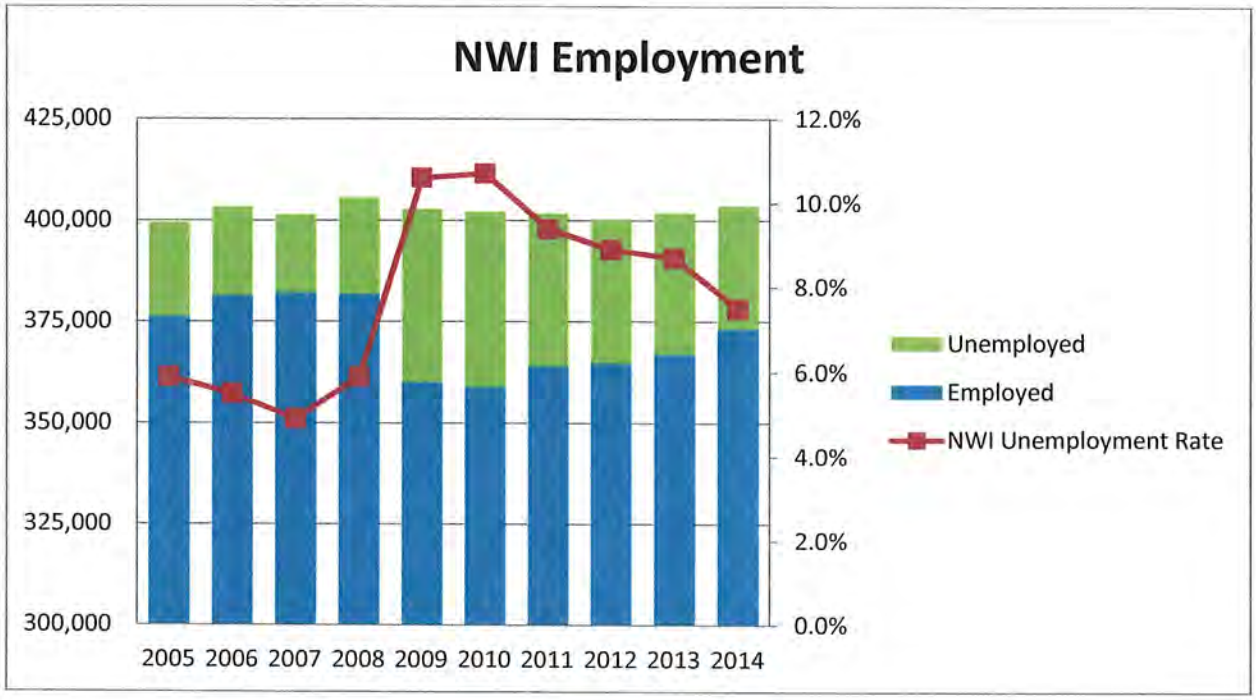
1.3 An analysis of the local workforce, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment and youth. WIOA Sec. 108(b)(1)(C)]

Similar to the state, in the five years since the low point of the recession in 2010 the Northwest Indiana region has seen steady growth in employment along with a steady decline in the unemployment rate (allowing both for normal annual cycles).

The average annual employment level for the region was 373,158 in 2014 compared to the low of 359,007 in 2010, marking an overall increase of 3.9%. As of the latest data (March 2016), the employment level was 378,663 people. Across the same time period, per capita personal income has gone from $33,941 in 2010 to $39,088 in 2014. This is an increase of 15.2%. Although Northwest Indiana's per capita income is only 84.9% of the national per capita income, this closely mirrors the state which has a per capita income that is 85.9% of the national amount. What that means is that employment is up and per capita personal income has been increasing within the region, but per capita personal income lags behind the national level. However, regional per capita personal income is close to the state's level of per capita income, so this lag is more a state rather than a regional issue.

Job growth has been picking up, with 342,500 jobs in the region in 2014 compared to 335,200 in 2010, an increase of 7,300 jobs overall. Although some gains were made in 2011 and 2012, 2013 and 2014 were largely flat. This trend appears to be breaking the further the region gets from the low of the recession; as of 2016 there are 345,400 jobs in the region. Overall, job growth seems to be increasing.

The unemployment rate of Northwest Indiana reached a high of 10.7% in 2010 but decreased steadily since then (allowing for normal annual cycles) to an annual average rate of 7.5% in 2014. In real numbers, the number of unemployed workers in the region decreased from 43,157 to 30,416 (keeping in mind that the labor force was also increasing across this time period). The unemployment rate has continued to fall throughout 2015 and as an annual average for 2015 is at 6.3% with 25,412 workers unemployed. The latest data (March 2016, which is importantly not an annual average but a monthly figure) shows an increase to 7.5%, though this is mostly in line with seasonal fluctuations, with one important caveat discussed below.



While this downward trend in unemployment is good, Northwest Indiana still has a higher unemployment rate than any other economic growth region as well as compared to the state as a whole. Although that is neither a new trend nor a result of the recession (Northwest Indiana's rate has consistently been a few tenths of a percent above the state for more than a decade), a troubling new trend may be appearing in the post-recession world for Northwest Indiana: the difference between these rates appears to be growing.

Year	Unemployment Rate		Difference
	Indiana	NWI	
2010	10.4%	10.7%	0.3%
2011	9.1%	9.4%	0.3%
2012	8.3%	8.9%	0.6%
2013	7.7%	8.7%	1.0%
2014	5.9%	7.5%	1.6%
2015	4.8%	6.3%	1.5%
March 2016	5.5%	7.5%	2.0%

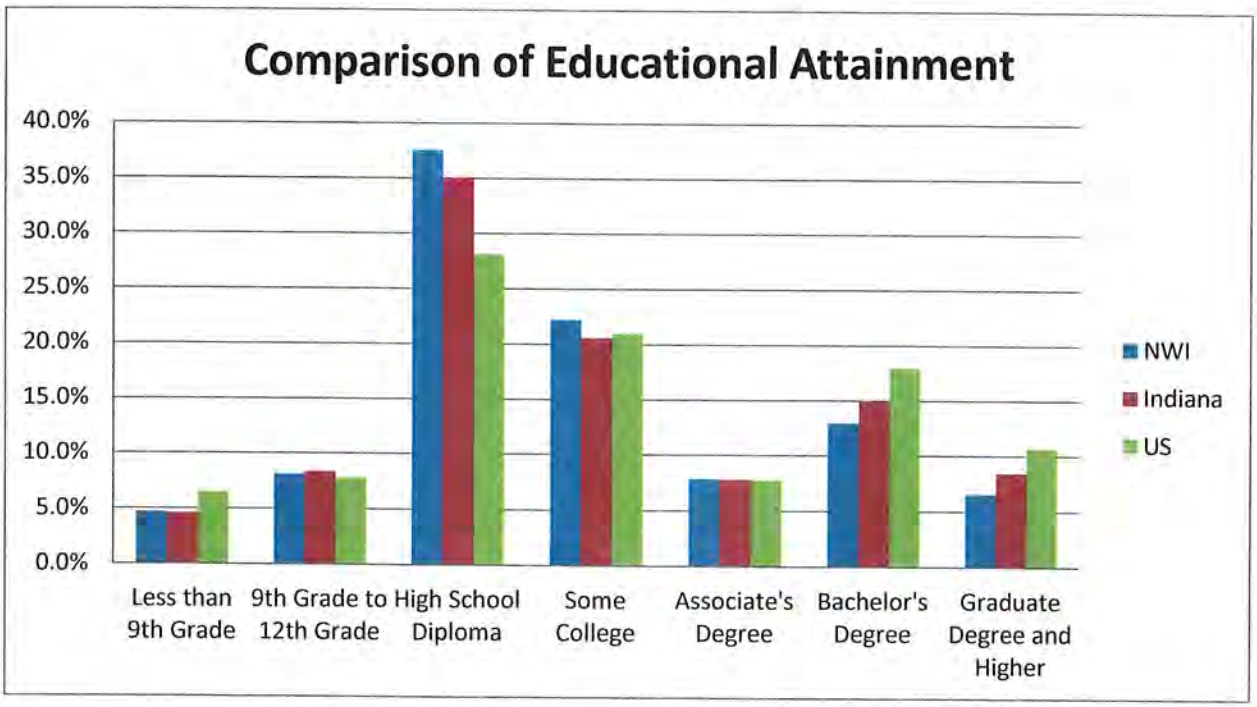
Lake County, which has by far the largest share of the region's labor force (233,770 out of 409,208 or 57% as of March 2016) also has the highest unemployment rate of at 7.8%, although LaPorte and Starke are close behind at 7.7% and 7.3% respectively.

Youth employment in Northwest Indiana matches national trends for the most part. This data is based on U.S. Census data spanning 2010-2014, the latest available from this source. In terms of how many are in the labor force, only 35.2% of 16- to 19-year-olds (approximately 16,471 out of 46,794) are either employed or are seeking employment. That is slightly below the national level, which is at 37.4%, but not significantly so. Even closer is the 20- to 24-year-olds, which regionally have a labor force participation rate of 73.2% (compared to a national level of 73.6% over the same time). This significant increase is consistent with the change in most people's lives at that age point. For another comparison, as of 2015 Indiana's overall labor force participation rate was 64.4%.

Unemployment rates in these age ranges also aren't far off from national levels. Youth unemployment is always higher than the general populace, due in large part to the different circumstances of their age (splitting time with school, supported by family, etc.). For those 16- to 19-years old in Northwest Indiana, the unemployment rate is 26.8% (compared to a national rate of 27.1% over the same time period). For 20- to 24-year-olds, the unemployment rate is 18.4% (compared to a national rate of 15.3%). Seeing as how 20- to 24-year olds are more in a position to have as well as need employment, the higher rate here is a cause for concern, and efforts should continue to promote employment solutions for this next generation of workers.

In terms of educational attainment, Northwest Indiana's adult population is similar to but behind the state. Of adults (25 and older), 28% of Northwest Indiana's adults (age 25 and older) have at least an Associate's degree. 38% have a high school diploma as their highest level of education, and another 22% have attended some college but have not achieved a degree. In comparison, across the state as a whole 32% have at least an Associate's degree, a difference of 4%. The difference is primarily due to the lower share of degrees at or above Bachelor level.

Education Level	2015 NWI % of Population	2015 State % Population	2015 Natl. % Population
Less Than 9th Grade	5%	5%	7%
9th Grade to 12th Grade	8%	8%	8%
High School Diploma	38%	35%	28%
Some College	22%	21%	21%
Associate's Degree	8%	8%	8%
Bachelor's Degree	13%	15%	18%
Graduate Degree and Higher	7%	9%	11%



What is not reflected in this data are the certifications, license, and on-job training or apprenticeships necessary for high-level manufacturing, construction, or other occupations which are a large portion of the regional economy. This deserves consideration with Northwest Indiana's labor force because the demands of the economy produce different educational requirements for its workforce. Still, the gap is undeniable and as the region seeks to diversify its economy—and as industries such as manufacturing modernize with advanced processes and technology—access to greater educational opportunities will be required to remain competitive in both a national and global market

Section 2: Strategic Vision and Goals

Please answer the following questions of Section 2 in eight pages or less. Section 2 responses should reflect input from members of the local workforce development board and other community stakeholders. **Questions that require collaborative answers for regions 5 & 12 are designated with an *.**

2.1 Provide the board's vision and goals for its local workforce system in preparing an educated and skilled workforce in the local area, including goals for youth and individuals with barriers to employment. As to youth, describe unique goals for in-school youth and out-of-school youth. [WIOA Sec. 108(b)(1)(E)]

WIOA places a high priority on adhering to priority of services protocols and goals for serving adults in the one-stop system, and also focuses youth funding on out-of-school youth who have major barriers for accessing jobs. The following describes the NWIWB's approach in serving customers of the system and in addressing the needs of job seekers with barriers as well as the needs of youth.

Vision: A NWI workforce that is highly skilled, motivated and diverse, earning sustainable or higher wages and actively engaged in skill advancement and lifelong learning.

Mission: To mobilize and integrate the leadership, services and resources of the community to support workforce development.

CORE GOALS

- Increase skills of current workforce to align with economic development strategies and key industry clusters
- Improve employer access to qualified workers and awareness of training resources
- Insure youth in NWI are positioned for continued education/learning and workforce success
- Encourage and support an entrepreneurial spirit
- Assure compliance and efficient operations of a workforce development system

STRATEGIES

- Maintain engagement and communication with economic developers, entities and employers to determine current and future skill needs
- Maintain education campaigns on local workforce issues
- Manage our connections to key resources in the workforce and education arena
- Support efforts on programming that plant and nurture the seed of entrepreneurship
- Stay current on both compliance and best practices regarding governance and implementation of workforce services

GOALS TO ADDRESS CUSTOMERS WITH BARRIERS TO EMPLOYMENT

- Identify barriers to employment that customers have and then engage the resources of multiple organizations to address each customer's needs via a customized plan;
- Provide self-service and on-line service options for those customers whose needs can be met with these options, freeing valuable staff time for high-priority customers identified by Priority of Service protocols;
- Provide intrusive advising and training connections for customers who need to upgrade skills or require new skills as a result of changes in demand in the labor market;
- Ensure that the customer continues ownership of his/her career plan throughout engagement with the WorkOne Center, constantly assessing the customer's level of engagement and motivation.

Goals to Address Needs of Youth

The Youth Employment Council, a standing committee of the NWIWB, was established to assist the Board with developing and overseeing a comprehensive youth program. As such, the Youth Employment Council has developed the following goals for youth

- Ensure youth are positioned for continuous education, learning and workforce success
- Align education with the needed business skills (i.e. specific technical skills, soft skills)
- Help impoverished youth understand the skills needed to make it in the workforce

Youth programming eligibility is divided into in-school youth and out-of-school youth. In Region 1, in-school youth are participants in the Jobs for America's Graduates (JAG) program. The goals of this program focus on high school completion, exposure to various careers, development of leadership skills through a student-led Career Association, and mastery of employability skills through the instruction of core competencies. The out-of-school youth program narrows the focus to specific careers and industries and the skills needed for those jobs. Unique goals for the out-of-school youth program include completion of a career decision making course resulting in a career pathway and practical application of the career pathway through work based learning opportunities and classroom training.

2.2 Describe how the board's vision aligns with and/or supports the vision of the State Workforce Innovation Council (SWIC) as set out in the WIOA State Plan. A copy of the State Plan can be found at:

http://www.in.gov/dwd/2893.htm

The Northwest Indiana Workforce Board fully embraces the Pillars of Transformation developed by the Indiana Career Council (ICC) as the foundational elements of both the state plan and the local/regional plan for Northwest Indiana. The ICC and its *Strategic Plan to Transform Indiana's Workforce* provide the system framework, the specific strategies and the indicators of success that the local board and its partners use to define the collective impact and the individual roles of partners for regional success. All local efforts support the State of Indiana's strategic vision of: 1) Every Indiana business will find the educated and skilled workforce necessary to compete successfully in the global economy; and 2) Every Indiana citizen will have access to the information, education, and skills required for career success.

The vision of the local board aligns with the ICC Pillars of Transformation by providing a new *regular convening of workforce partners* for system alignment aimed at jointly-defined goals, utilizing a ***Career Pathways*** framework to promote worker-centric and student-centric services, and implanting a ***Sector-Based*** structure for employer engagement to ensure that program investments are demand-driven. Actions have been taken by the Board related to each of the key objectives of the ICC Strategic Plan, and WIOA will be implemented in the Northwest Indian region taking a systems approach with partners. Specific actions under each key objective include:

Objective 1: Provide a seamless system of partners that provides worker-centric and student-centric services.

The NWIWB has worked since inception to create a seamless network of partners which work together to create the NWI workforce system. While partnership groups have functioned for many years, with the onset of WIOA we created a more formal structure where partnering is happening at multiple layers ranging from strategic regional groups to more locally focused county groups.

From a regional strategic perspective, we are involved in several initiatives. The Center of Workforce Innovations (CWI), as the staff support for the Board, has participated during the past two years in the Lumina Foundation's Community Partnership for Attainment national network. The groundwork had been laid for participation in the national network by the region's 5-year-old READY NWI initiative that focuses on college/career readiness of K-12 students, on-time student completion in the region's post-secondary institutions, and connection of talent from the educational pipeline to the region's employers. Throughout the process, the Workforce Board has worked to expand its influence in the region by joining with key partners to agree on collective impact goals and on the roles each organization will play in achieving the goals. In November 2015 the Workforce Board and regional partners sponsored a large regional gathering and unveiled a key metrics report that will be replicated annually. In February 2016 the partners agreed to convene regularly to serve as the vehicle for coordinating actions, communicating among partners, and tracking success toward mutual goals. This coordinating body mirrors the system approach presented in the ICC Strategic Plan by inclusion of all key segments of community leadership.

In 2014, the NWIWB's One Stop Operator created the Northwest Indiana WIOA Partners Collaborative to bring together the essential regional support networks for servicing customers across programs and funding streams. Focused on creating strategies to accomplish the NWIWB goal of delivering skilled workers to employers, the group shares information on employer demands, training and up-skilling opportunities, creation of shared professional development sessions, and creates a cross network referral highway. The membership of the group is comprised of the WIOA core outlined partners: Vocational Rehabilitation, TANF/FSSA, Impact (ResCare), Wagner Peyser, Regional Adult Education, and WIOA providers (WorkOne Adult, DLW, Youth and Business Services departments).

To allow for partnering on a more local level, the NWIWB established county based groups to support the creation of a seamless network for supporting job seekers and employers. These groups have members from all

of the WIOA core partners, the WIOA required partners, and also faith communities, post-secondary, and local nonprofits.

Objective 2: Link career pathways to Indiana high wage, high demand careers for students and workers across the K-12, post-secondary and adult systems.

The Workforce Board and partners of the region have established the career pathways model as the common language for working with both students and adult workers in building skills and stack-able credentials to meet regional employers' needs. Conversations around skills and related career pathways begin within our industry consortiums, expand with educational partners where skills focused pathway models are created, and then implemented inside education systems. Marketing and communication pieces are then created to assist all learners from K-12, post-secondary, WorkOne, and across adult systems to understand what occupational skills employers are seeking and what type of education is needed. Within WorkOne we using these career pathway models to inform us on what training investments to make. In addition, we are sharing this same career pathway information with local government entities and across partners as we seek additional resources such as federal and foundation grants. The shared language of career pathways allows for more focused and aligned investments across the region.

A key part of that effort has been the promotion and expansion of Career and Technical Education (CTE) opportunities in the region. The partnership between the Region 1 Works Council and the READY NWI CTE Team has implemented a number of specific projects: 1) an employer video series for use by K-12 schools to showcase regional employers, high-quality jobs, and skill pathways to acquire the jobs; 2) bus tours for school counselors and administrators to go on-site to employers across multiple sectors; 3) the "21-Under-21" awards and event to honor successful CTE students; 4) expansion of CTE courses for adults and youth via state grants, including the recent Skill UP Indiana award; and 5) development of promotional materials for CTE region-wide, including brochures and videos playing at movie theaters in the region.

The foundation for career pathways has been created by the READY NWI K-12 school superintendents in the region. School superintendents from districts covering nearly 90% of the region's K-12 students have committed to membership principles of college/career readiness plans, career planning structures for all students, progressive testing for advising, and engagement of employers to promote career choices. The Workforce Board takes responsibility for employer engagement and matching employers with school districts in a variety of ways from speakers, mentors, internships, career day events, and the region-wide Manufacturing Day activities in October.

Objective 3: Increase the number of students and adults who attain post-secondary skill certifications and degrees.

In alignment with the SWIC and the Indiana Career Council, all of the NWIWB partner groups are focused on the ultimate goal of delivering skilled workers to employers. This approach requires an increase in the attainment of post-secondary skill certifications and degrees. All of our partner initiatives are focused on supporting the "Big Goal" adopted by the State of Indiana and the Lumina Foundation of 60% attainment of post-high school credentials by 2025 by the adult population, in the form of 2-year degrees, 4-year degrees, or shorter-term high-quality credential aligned to employers' skill needs. The Workforce Board plays a key role with employers, on a sector-by-sector basis, in defining what "high quality" means, in order to ensure that job applicants with short-term certifications possess a credential that is valued by employers in the hiring process. The Workforce Board, the CWI staff, and the WorkOne system partners work closely with Ivy Tech and other educational partners to create and deliver training for key skill shortage areas, such as the Certified Production Technician (CPT) program for local manufacturers, with a more robust and skill specific verion now available as a result of the recent Skill UP Indiana grant. The Region 1 Works Council brings additional focus on CTE pathways needed by employers and on the high school to post-secondary connections that employers need for new hires and for the advancement of incumbent workers. The Workforce Board also continues to champion return-to college

strategies for adults, aligned with the Indiana Commission for Higher Education's new "You Can Go Back" initiative. The Workforce Board worked over the past two years to lead state efforts to identify candidates for college completion in the WorkOne system and to development new data elements to support the effort.

Objective 4: Elevate the importance of work-and-learn models.

Work-based learning remains as a key priority for the Workforce Board's employer engagement strategies, and efforts will be accelerated under WIOA with several initiatives in the past year providing a solid platform for the acceleration: 1.Partnership with local colleges to create a Northwest Indiana portal for the Indiana INTERNnet program with CWI under contract with Indiana INTERNnet to recruit employers and connect employer internship opportunities to local students; 2. Partnership with Vincennes University to develop internships tied to specific occupational training now being offered in the region; 3.Youth Council-led outreach to local employers to expand summer jobs in the region; and 4 Creation of a successful Skill UP Indiana grant application where employer match far exceeds the minimum requirement as a result of commitments to paid work-and-learn opportunities by regional employers.

The Workforce Board, in leading sector-based employer engagement, promotes commitments that include internships, short-term job opportunities, and paid project-based learning tied to school curriculum. The Board, in its role of the employer engagement arm for READY NWI, expects to further increase work-and-learn options for students at both the college and high school levels. The Board and its Youth Council have championed as Work Ethics Certification with regional K-12 schools over the last decade, and a key component of the certification is work-based demonstration of maturity with key elements that have been identified by regional employers. The Board also supports the expansion of apprenticeship programs in the region, and will work with employers, the Region 1 Works Council, and the Indiana Department of Workforce Development to identify new programs and existing programs that can be expanded.

Objective 5: Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Indiana's regional economies.

The Workforce Board is moving aggressively in 2016 to a more formal and highly-visible sector-based strategy to engage the region's employers as partners in identifying skills and serving as partners in training. During 2015 the Board developed an Employer Partner Commitment Form and piloted it initially with its own membership. An individual employer can choose from an array of options to participate with Board and its partners in the regular convening of workforce partners, with the three major levels for partnering being:

- Planning Partners – providing information on skill needs, expected hiring levels, curriculum review to identify proper alignment of certifications with specific skill needs
- Communications Partners – participating with regional schools in events, mentoring, site visits, videos and other means to showcase regional career opportunities
- Training and Education Partners – Providing work-based learning opportunities in partnerships with schools in order to connect classroom work with on-the-job experiences.

With manufacturing as the dominant sector in the region, the Board recruited manufacturing employers to form the Northwest Indiana Manufacturing Consortium as the model to be used for other sectors. The first action of the Consortium in late 2015 was to sponsor the Skill UP Indiana grant application. The group is now formalizing its structure and operational priorities for meeting the needs of local manufacturers. In partnership with the Northwest Forum, the Manufacturing Consortium will serve as a model for creating approaches for other key sectors. The Board will work aggressively to acquire special grants and other assistance to advance each sector in accord with sector-based plans.

2.3 Describe how the board's goals contribute to each of the SWIC's goals:

- GOAL 1: SYSTEM ALIGNMENT -- Create a seamless one-stop delivery system where partners provide worker-centric and student-centric integrated services.
  Partners within the talent development system are working with limited resources as well as limited information about the services being provided by one another. Agencies have similar goals and complementary services, yet programs often operate in silos. The system should align around solutions, rather than funding streams and programs. Greater focus must be given to a true systems approach which aligns resources to maximize their impact and fundamentally transform the way in which workers and students engage with, and are served by the system. Within such an approach, agencies and organizations work together, integrating resources and services, sharing goals, strategies, and successes, and ensuring that students and workers are provided with opportunities to improve their education, knowledge, and skill levels.

- GOAL 2: CLIENT-CENTRIC APPROACH -- Create a client-centered approach, where system partners and programs coordinate in a way that each individual worker or student has a pathway to improving his or her education, knowledge, skills and, ultimately, his or her employment prospects, with a focus on in-demand careers.
  The State's education, job skills development, and career training system must ensure that the talent development system focuses on the individual student's or worker's aspirations and needs and provides all students and workers with access to pathways for improving employment prospects. In many cases throughout the existing system, activities and services provided are *program*-focused, with the specific program being placed at the center of service delivery. In such a model, greater focus is given to meeting program requirements and less attention is paid to truly serving the individual. This has left the workers or students navigating a complex web of program requirements, often having to visit multiple program locations, multiple times, and providing the same information at each stop in order to receive the services needed. This paradigm must shift dramatically towards ensuring that system partners and program requirements are aligned with the worker or student at the center of service delivery. In this *client-centered* approach, system partners and programs coordinate in a way that each individual worker or student has a pathway to improving his or her education, knowledge, and skills and entering into a fulfilling and rewarding career, with partner and program resources designed to complement the individual's pathway.

- GOAL 3: DEMAND DRIVEN PROGRAMS AND INVESTMENTS -- Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Indiana's business community.

  The National Governors Association reports:

  > Sector strategies are among the few workforce interventions that statistical evidence shows to improve employment opportunities for workers and to increase their wages once on the job. Employers report increases in productivity, reductions in customer complaints, and declines in staff turnover, all of which reduce costs and improve the competitiveness of their companies.[1]

  Due in part to the limited public resources available for education, training, and career development, it is important that the State ensure that the resources it makes available are closely aligned with the sectors that are key drivers of the state's existing and emerging economy. Further, partners within Indiana's education, job skills development, and career training system must enhance their ability to engage meaningfully with employers within these sectors, and ensure that programming addresses the

[1] National Governors Association, "State Sector Strategies Coming of Age: Implications for State Workforce Policy Makers." http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1301NGASSSReport.pdf

emerging and existing education, knowledge, and skill needs of these sectors from entry level to advanced. Concurrently, the State and its partners need to ensure that there are effective and meaningful forums for employers in these sectors to collaborate with each other and to work with the system's partners.

The SWIC's strategic plan includes a number of strategies under each goal. Local boards are not expected to address how each strategy will be implemented. It is up to the discretion of the local board to determine what strategies best fit the local needs.

System Alignment

Northwest Indiana support a seamless one-stop delivery system and student-centric integrated services that has been recognized by DWD as leading the charge in developing an integrated service strategy, and has also been recognized by USDOL as a model for integration and communication. We approach our entire workforce system as a partner based system and deeply value the integration of programs that assist in the mission to meet employers' needs for a skilled workforce.

The WorkOne Operator has structurally aligned the management of the Northwest Indiana WorkOne system to maximize both functional and formal management roles outlined in DWD 2007-4, WorkOne Managerial Structure and Functional Supervision Roles & Responsibilities. To accommodate a high-volume, often high-unemployment environment, the staff structure within the WorkOne offices in Northwest Indiana includes functional roles in the following key areas:

- Welcoming, greeting, and assisting customers in accessing self-service options
- Career advising with Career Advisors available at all times to meet with customers; customers requesting appointments meet with a Career Advisor within one business day
- Resource Specialists provide basic level informational services
- Career Advisors serve as both a case manager and academic /career counselor to provide the full range of Career Services to customers
- Recruiters assist with job matching in ICC and promotion of available jobs to the public
- Business Services Team members address employers' needs on a sector basis
- Youth Career Advisors coordinate services for Youth Adults up to age 24

Each staff member of WorkOne is responsible for ensuring customer engagement at all levels with the ultimate goal of placement into employment. All staff members are expected to share their schedules; Career Advisors' schedules are shared through the WorkOne scheduling system, while other staff share schedules with their supervisors and the Center Managers.

Client-Centric Approach

The WorkOne Northwest system puts customer needs first in integrating multiple employment and training programs that share a common set of goals, including Wagner-Peyser, WIOA (Adult, Dislocated Worker, Youth), Adult Education, Veterans Services, Vocational Rehabilitation, Jobs for Hoosiers, REA, TAA, WorkINdiana and others. All staff work under the WorkOne brand to deliver high-quality integrated services. While staff supported by multiple funding sources, services are delivered to customers seamlessly, regardless of staff funding attachment(s) as eligible and appropriate. Key elements of service include:

- All offices are co-funded by all funding streams
- Under WIOA, customers move to the level of service that is appropriate for their needs
- Service delivery is solely based upon the determination of the customer or the WorkOne staff and does not require the customer to receive sequential services
- All customers are greeted by staff and engaged in an initial conversation regarding their current situation and the WorkOne services available

- Basic level services are provided to REA, Jobs for Hoosiers, UI, and VR applicants
- Customers demonstrating need and motivation move directly into Individualized Career Services. Individualized Career Services, regardless of the funding stream
- Customers are able to access all level of services at all times, without set sequencing, provided that all service are leading to ultimate employability
- Customers move into Training Services or Work-based Learning Services after meeting with the Career Advisor and having received sufficient assessment, interpretation of the assessment, and skills identification along with Career Advising
- Customers demonstrated a need to enhance their employability skills prior to employment t are moved into the Training Services. All Training Level Services where WIOA funding is used to provide training

Demand Driven Programs & Investments

The NWIWB's strategic objectives are designed to improve employers' access to qualified workers and create awareness of training resources in the NWI employer community. The NWIWB has identified five industry sectors for special attention: Manufacturing and Construction: Healthcare; Transportation Distribution and Logistics; Professional Services; and Hospitality Entertainment Arts Recreation and Tourism. Each sector is assigned an industry representative that serves to assist and deliver services to employers on a transactional level-providing job postings, screening and recruitment, and training engagement. Industry representatives also engage in long term strategic planning, partnering with employers to identify long term investments that can be made in training and preparing new job seekers, from entry level to advanced, as well as retaining and upskilling incumbent workers. The NWIWB is also working with the Northwest Indiana Forum to strengthen sector-based employer panels to identify needs and work with education and service providers to present collaborative solutions to employers on a sector by sector basis. Solutions will include searching for additional public and private funds to support training and other initiatives to address opportunities and challenges identified by employers of each sector.

2.4* Describe how the board's goals relate to the achievement of federal performance accountability measures. [WIOA Sec. 108(b)(1)(E)] See WIOA Section 116(b)(2)(A) for more information on the federal performance accountability measures.

The goals outlined in WIOA and federal performance measures serve as indicators of the expectations for meeting the needs of customers—students, jobseekers, workers, and employers. WIOA Section 116 (b)(@)(A) outlines the performance accountability measures across all core programs as:

- Unsubsidized employment in 2nd Qtr. after exit (includes education/training for youth)
- Unsubsidized employment in 4th Qtr. after exit (includes education/training for youth)
- Median Earnings,
- Credential Attainment Rate (for all except Wagner Peyser)
- Measurable Skills Gain (for all except Wagner Peyser)
- Employer Satisfaction

Similar to WIOA and the strategic goals of the SWIC, the NWIWB's strategic goals are rooted in a demand driven workforce system that is responding to local needs and challenges. Most of the Board's goals relate to at least one of the federal performance accountability measures. In addition, we have included a goal to speak to a need of our local economy. If we are to continue to recover from the great recession of 2008, we need an increase in small business ventures and an entrepreneurial spirit which pushes toward innovations.

NWIWB has focused since its inception on the responsibility of meeting the needs of the customers and stakeholders interfacing with the local/regional workforce investment system. The WIOA performance indicators are included on the Board's Program Performance Dashboard for review at each meeting. To monitor

and deliver on this, we have and will continuously measure the required federal results, while identifying areas to improve, and making necessary course corrections.

Each of the SWIC and NWIWB goals push the system to focus on specific areas which yield results related to the WIOA performance measures. The chart below succinctly shows the inter-connection between the strategic goals of the SWIC, the NWIWB, and the WIOA performance measures:

SWIC's Strategic Goal	NWIWB Emphasis	NWIWB Goals	WorkOne Initiatives	WIOA Performance Measure
Client-Centric Approach & Demand Driven Programs & Investments **Demand Driven Programs & Investments** **Client-Centric Approach**	• Innovative learning and service delivery strategies which create efficiencies • Career Pathways with layered learning opportunities	• Increase skills of current workforce to align with economic development strategies and key industry clusters	• Increase Work & Learn Opportunities • Increase Employer Intelligence inside the WorkOne system which informs service delivery with customers • Refine current workshop strategy to ensure that it focuses on delivering skilled workers to employers through fast, high energy and employer focused content and industry specialization • Incorporate industry focused employer and employee experiences into skills training experiences • Create a WorkOne Alumni initiative to assist with recruitment and retention of customers using an industry sector approach • Decrease number of days to placement by increasing customer engagement and focusing on customers impacted in a program year – turning caseload sizes three times at 50 per CA (total served 4500)	• Credential Attainment, Measureable Skills Gains, Placement, and Wages
	• Sector Strategy with Demand Skill Analysis • Career Pathways with layered learning opportunities	• Improve employer access to qualified workers and awareness of training resources	• Develop Sector Strategy inside the WorkOne within the Service Delivery process • Increase the number of WorkOne assisted employer job fills. • Strengthen Economic Development and Chamber of Commerce relationships • Change language when interacting with employers to focus on skill sets demanded not credentials • Create innovative marketing materials outlining demanded skill sets inside career pathways • Accelerate training ready customers into skills training to improve credential and placement rates	• Unsubsidized employment in Q2 & Q4 (includes education/training for youth) • Employer Satisfaction
	• Innovative learning and service delivery strategies which create efficiencies	• Insure youth in NWI are positioned for continued education/learning and workforce success		• Unsubsidized employment in Q2 & Q4 (includes education/training for youth for youth), • Credential Attainment, and Measureable Skills Gains
	• Innovative learning and service delivery strategies which create efficiencies	• Encourage and support an entrepreneurial spirit.	• Incorporate information on self-employment and independent contracting into skills training where appropriate • Implement management techniques which create a sense of entrepreneurial spirit for service providers • Implement a One Stop credentialing and CA staff certification platform that builds staff alignment with strategic goals including industry specificity, recruitment practices through community engagement, and case management professionalization	• One of the 14 required elements for youth programs
System Alignment	• Collaborative, coordinated, leveraged and efficient regional partnerships	• Assure compliance and efficient operations of a workforce development system	• Build on existing partnerships with community organizations to increase foot traffic and utilization at the WorkOne Centers • Implement peer to peer monitoring practices	• All WIOA Performance Measures

2.5* Describe additional indicators used by the local board to measure performance and effectiveness of the local fiscal agent (where appropriate), contracted service providers and the one-stop delivery system, in the local area. [WIOA Sec. 108(b)(17)]

The NWIWB establishes performance goals for each key item on the NWIWB dashboard. Goals are set for the region as well as for each youth service provider. Each goal is broken down into specific targets that are set for overall utilization of the Work One system. Ultimately all goals and targets demonstrate trends to achieving WIOA performance measures and the NWIWB strategic goals.

The NWIWB uses several reports and performance metrics in addition to the Common Measures for evaluating programs supported by the Workforce Innovation and Opportunity Act, Wagner-Peyser, Trade Adjustment Act, etc. These indicators include:

- Customer visits to the Work One offices and the purpose of visits
- Completion, credential, and placement rates for customers who receive training (for the Region and by Service Provider)
- Youth performance, including enrollments, credentials, placements into postsecondary education, employment, and the military, as well as the Common Measures
- Customers receiving case management
- Customer placements into unsubsidized employment by service providers
- Surveys of customers visiting the WorkOne centers

The NWIWB's Youth Employment Council tracks several indicators on a bi-monthly basis for individual service providers and the overall program. Included are: reaching enrollment goals of youth in the WIA Youth program; completion of objectives for each individual youth program; and provision of case management services.

The NWIWB aggressively tracks performance toward end-of-year goals. On a bi-monthly basis, the NWIWB and One Stop Operator review performance reports, which includes a monthly and year-to-date comparison of actual performance vs. goals. Service providers analyze their own performance data and submit monthly reports to the One Stop Operator including strategies to meet key performance targets and any concerns. The WorkOne Operator reviews the data for each service provider and responds to each provider's monthly report. The Operator conducts an in-person review session with each service provider on a quarterly basis to discuss performance in key areas and contribution to the WorkOne system in Northwest Indiana. The NWIWB reviews a one-page dashboard report of job seeker services delivered and attached comments from the WorkOne Operator staff in addition to reports from the Business Services Team. Those metrics include the number of businesses served, the percentage of job orders filled, and the amount of outreach activities performed by the team.

The NWIWB also monitors spending targets. Management staff review the information monthly in order to determine trends and to take any corrective action necessary. Northwest Indiana plans to spend at least 90% of all funding within the program year.
The NWIWB also receives a Return on Investment Report on Adult and Dislocated Worker WIOA Services which gives information about what their investment is yielding, yearly monitoring reports presented by the Department of Workforce Development, and the annual audit of the organization.

2.6 Highlight the area's strategies to train the workforce so that the state is ready to meet the 1 million jobs that will be available in 2025, including but not limited to Adult Education, WorkINdiana, in and out of school youth, HIRE, Rapid Response, TAA, Veterans programs, REA, Jobs for Hoosiers, and other sources of funding.

Northwest Indiana's contribution to the goal of filling 1 million jobs requires that the NWIWB impact regional skills production, retention, and attraction via the collective impact of multiple organizations beyond the funding sources of WIOA and those of the other WorkOne core partners. For that reason, the Board has connected to

partners via two major processes. First, the Board has joined six other regional partners, convening regularly to clarify roles and create efficiencies aimed at common education and workforce goals. Partners include the region's economic development organization (the Northwest Indiana Forum) and the regional entity devoted to overall quality of life initiatives for the region (One Region). Also included is READY NWI, a grassroots initiative that engages K-12 and college educators, along with employers and economic development leaders, in creating and sustaining a strong pipeline of talent available to regional employers and targeted to creating in-demand skills.

The NWIWB's primary role is engaging employers, both for defining demand-side needs and for engaging them as partners in training via work-based learning approaches. It is critical in the employer conversations that the focus is on skills and career pathways that produce them, with credentials being validated as documentation that those skills have been acquired. The Board is moving forward aggressively in 2016 and beyond on two fronts. At the strategic level, the Board is taking a more structured sector-based approach to working with employers to develop immediate priorities (for filling current skill gaps) and to address longer-term needs (anticipating future gaps as a result of factors such as rising skill demands and replacement of existing workers). The Northwest Indiana Manufacturing Consortium has been formed and currently serves as a model for the highest level of work, which also includes development of proposals for additional state, federal, and private funding sources for education and training. The Board will host ongoing employer panels in five additional sectors: Healthcare, Construction/Building Trades, AgriBusiness, Transportation/Distribution/Logistics, and Retail/Hospitality. In addition the Board will host an ongoing forum for Information Technology (IT) with employers from multiple sectors that employ IT occupations. In all levels of engagement, economic modeling software will be used to forecast and analyze jobs in demand. This data is then combined with employer intelligence to determine action strategies. Board meetings will serve as forums to address specific sector-based needs and to identify and address cross-sector issues. Through the partnership with training and service providers, partners will be accountable to the employer panels for first listening to employers as they identify specific needs and issues, and then developing joint solutions for review and approval by the employers.

At the ground level Board staff and WorkOne partners are working side by side with local secondary, Adult Education, post-secondary, and other education providers to influence and mold curricula, career awareness activities, and career pathways to match the information from sector-based analyses. Intelligence is synthesized to create marketing documents and messages that include wage and training information related to specific sectors and occupations. Professional development opportunities for teachers, administrators and support agencies enables students, parents, and system customers across core partners to develop an understanding of what these careers are and where they will be. With all of this completed, core partners work to create a coordinated investment strategy for funding training aligned to support existing and projected demand. All funding sources (including WIOA, Adult Education, WorkINdiana, in and out of school youth, HIRE, Rapid Response, TAA, Veterans programs, REA, Jobs for Hoosiers, and others) are included in the strategies. Leadership from all of these initiatives and programs are involved in the NWIWB's WIOA Partnership Collaborative, the Regional Adult Education Consortium, have staff assigned as active members of the WorkOne County Partner Group, and have designated staff space inside of the OneStop Centers. During all workforce system related meetings the focus is on employer demand with a section of each meeting dedicated to sharing and analyzing demand information, creating community based marketing messages related to demand need, and crafting strategies to recruit skilled customers or paying for training to meet the demand need. Since many of these programs have dollars for skills training, we use the demand information to set the industries and occupations where skills training is needed. For in-school youth services, demand-side information is integrated into the region's highly successful Jobs for America's Graduates (JAG) Program offered at 8 of the region's high schools. The Board has developed and piloted a specific employer engagement commitment form that is now being used by the workforce partners to recruit employers for career awareness and mentoring activities within schools and workforce development programs and for a rapid expansion of work-based learning opportunities.

Section 3: Local Area Partnerships and Investment Strategies

Please answer the following questions of Section 3 in 15 pages or less. Many of the responses below, such as targeted sector strategies, should be based on strategic discussions with the local board and partners. The local board is not required to complete the questions shaded in gray at this time. **Questions that require collaborative answers for regions 5 & 12 are designated with an *.**

3.1 Taking into account the analysis in Section 1, describe the local board's strategy to work with the organizations that carry out core programs[2] to align resources in the local area, in support of the vision and goals described in Question 2.1. [WIOA Sec. 108(b)(1)(F)]

In 2014, the NWIWB's One Stop Operator created the Northwest Indiana WIOA Partners Collaborative. This group includes membership of Vocational Rehabilitation, TANF/FSSA, Impact (ResCare), Wagner Peyser, Regional Adult Education, and WIOA providers (WorkOne Adult, DLW, Youth and Business Services departments). The NWI WIOA Partners Collaborative brings together the essential support networks for servicing customers from these programs and funding streams. The group meets bimonthly. Focused on creating strategies to accomplish the NWIWB goals, these meetings serve as a scheduled time to share employer demands, training and up-skilling opportunities, creation of shared professional development sessions, and creation of cross network referral highways, as well as funding and programming synergy. During PY16 we will include SNAP program staff into this group.

The WorkOne offices also have partner groups that support the local WorkOne. These groups have members from all of the WIOA core partners, the WIOA required partners, and also faith communities, post-secondary, and local nonprofits. These groups meet bi-monthly on the alternating months from the WIOA Partnership Collaborative meetings. During PY16 we will position these groups to be county focused instead of city focused which will allow for a broader involvement and impact. The work of the WorkOne partners group is to carry out the goals set by the NWIWB and the strategies set by the NWIWB WIOA Partnership Collaborative. Progress toward goals will be reported out at the NWIWB WIOA Partnership Collaborative meetings via a dashboard.

3.2* Identify the programs/partners that are included in the local workforce development system. Include, at a minimum, organizations that provide services for Adult Education and Literacy, Wagner-Peyser, Vocational Rehabilitation, Temporary Assistance for Needy Families, Supplemental Nutritional Assistance Program, and programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006. [WIOA Sec. 108(b)(2)]

The Youth Program partners include Adult Education and Literacy; Wagner-Peyser, Vocational Rehabilitation, TANF, SNAP, and programs under the Carl Perkins Career and Technical Education Act of 2006. In addition, other partners include secondary education institutions, Community in Schools, the Juvenile Justice System, Foster Care, and by contracting with Goodwill Industries there is a natural partnership with their mission oriented training and placement efforts.

Connection points with partners include:

- **Adult Education**: Voting membership on the NWIWB. Regional Adult Education Coordinator serves on the NWIWB's WIOA Partnership Collaborative. Co-located offices in many of the WorkOne sites.
- **Wagner Peyser:** Voting membership on NWIWB. DWD has staff in 4 of our local full-service WorkOne offices across the region; managers serve on the NWIWB's WIOA Partnership Collaborative.
- **Vocational Rehabilitation:** 3 managers and their local teams deliver services at various times throughout the month at full-service WorkOne offices; managers serve on the NWIWB's WIOA Partnership Collaborative.
- **TANF:** Regional manager serves on the NWIWB's WIOA Partnership Collaborative.

[2] Core programs mean Title I Adult, Dislocated Worker, and Youth Services, Title II Adult Education and Literacy, Title III Wagner-Peyser Employment Services, and Title IV Vocational Rehabilitation.

- **SNAP**: Regional manager will be included on the NWIWB's WIOA Partnership Collaborative in PY16.

3.3* Describe efforts to work with each partner identified in 3.2 to support alignment of service provision and avoid duplication of services to contribute to the achievement of the SWIC's goals and strategies. [WIOA Sec. 108(b)(2) and (b)(12)].

Adult Education & Literacy

Adult Education is a critical component in our workforce development system. Our mission to meet employer needs for a skilled workforce points toward the vital nature of education as the pathway to career growth and sustained employment. Adult Education is central to helping us prepare this skilled workforce. CWI currently serves as the fiscal agent for the NWI Regional Adult Education Consortium which represents all providers in the seven county area. There a total of nine Adult Education service providers in our region. We have close collaborative relationships with all of the providers.

An AE Service Provider serves as a voting member on the NWIWB. This representation creates synergy between the work of the NWI Adult Education Consortium and NWIWB. In addition, WorkOne managers across funding streams sit on the NWI Adult Ed Consortium which meets quarterly to talk about best practices, referrals between WorkOne and Adult Education, and our WorkIN skills training efforts. We also currently have co-located Adult Education programs housed on site at our WorkOne offices where they prepare students for HSE exams and help to remediate customers toward post-secondary training programs.

WorkOne Career Advisors serve all adult education providers with both adult age and youth services. Some are actually housed at local adult education programs while others receive itinerant services. Career advisors attend upon request HSE program orientations and graduations, teacher meetings, and some of them have a physical space inside the site wherein they provide employment counseling to the students. Furthermore, WorkOne has provided representation at a large number of HSE program orientations where staff is not permanently housed. The staff present information on WorkOne services to the incoming HSE program students so they are aware of WorkOne capabilities for them as a job seeker. Regardless of WIOA eligibility, adult learners are encouraged to participate in WorkOne career readiness programming including workshops and online activities that cover basic computer skills, resume writing and interviewing skills, to name a few. Further, the learner is supported by the WorkOne Career Advisors receiving instruction on the use of Indiana Career Connect, and labor market data. There is continuous communication between WorkOne and Adult Education staff at a management level due to the frequency of meetings and the increased availability of shared resources. Adult education instructors and career advisors continuously work together to improve literacy and numeracy skills and/or attainment of HSE with the ultimate focus on employment.

Wagner – Peyser

Wagner - Peyser is a critical partner in our efforts in the workforce development system. The Wagner – Peyser team are oriented to all visionary goals of the SWIC, DWD, and NWIWB. They are invested in the NWIWB's vision, strategy, and services orientation via an integrated and braided approach to funding and services. We believe strongly in the concept of integration and practice it throughout our entire workforce development system. All of our current Wagner-Peyser staff serve in functional roles that are exactly aligned with our overall service provision and program delivery. All Wagner-Peyser programs, staff and managers lead from a perspective of blended and integrated program delivery rather than from a funding stream perspective. We have DWD Career Advisor staff and managers who are primarily Wagner-Peyser funded delivering WIOA services, whether Basic, Individualized or Training. In addition, we have also provided DWD managers with integrative supervision over service provision staff thus aligning our system to function rather than funding.

Vocational Rehabilitation

Vocational Rehabilitation (VR) is a crucial partner at a federal, state, and local level. Their partnership inside our workforce system provides substantial benefit to the customers we jointly serve in the community. VR staff participate in our regional WIOA Partners Collaborative and on the county based WorkOne partner groups. They also have an appointed staff that sits on our NWIWB as a voting member. Lastly, VR maintains an active presence in our WorkOne offices by co-locating a VR counselor in the workforce office to see customers by appointment. The VR partnership with VR has deep roots. The staff shared their expertise with our system a we together implemented the DEI initiative from 2004-2016.

TANF

Our partnership with TANF consists of two coordinated efforts. Up until recently when some of the statewide access to Unemployment Insurance information at a local office level changed, we have historically partnered at a local level with the DFR offices to often provide wage and/or UI transcripts by request. Through these connections with the actual DFR staff we sometimes would host job search workshops on site at the DFR office as a resource for their initial job seeking candidates about to undertake the responsibilities of the IMPACT program. The majority of our connection to TANF happens through their required job search program called IMPACT. We work at a regional level with the service providers of this program through our bi-monthly MOU partner meeting in which we develop strategies on resources and referrals in order to build a partnership network with their programs and customers.

Youth Program Integration

WIOA youth programs are fully integrated with WorkOne Adult and Dislocated Worker planning, particularly in identifying high-demand sector-based job needs and career pathways leading to these jobs. Youth program leadership and service provider staff are incorporated in multi-organization partnership meetings and with MOUs developed with the partners. Strong guidance on youth employment issues is provided by the Youth Employment Council of the Workforce Board as it looks specifically at youth services strategies and engagement of employers in work-based learning that supports school-based academic plans. The Youth Employment Council, by virtue of its ties to the Workforce Board, connects directly to the SWIC's goals and strategies. Annually a plan and scope of work is drafted by this group and aligned with Regional and SWIC expectations serves as our primary guide for service delivery and integration with the WorkOne network. Further, via collaboration with the READY NWI initiative, the Youth Employment Council's focus on employment opportunities is being more fully integrated with the work of K-12 superintendents in the region on college and career readiness. WIOA's focus on out-of-school youth has provided new avenues for collaboration with other systems, such as offender programs and TANF programs, and strengthened collaboration will occur in 2016 and beyond with these programs.

3.4 Identify how the local board will carry out a review of local applications submitted under WIOA Title II Adult Education and Literacy, consistent with the local plan and state provided criteria. NOTE: *Since this guidance has not been finalized by the state, this item does not need to be addressed now.* [WIOA Sec. 108(b)(13)]

Not yet required.

3.5* Describe how the local boards are partnering with economic development and promoting entrepreneurial skills training and microenterprise services. [WIOA Sec. 108(b)(5)]

The Northwest Indiana Workforce Board, Executive Staff to the Board, and One Stop Operator have a long history of working with local and regional economic development organizations to promote and support business attraction, expansion, and retention efforts. Numerous companies have been successfully located in Northwest Indiana because of the NWIWB and One Stop Operator staff's ability to provide prospective employers with a thorough analysis of the available workforce by occupation and experience, wage data, industry growth, and other key metrics as well as to determine they will be able to meet their hiring needs.

The NWIWB, Executive Staff to the Board, and One Stop Operator staff actively participate in economic development organizations, boards, and committees and maintain memberships with local chambers of commerce. Individual NWIWB members serve on the board of directors of the Northwest Indiana Forum, the private sector regional membership organization representing the voice of private business and economic development in Northwest Indiana as well as other community based economic development organizations.

The economic development and business organizations with which we are members or have a working relationship include:

- ***Regional economic development includes:*** The Northwest Indiana Forum, Northwest Indiana Regional Planning Commission, Regional Development Authority and One Region.
- ***Eleven local economic development organizations:*** Portage Economic Development Corporation (PEDCO), Valparaiso Economic Development Corporation, Duneland Economic Development Company, Gary Economic Development Corporation, City of Hammond Economic Development Corporation, Greater LaPorte Economic Development Corporation (GLEDC), Starke County Economic Development Corporation, Jasper County Economic Development Corporation, Newton County Economic Development Corporation, Michigan City Economic Development Corporation, Pulaski County Economic Development Corporation
- ***Nine chambers of commerce:*** Lakeshore, Greater LaPorte, Valparaiso, Greater Portage, Chesterton, Munster, Michigan City, Gary, Crossroads

Work with the regional economic development entities includes serving on their boards as well as their engagement with the Northwest Indiana Workforce Board. For example every month a presentation is made to the entire board of the Northwest Indiana Forum on key strategies, activities, and outputs occurring in education/workforce development in the region. This close working relationship with the NWI Forum led to the launch of the region's first "Manufacturing Summit." During the week preceding the summit, the NWIB was responsible for the engagement of 113 manufacturing employers with 8300 students to promote the sector and create awareness about the career paths available in the field.

The local economic development organizations turn to the NWIWB system for data necessary to demonstrate existing and future talent so employers can be assured that NWI has the human resources required to build a productive business. The system is called to help facilitate hiring or to orchestrate training which will build the workforce required with the necessary skills. LEDOs look to the NWIWB for resources to support the hiring and expansion for existing employers as the NWWB is familiar with all the schools, Career and Technical Education centers post-secondary institutions and the programs offered throughout the entire region. The NWIWB is looked to as an entity which is working to align the education and workforce systems with economic develop so they are called upon for consultation by LEDO's when they are thinking about utilizing funds such as from redevelopment commissions to generate new workforce programs. In addition the NWIWB has been able to work with LEDO's to provide incumbent worker training to assist their local employers maintain their workforce and in several instances this type of strategy has even been instrumental in keeping businesses in Northwest Indiana.

Entrepreneurial Skills Training and Microenterprise services

The NWIWB sees the need to help job seekers make the leap to these 21st Century job opportunities and has addressed the issue of transferable skills which can be used in a career path as well as those skills which are needed for people to start their own business as either an entrepreneur, an independent contractor, or through a microenterprise effort. These transferable skills include managing resources, project management, financial management, communication skills, and marketing skills. Several of the occupations in demand for our region require an entrepreneurial spirit and lend well to independent contracting to be successful. When we see this we work with training providers to include skill development for independent contracting work. These elements

include budgeting, tax forms, forming a business, insurance, tracking and billing, etc.

Inside the WorkOne offices we provide opportunities for customers to access services of the Small Business Development Centers by allowing the local SBDC to offer workshops in offices. Staff themselves are familiar with what the SBDC has to offer and will support customers in their development of skills needed for entrepreneurship (also known as independent contracting). Work One staff will be provided with updated information and training from SBDC staff on all the plethora of services which they offer so that they are equipped to manage referrals for those folks who are interested in starting a business or for micro business. Career Advisors also cover with job seekers the importance of showing an employer commitment by approaching work with an entrepreneurial spirit regardless of the occupation.

For youth programming, we have incorporated skill development for each enrolled youth on entrepreneurship information. The NWIWB has partnered with Junior Achievement (JA) to implement the Personal Finance and Be Entrepreneurial programs in the JAG classroom. These two programs align with the second and third program elements of financial literacy and entrepreneurial skills training. Through these JA programs the JAG Specialists have been trained and continue implementing this Junior Achievement curriculum. (Also, Entrepreneurship Plan is a team competition in the CDC).

3.6 Describe how the local area is partnering with adult education and with out of school youth regarding business services.

Adult Education

Through the NWIWB's WorkOne centers, a regional Business Services Representative (BSR) is assigned to each respective industry. These representatives gather workforce intelligence from employers across the region in their industry to determine necessary skills a candidate must possess to be employable as well as information about future job demand. In addition, these BSRs also work closely with employers to recruit and identify quality candidates for available positions. All of this information is shared on a regular basis in a variety of communication formats with the Adult Education Consortium and with service providers individually.

The WorkOne Business Services Manager is an active member of the Adult Education Consortium and serves to deliver necessary employer and industry intelligence to both the Consortium and the service providers. Additionally, Adult Education providers receive weekly communication on job demand, on-the-job training opportunities, and employer events happening in the region. For the purposes of centralized communication, the WorkOne Business Services Manager and the WorkOne Business Services Team serves as the direct contact to employers in the region on behalf of the Adult Education Consortium.

Industry representatives are readily available to provide connections to employers where opportunities exist for involvement. On average the Reginal Business Services Team is actively engaging with 200+ employers each month, and providing the job demand for 600+ jobs each month. While there are 200+ employers that are actively engaged each month by the Business Services Team, a very small snapshot of the primary employers are listed below. These employers all share employer intelligence which assists with the creation of career pathways, collaborate to identify skill gaps and occupational shortages, actively participate in training sessions by providing site tours and guest speakers throughout the training experience, job postings, actively participate in training providing work experiences and on-the-job training to learners, and work with the team to create direct hiring opportunities which position AE students to be at the head of the applicant list.

Out of School Youth

Out of School Youth services rely heavily on the information, linkages, and resources of the Regional Business Services team. Although the out of school youth provider has staff whose role is to specialize in youth work-based learning development, placement, and follow along, coordination with business services helps to avoid

duplication and increase opportunities. The Business Service staff have regular contact with youth work-based placement staff, while youth staff provide a list of upcoming companies they intend to contact. All information from both aspects of the system is housed in ICC for maximum efficiency and effectiveness.

3.7 Describe how the local board coordinates education and workforce investment activities with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services. [WIOA Sec. 108(b)(10)]

NWIWB coordinates WIOA strategies with local college providers on an ongoing basis in an effort to build communication and success strategies about what skills employers are demanding. We carry out this coordination on multiple fronts. In its role to support READY NWI, which is a grassroots initiative to build and broadcast career pathway awareness in the K-12 system, NWIWB assists in the convening of employers, K-12 stakeholders and postsecondary institutions to foster conversation and action around the skill and education needs of employers throughout Northwest Indiana. While this is a long term strategy that will lead to an eventual pipeline of well-informed adults seeking post-secondary programs for careers and advancement, we also pursue shorter term strategies for adults alongside colleges and universities.

At a regional level, we work with employers and post-secondary institutions to develop the creation and awareness of career pathways in occupations in demand. This is carried out in advisory council environments at the request of the colleges and universities, as well as through the NWIWB industry sector strategies. We currently sit on advisory councils and/or program boards at three major universities in NW Indiana: Ivy Tech, IUN and Purdue Calumet. Lastly we work other strategies with colleges and universities through our local WorkOne offices. In the last year we developed a focused position titled Skills Training Manager who is responsible for working with all the colleges and universities to coordinate ongoing relationship building, logistical support, program analysis, and marketability and performance of participants.

In alignment with our efforts to build short and long term education and career pathway strategies with colleges and universities we also work closely with the Adult Education providers in the region to inform them and help fund a special grant called WorkIN which prioritizes In-demand skills training for the Adult Education student, thus allowing students to not only complete their high school equivalency tests but also obtain an occupational skills certification at the same time. Due to the fact that our program offerings and service delivery are all integrated this is not a stand along program so the above outlined efforts with postsecondary institutions are done to support Adult Education funds as well.

Through the youth program, working partnerships are in place with Adult Education to provide comprehensive services to those youth without a high school diploma or those youth who are in need of basic skills brush up. Special youth staff, known as Career Pathway Facilitators, work exclusively with Adult ED students ages 16-to-24 to provide workforce services. The model is one of layered or stackable services to add workplace relevance to basic education while shortening the overall time of participation. Adult Education provides the academic remediation and tutoring as well as some career exploration, while the youth staff provides work based learning, occupational skills training opportunities, and support services needed to complete the program activities. In addition to the partnership with Adult ED, there is also a partnership with high schools throughout the region. Through the JAG program, high school students are taught employability skills, have exposure to a number of different careers and industries, and learn leadership and team building skills through participation in a Career Association. These activities are completed in a class room setting at the high school. The students earn credits towards graduation while gaining the skills needed to transition to employment.

3.8 Based on the analysis described in Section 1.1-1.3, describe plans to focus efforts and resources on serving priority of service populations in the local area, including how this focus will be managed. Include any other priority populations the local area will focus on.

The NWIWB has long been a strong supporter of community –building efforts with partners and other stakeholders to support the mission of meeting employer need for a skilled workforce. We work closely with our core required partners, and faith and local community-based organizations at a regional level in order to foster a referral and resource network wherein our shared community can access reliable and relevant services from childcare to workforce.

To provide ease of access and support, NWIWB created a web of Access Points across NWI in 2010. Access Points are comprised of our local nonprofits, libraries, and faith-based organizations that partner with the WorkOne offices to provide over-the shoulder assistance to customers at their organizations. Typically these organizations serve many of our priority of service populations. These agencies are recommended by local governments, area business men and women, and many other forms of referral. The organizations signed on as Access Points are trained by the local WorkOne to deliver over-the-shoulder assistance to individuals utilizing UpLink, Virtual WebChat, UI Call Center, Indiana Career Connect, and other resources. They are also there to suggest the use of the WorkOne for more in-depth services specifically targeted for Re-Entry customers, Veterans, individuals interested in training, individuals needing more in-depth employment counseling, and those wanting to work with the Career Advisors in the WorkOne.

With the enactment of WIOA we have only taken this experience to build further in-roads with long standing partners in order to address Priority of Service populations. While we are required to uphold MOU partnerships with Title I partners we approach all partners with the same spirit of commitment since we are all working to achieve a common goal in serving the community. Each of the local WorkOnes have regular partner meetings which include membership from all core, required, and additional community partners.

We currently define priority of service populations as identified be the DWD policy.

Low Income, Homelessness, TANF (Impact), Food Stamp Recipients

The One Stop Operator will continue to engage and support our local faith and community based organizations through increasing the number of available Access Points in the community from 22 to 30 by June 2017. These sites are mainly in FBO and CBO environments and are situated in areas where access to the WorkOne offices is difficult. These partners serve to support workforce development needs of the community for customers who are typically low income. We manage the presence of and attendance from the community to these Access Points monthly through reporting provided by One Stop management.

Local WorkOne's will continue to host local community partner meetings which provide a stronger cohesion to any resource and referral network established at the regional level. We will continue to manage this through monthly reporting and office specific strategies that build the resources network as a crucial part of meeting the needs of our priority of service customers and community at large. In 2016 we will move this to a county level initiative instead of a city focus. By engaging our community partners we will enhance the referral highways thus increasing the number of priority-of-service customers we serve.

Basic Skills Deficient

Continue to assess for skills deficiencies in our Adult customers at the individualized level through staff analysis and quantitative assessments as outlined in the DWD Interim Guidance on WIOA Title I Adult Priority of Service. At a minimum our focus will be to refer those basic skills deficient customers to our regional Adult Education providers for remediation, HSE, ESL, and other services involving educational support. We currently have nine regional adult education providers that form with WorkOne the regional consortium and partner more robustly at the local level.

3.9* Based on the analysis described Section 1, identify one to three industries where a sector partnership(s) is currently being convened in the local area or where there will be an attempt to convene a sector partnership

and the timeframe. Describe how you will be partnering to achieve defined goals.

With the NWIWB serving as the primary employer engagement partner in the regular convening of workforce partners structure, and with the priorities established by WIOA, the Board has moved to a more formal and highly-visible sector-based strategy to engage the region's employers as partners in identifying skill needs, promoting career opportunities, and serving as partners in training design and work-based learning. The Board recently adopted a three-tiered sector engagement strategy:

- Tier 1 sectors include Manufacturing, Retail, and Health Care with active membership groups, staff support from the Board, customized labor market reports, and special education programs tailored to the needs identified by members
- Tier 2 sectors include Construction, Logistics, Information Technology, and Agri-Business; support to these sectors will include panel meetings twice a year, special reports as needed, and action plans developed by training and education partners to meet identified needs; a Tier 2 sector may move to Tier 1 if special grants provide resources for ongoing staff support and enhanced services
- Tier 3 sectors include all of the other business sectors; these sectors will receive ongoing services from the WorkOne Business Services Team Specialists and occasional special newsletter to showcase new programs, services, issues, opportunities and grant sources; a Tier 3 sector may also rise to a higher tier if special funding or special needs occur.

The three-tier strategy for sector-based engagement for 2016-2020 builds on and is supported by the NWIWB's services to five priority sectors which are the economic drivers in our NWI region: manufacturing; transportation/ distribution/ logistics (TDL); hospitality/ entertainment/ arts/ retail/ tourism (HEART); professional services; and healthcare. The strategy to date has included serving the needs of business by Business Services Representatives who have a specific industry focus for transactional recruitment and screening. These services will continue to be refined and offered to all employers as part of the WorkOne employer services strategies. Intelligence gained from sector-based planning groups and panels is immediately passed on to Business Services staff for action. The Business Services staff continually acts as the eyes and ears on the ground to bring information back to sector planning groups on the results of implementing new training and employment strategies.

To support the new sector framework and to strengthen the Board's role in recruiting employers to the wider array of engagement opportunities with key partners, the Board developed an Employer Partner Commitment Form and piloted it initially with its own members. An individual employer can choose, from an array of options, to participate with the Board and its partners, with the three major levels for partnering being:

- Planning Partners – providing information on skill needs, expected hiring levels, curriculum review to identify proper alignment of certifications with specific skill needs
- Communications Partners – participating with regional schools in events, mentoring, site visits, videos and other means to showcase regional career opportunities
- Training and Education Partners – Providing work-based learning opportunities in partnerships with schools in order to connect classroom work with on-the-job experiences.

The Workforce Board partners with the Northwest Indiana Forum to support the Manufacturing Consortium, which serves to identify and meet the needs of the sector for skills and also strengthen regional advocacy initiatives to support the sector. The Board will next partner with the Northwest Indiana Forum to form a similar membership group for Healthcare. Recently the Board received funding to implement a sector strategy for Retail employers. We will kick off that process in June 2016. The Workforce Board will continue to serve as the primary table for connecting sector-based initiatives in all key sectors so that common and sector-specific needs can be identified, prioritized, and addressed within the context of the broader regular convening of workforce partners.

3.10 Describe how the local board will facilitate the development of career pathways systems, consistent with

the Career Pathways Definitions. http://www.in.gov/icc/files/Indiana_Pathways_Definitions(1).pdf [WIOA Sec. 108(b)(3)]

The NWIWB along with the One Stop Operator and CWI have significant investment in and traction with developing and implementing career pathways systems in Northwest Indiana. The NWIWB is clearly defined as the member responsible for driving sector-based planning discussions with employers and then working with other partners to bring career pathways strategies to the employers in ways that tie together K-12, higher education, and incumbent worker training. READY NWI and the work of CWI and NWIWB have helped us to frame conversations about career pathways with employers, educators, community stakeholders, and workforce and economic development agencies across the region. In essence, the definitions and processes for career pathways, as defined by the State of Indiana, have become the language of the system as we tie supply-side skills development to specific sector-based demands for the skills.

Northwest Indiana continues to be a region that is in "cultural transition" from its deep manufacturing roots where a middle-class lifestyle could be achieved without post-secondary education to the new imperative for acquiring post-secondary credentials to achieve that lifestyle. The READY NWI initiative began five years ago as a means of developing the local pipeline of student talent to focus on college and career readiness for the local students as they moved through K-12 and into college, with special attention aimed at youths who were not planning or were not prepared to enter post-secondary education and training programs. This also led us to the need to promote and expand the career and technical education (CTE) career pathways, consistent with the stated needs of the region's employers (numerous middle-skill opportunities not requiring 2-year or 4-year degrees) and with Governor Pence's prioritization of CTE via the new Indiana Career Council and the Regional Works Councils.

While cultural change for the Northwest Indiana region is difficult and long-term, requiring sustained commitment from the READY NWI initiative and the broad-based membership of the regular convening of workforce partners, momentum must be achieved via measurable progress in the short-term. Priorities are best described as short-term (immediate), medium-term (2017-2021), and long-term (2021-2025):

- Short-term priorities of new credentials for the existing workforce (through partnerships with employers for identifying candidates and sharing costs) and retaining credentials that the colleges are producing (via creation of a new regional internship portal and marketing contract in partnership with Indiana INTERNnet, a division of the Indiana Chamber of Commerce)
- Medium-term priorities of new bridge programs for high school graduates (bringing the current METAS model to broader scale) to address "summer melt" issues and attaching all high school seniors to post-high school education and training, and expansion of CTE programs and acquisition of industry credentials by high school students in collaboration with the Region 1 Works Council
- Long-term priority of a stronger K12 to college pipeline where READY NWI schools share common standards of excellence from middle school into the first two years of college for grade-appropriate work aimed at college and career success; work will be driven by common student assessment and career planning structures, more aggressive college persistence practices (particularly for freshmen and first-generation college students); long-term cultural change will also be impacted by ongoing public awareness efforts championed by employers who will showcase new job opportunities and the educational requirements needed to access them.

The NWIWB's sector strategy creates a foundation for convening, listening to, and supporting regional employers within specific industries. To carry out this work on behalf of the NWIWB, the WorkOne partners work collaboratively to forge alignment between the workforce needs of employers with the skills of jobseekers through ongoing monitoring of real-time program success, job placement, and job retention counseling. They also utilize labor market information created by the NWIWB to enhance customers' and the community's understanding of in-demand career pathways and the need for need for technical and foundational skills required by the region's employers.

3.11 Identify and describe the strategies and services that are and/or will be used to:

A. Facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs, in addition to targeted sector strategies
B. Support a local workforce development system described in 3.3 that meets the needs of businesses
C. Better coordinate workforce development programs with economic development partners and programs
D. Strengthen linkages between the one-stop delivery system and unemployment insurance programs

This may include the implementation of incumbent worker training programs, on-the-job training programs, work-based learning programs, apprenticeship models, customized training programs, or utilization of effective business intermediaries and other business services and strategies that support the local board's strategy in 3.1. [WIOA Sec. 108(b)(4)(A&B)]

Employer Engagement Rooted in Demand

The NWIWB has identified five industry sectors for intensive outreach and service delivery in the WorkOne structure: Manufacturing and Construction, Healthcare, Transportation Distribution and Logistics, Professional Services, and Hospitality Entertainment Arts Recreation and Tourism. Each industry sector is assigned a WorkOne Business Services industry representative that serves to assist and deliver services to small, medium, and large sized businesses, providing job postings, screening and recruitment, and training engagement. To address greater challenges in identifying a skilled workforce, on the job training and incumbent worker training may be used. Business Services Representatives deploy real-time solutions based on an employer's individual need.

A strategy that has been most successful in developing awareness and as well as an understanding of employer demand and workforce needs is the facilitation of industry summits. An industry summit brings together key community partners from workforce, education, and economic development to listen to what employers are saying about their challenges in identifying a skilled workforce. A panel discussion is facilitated to learn more about these issues from employers and audience members are engaged to participate in the conversation. Throughout the year, NWIWB will continue to convene panels of employers in a sector to discuss their needs inviting the K-12, CTE, and post-secondary institutions along with the adult education providers and Work One staff so everyone can hear the message at the same time.

Delivering Skilled Workers to Employers

The Work One system has aligned its work around the NWIWB's sector strategies that have specific training aligned with jobs in demand that support economic development and allows for alignment with jobs in each of our communities which will build a stronger pipeline of job ready workers while improving our educational attainment. The WorkOne Business Services Team coordinates its business services with job seeker services that are provided at the WorkOne offices by utilizing Indiana Career Connect, the statewide job matching system. The WorkOne Business Services Team creates and shares with both staff at a region-wide level as well as with community partners with a vested interest in workforce development efforts. Industry and employer specific intelligence is shared to educate the WorkOne centers and key community organizations on job demand and industry expectations. This information allows the WorkOne centers to prepare job seekers in a way that meets the needs of hiring employers. Also vital to the success of delivering skilled workers to employers is the Business Services Recruiter. Recruiters in the one stop system are responsible for matching WIOA enrolled customers to available job opportunities as well as identifying job seekers outside of the one-stop system that may meet the need of an employer and engaging them with the WorkOne center.

Training is a key issue being addressed by the NWIWB. In order for businesses to remain competitive in their industry, oftentimes the introduction of new technology, processes, or procedures is necessary. While opportunities exist to train job seekers in preparation for employment, addressing the growth and development

of incumbent workers remains a critical element to the overall retention and success of the business in NWI. Therefore, incumbent worker training is another strategy that will be used by NWIWB to assist employers facing these challenges of skill shortages in their business. In some cases, incumbent worker training may be delivered in a cohort made up from one or multiple employers.

Work based learning (work experiences, on-the-job-training, internships, and apprenticeships) is another strategy used to expose youth and adults to a work environment in a specific industry. Youth and adults that may not have been exposed to an industry work environment can participate in this kind of learning opportunity to better prepare them for a future job opportunity at the company or with another company. Employer engagement in work based learning provides both benefit to the employer in a potential future employee, as well as benefit to the job seeker needing exposure to and a level of experience in a specific occupation in an industry.

Coordination with Economic Development

The Northwest Indiana Workforce Board has a long history of working with local and regional economic development organizations to promote and support business attraction, expansion, and retention efforts. Numerous companies have been successfully located in Northwest Indiana because of the NWIWB and One Stop Operator staff's ability to provide prospective employers with a thorough analysis of the available workforce by occupation and experience, wage data, industry growth, and other key metrics as well as to determine they will be able to meet their hiring needs.

The NWIWB, Executive Staff to the Board, and One Stop Operator staff actively participate in economic development organizations, boards, and committees and maintain memberships with local chambers of commerce. Individual NWIWB members serve on the board of directors of the Northwest Indiana Forum, the private sector regional membership organization representing the voice of private business and economic development in Northwest Indiana as well as other community based economic development organizations.

The economic development and business organizations with which we are members or have a working relationship include:

- ***Regional economic development includes:*** The Northwest Indiana Forum, Northwest Indiana Regional Planning Commission, Regional Development Authority and One Region.
- ***Eleven local economic development organizations:*** Portage Economic Development Corporation (PEDCO), Valparaiso Economic Development Corporation, Duneland Economic Development Company, Gary Economic Development Corporation, City of Hammond Economic Development Corporation, Greater LaPorte Economic Development Corporation (GLEDC), Starke County Economic Development Corporation, Jasper County Economic Development Corporation, Newton County Economic Development Corporation, Michigan City Economic Development Corporation, Pulaski County Economic Development Corporation
- ***Nine chambers of commerce:*** Lakeshore, Greater LaPorte, Valparaiso, Greater Portage, Chesterton, Munster, Michigan City, Gary, Crossroads

Work with the regional economic development entities includes serving on their boards as well as their engagement with the Northwest Indiana Workforce Board. For example every month a presentation is made to the entire board of the Northwest Indiana Forum on key strategies, activities and outputs occurring in education/workforce development in the region. This close working relationship with the NWIForum led to the launch of the regions' first "Manufacturing Summit". During the week preceding the summit, the NWIB was responsible for the engagement of 113 manufacturing employers with 8300 students to promote the sector and create awareness about the career paths available in the field.

The local economic development organizations turn to the NWIWB system for data necessary to demonstrate existing and future talent so employers can be assured that NWI has the human resources required to build a productive business. The system is called to help facilitate hiring or to orchestrate training which will build the workforce required with the necessary skills. LEDOs look to the NWIWB for resources to support the hiring and expansion for existing employers as the NWWB is familiar with all the schools, Career and Technical Education centers, post-secondary institutions, and the programs offered throughout the entire region. The NWIWB is looked to as an entity which is working to align the education and workforce systems with economic development so they are called upon for consultation by LEDOs when they are thinking about utilizing funds such as from redevelopment commissions to generate new workforce programs. In addition the NWIWB has been able to work with LEDOs to provide incumbent worker training to assist their local employers maintain their workforce and in several instances this type of strategy has even been instrumental in keeping the business in Northwest Indiana.

The staff meet with the LEDO's across the region on a quarterly basis to determine initiatives as well as to discuss key sector strategies. The NWIWB has organized its work around sector strategies and has aligned those sectors according to the Career Council plan with the regional focus on which are the high demands sectors for Northwest Indiana. For each high demand sector there are 3 tiers of services which will be offered based on the relative importance of the companies in the sector.

Linkages Between the One Stop System and Unemployment Insurance

To strengthen linkages between One Stop system and UI programs, such as REA/WPRS and Jobs for Hoosiers, we will continue to approach the staff that deliver these programs, the customers participating and any outcomes of such programs a central part of our Basic service offerings, integrated into our flow and seamless within our program delivery. To that effect, the staff that coordinate these programs inside our offices are fully integrated on teams that offer customers information about training, career advising, workshops, etc. In addition, these orientations for these programs often include a brief presentation from either staff or through PowerPoint about what additional services are available to these UI recipients.

3.12 If the local board is currently leveraging funding outside of WIOA Title I funding and state general funds to support the local workforce development system, briefly describe the funding and how it will impact the local system. Break down the description by adult, dislocated worker and youth. If the local board does not currently have oversight of additional funding, describe any plans to pursue it.

The NWIWB has broadened its ability to build a workforce system in NWI by both securing new funds and by leveraging funds of partners in workforce development. For example, funds have been received from foundations such as the East Chicago Foundation in order to expand services to the Hispanic population in East Chicago. The Commissioners of LaPorte County have provided office space and office furniture to the NWIWB so that they could support a WorkOne base of operation directly in Michigan City. Funds have been received an subsequently used as program income to service students at the Campagna Academy and to provide the JAG program at a charter school in the city of Gary. Community Foundation funds have been received to pilot a program for long term unemployed professional workers in NWI as well as to expand career awareness activities for students and teachers in high schools.

We have been particularly effective in our college and career readiness efforts with private sector contributions to develop videos of companies and their workers which our shown in the WorkOne offices and in our youth and adult learning programs. Other funds have been secured from the Lumina Foundation to support the READY NWI initiative which is the alignment of education with economic development and from and the Center for Excellence in Leadership and Learning to create awareness and to build additional capacity for Career and Technical Education.

Private donations and small grants have also been received to support and expand adult education programming so that individuals have greater access to both on-site and virtual learning in their quest to prepare for the high school equivalency exam.

The NWIWB continues to seek additional funding to support and expand the workforce system. In January and February alone, we partnered with various groups in NWI and beyond to submit four proposals which will provide new resources to develop and training underserved individuals in high demand high wage jobs. In February we partnered with the NWI Manufacturing Consortium for a Skill UP Indiana grant and were funded to implement a manufacturing career pathway. In April we were one of 10 workforce boards from across the nation to receive funding through a Walmart Foundation partnership to implement a retail sector strategy. The Chase Foundation is also looking to support the work here in NWI.

3.13 Including WIOA and non-WIOA funding, what percentage of total funds would you project will be used for training annually?

We project that 16% (15% WIA/WIOA and 1% non-WIA/WIOA) of our available allocation will be used for training annually. Numerous grant applications to the Department of Labor, HUD, and the EPA in which the NWIWB was a significant partner may also bring funding for the region for training and other services. We believe the investment we have made in our partnership building which will allow the leverage of resources can only result in both the alignment and receipt of new funding for workforce development.

3.14 Optional: Describe any collaboration with organizations or groups outside of your local area, interstate or intrastate, and what outcomes you plan to achieve as a result of the collaboration.

Collaboration, cooperation, and coordination is a guiding principle with the NWIWB, staff and WorkOne and Adult Education providers. As a result we are able to take advantage of resources which ultimately assist employers and job seekers in NWI without additional resources.

With work based learning being a key component of the Indiana Career Council Plan, the State Workforce and Innovations Council and the new Workforce Innovations and Opportunities Act, we found that involvement with Indiana INTERN.net was critical to meet those needs. The President and CEO serves on the board of IndianaINTERN.net and executive staff are now working closed with the organization to provide more internship opportunities to employers as a result of the supply side work going on in all of the afore mentioned grounds. Conversely the availability of resources, the technical assistance shared by Indiana INTERN.net with the region is affording learning to a broad audience of organizations to assist in the development and maintenance of internships as a work based learning opportunity for customers. This engagement will to help create or expand high-quality experiential opportunities within Indiana.

The Board participates in the Alliance for Regional Development, a ground breaking coalition of high-level leaders in business, government, and academia working together to strengthen the economic competitiveness of Chicago's tristate region, including northeast Illinois, northwest Indiana, and southeast Wisconsin. The Alliance was formed as a result of the only OECD study done in the United State brining to our attention that we are part of the third largest economy in the country, i.e. Chicago. The initial result of this work is the development of a video which is being used with the employer community on the benefit of "hiring fairs," which provide immediate results for employers and job seekers.

The Education Workforce Innovation Network (EWIN) and Center of Excellence in Leadership of Learning (CELL) also work with the NWIWB by promoting collaboration and innovative programs to drive education throughout the state. Funding from EWIN has contributed to the alignment strategies of education and economic development, assisted with the initial Works Council agenda, and has allowed us to provide forums for

discussion.

The NWIWB, through its support of the READY NWI program, participates in the Lumina Foundation's Community Partnership for Attainment. This partnership focuses on Lumina's commitment to increasing the proportion of Americans with high-quality degrees, certificates, and other credentials to 60% by 2025.

The NWIWB is a member of the statewide Conexus Workforce Development Committee and has been for approximately 8 years. The organization's focus on workforce development in the manufacturing sector aligns with NWIWB goals and initiatives in promoting employment in advanced manufacturing and transportation, distribution, and logistics. We have been able to learn about best practices around the state and country to utilize in NWI and have also shared ideas with others who have been asked to participate in this work. In addition, our partnership has extended into the K-12 system as 7 high schools have been approved and are not operating the Hire Technology program founded by Conexus.

Staff to the NWIWB serves on the Great Lakes Employment and Training Association board. GLETA has bi-monthly meetings with Region V Department of Labor staff who provide up to date information on key issues surfacing with the ETA including items relating to the implementation of WIOA. In addition the sharing of best practices amongst the participating members from 10 states is advantageous in the development of new programming.

The same is true by the participation on the DOL Urban Strategies committee. This group is comprised of WIB staff working in urban communities across the country. They are able to identify best practices and challenges of working in urban communities and do have the opportunity to identify potential problems which could surface in service delivery which could prevent our region from experiencing the same. Another advantage is the opportunity to collaborate in pursuing new funding opportunities for common populations.

The NWIWB is a member of the National Association of Workforce Boards. NAWB provides annual capacity building for board members and key staff on new trends in all facets of workforce development at the board, management, and service delivery levels.

These associations give us a more comprehensive understanding of workforce challenges, opportunities and solutions including leverage of funding which allows us to use available funding more efficiently and effectively.

Section 4: Program Design and Evaluation

Please answer the following questions of Section 4 in 12 pages or less. Many of the responses below, such as career pathways and individual training accounts, should be based on strategic discussions with the local board and partners. The local board is not required to complete the questions shaded in gray at this time. **Questions that require collaborative answers for regions 5 & 12 are designated with an *.**

4.1 Describe how the local board, working with the entities carrying out core programs, will expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment and out of school youth. Include referral processes with one stop partners. [WIOA Sec. 108(b)(3)]

All core partners are represented on the NWIWB's Northwest Indiana WIOA Partners Collaborative group and have representation on each of the WorkOne Partner groups. Partnership extends well beyond just this group of core partners. To expand our services we have representation from all of the WIOA outlined partners, faith community, local government, training providers, and other community stakeholders. During these meetings referral networks, recruitment strategies, strengths, challenges, and opportunities are discussed. Also, there is a weekly partners list that is distributed to all partners. This email serves as a connection to the workforce system

and includes information about training opportunities, hiring events, employer intelligence, hot jobs, and opportunities for partnering.

Historical and projected numbers for PY16 are below. Looking ahead, we anticipate that foot traffic will marginally decrease as one of the programs that drives foot traffic into our offices, Unemployment Insurance, has been revised statewide to be more self-service and virtual. This will invariably cause our foot traffic to wane slightly. To counteract this we are partnering with our referral and resource networks even more closely to ensure that motivated individuals who need our assistance are sent to our offices. We are also working more closely with our local universities and colleges to connect with their career services networks, advisory committees where possible and program chairs of in-demand degree and certificate programs. We have achieved sizeable success through this route in that many of their students need last semester financial assistance that we can provide. We aim to fund 700 training customers in the next year. We aim to work with over 4,000 customers at the individualized level. In addition, we will work with over 1,000 employers.

WIOA Adult, DLW, and Youth Trends and Est. Projections			
	PY14 Actual	PY15 (Jul - Feb) Actual	PY16 Projected
Foot Traffic in WorkOne Offices	138,545	75,380	52,000
Basic Career Services Customers	38,704	14,040	10,000
Individualized Career Services Customers (Including Youth)	4,611	2,312	4,000
Up Skilling & Work Based Learning Customers	932	417	700

Providing Assistance to Customers with Barriers to Employment

Some of our urban centers have significant levels of poverty, educational disparities, and inflated levels of ex-offenders in the population, so we rely significantly on our Core and community based program partners to help overcome the barriers through supportive and supplemental resources. As mentioned above, our efforts with the Core program partners are approached from multiple angles. We partner with the Core program partners through a regional MOU effort designed to build networks of referrals and shared resources. We also partner with them at a local level through community partner meetings which often include not only required MOU Partners, but also FBO/CBO, Veterans support groups, postsecondary and Adult Education providers. Lastly, in terms of access, we also provide local Access Points for customers that cannot access the One Stop offices so that the community can have a well-informed community center were information and basic assistance is readily available.

4.2 Describe how the local board will utilize co-enrollment, as appropriate, in core programs to maximize efficiencies and use of resources. [WIOA Sec. 108(b)(3)]

The NWIWB approaches our entire workforce system as a partner based system and deeply value the integration of programs that assist in the mission to meet employers' needs for a skilled workforce. In all of our programs that are currently in place, Adult Ed, Wagner-Peyser, VETS, WIOA Adult/DLW, TAA, and other funding streams that are intermittently accessed (such as NEG) there is co-enrollment under an integrated WIOA umbrella application and case management. In addition, we co-enroll core partner program customers as referred and appropriate. Our approach to co-enrollment fosters an environment wherein customers have an easier means to access and understand our services; in short it provides a more customer friendly environment

and service offering. The NWIWB's approach to a common integrated co-enrollment expectation allows for better efficiencies when servicing an employer, creates a broader customer base, and a better customer experience. This all ultimately helps the workforce system maintain efficiency and maximize our use of resources. As we approach the imminent integration of additional programs such as Vocational Rehabilitation and TANF-IMPACT we expect that this principle and practice of integration and co-enrollment will follow in the same footsteps.

4.3 Describe board actions to become and/or remain a high-performing board, consistent with the factors developed by the State board pursuant to WIOA Sec. 101(d)(6). NOTE: Since these factors have not been determined as states are awaiting additional federal guidance, this item does not need to be addressed now. [WIOA Sec. 108(b)(18)]

Not required yet

4.4 Describe the one-stop delivery system in the local area as required by WIOA Sec. 121(e). See below subparts for specific areas that must be addressed. [WIOA Sec. 108(b)(6)(A-D)]
(4.4D is a collaborative answer for Regions 5 & 12).

A. Describe the local board's efforts to ensure the continuous improvement of eligible providers of services, including contracted services providers, and ensure that such providers meet the employment needs of local employers, and workers, and jobseekers. [WIOA Sec. 108(b)(6)(A)]

The current service providers in Region 1 are the Indiana Department of Workforce Development, JobWorks, Goodwill and Center of Workforce Innovations. Together, the employees of all organizations work side by side to meet the needs of people seeking jobs, and employers seeking workers. To a visitor, there is no distinction between the two groups and the way in which customers are served. The goal of the WorkOne system in Region 1 is to meet employer needs for a skilled workforce. To this end, employer intelligence is shared across programs to insure that industry sector focus, career pathway information, and goals align with the NWIWB strategies.

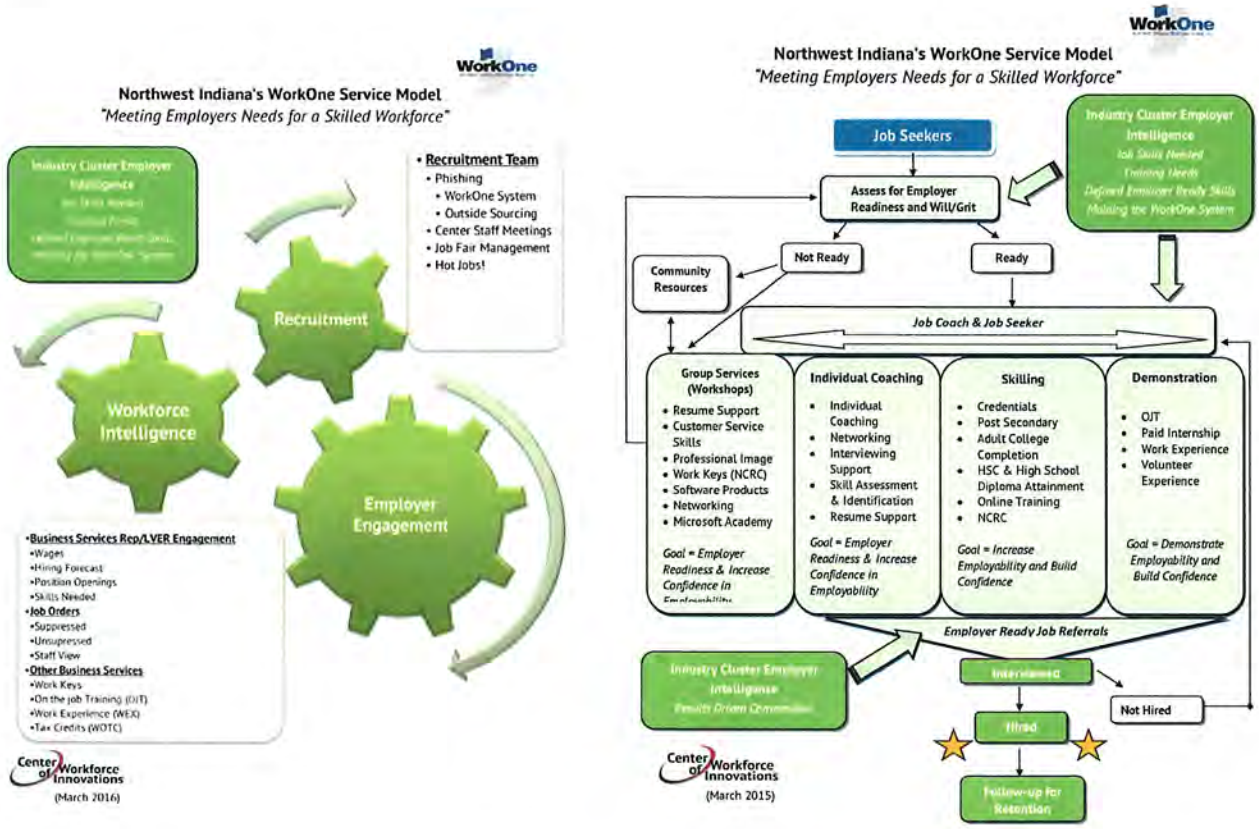
Continuous improvement starts with a series of NWIWB benchmarked goals and shared expectations. Including:

- Shared vision and strategy across all programs and services including
  - Resources, Informational Services
  - Career Advising, Skills Training, and Work based learning
  - Business Services
- Functional job descriptions which include aligned Core Values, Behaviors and Metrics based upon these above three areas
- WIOA Common Measures
- Performance Management Dashboards

Service provider standards and goals are written into their contract statement of work. Outcomes include: system goals and program performance.

One Stop management staff in collaboration with youth providers and Center managers discuss strengths and opportunities for improvement. Quarterly meetings with provider management review all contract and performance terms noting needed action. CWI and provider staff offer joint trainings, meetings, and case conferencing.

Below is a depiction of the NWI Regional model for the flow of employer intelligence and program services. As employer intelligence is gathered it is disseminated throughout the system and the system adjusts to respond to employer demand:



B. Describe how the local board will facilitate access to services provided through the one-stop delivery system in remote areas, through the use of technology, and through other means. [WIOA Sec. 108(b)(6)(B)]

The NWIWB uses a model of Access Points to expand the reach of our offices. To provide ease of access and support, NWIWB created a web of Access Points across NWI in 2010. Access Points are comprised of our local nonprofits, libraries, and faith-based organizations that partner with the WorkOne offices to provide over-the shoulder assistance to customers at their organizations. At an Access Point, individuals can use specified computers to file unemployment claims, update resumes on Indiana Career Connect (ICC), conduct and check emails related to job search, schedule an appointment with a WorkOne Career Advisor or workshop, and access other remote e-tools. Access Point partners serve to support workforce development needs of the community for customers who are typically from a priority of service designated population. We manage the presence of and attendance from the community to these Access Points monthly through reporting provided by One Stop management. The priority in these access sites is to make self-service virtual access to workforce development services readily available at hours that are outside of normal business hours for our centers. In addition, we are working to enhance this coming year our virtual offerings of workshops so that customers who cannot attend workshops onsite can readily access these platforms online.

Youth services are offered in all areas of Region 1. Itinerant staff equipped with mobile workstations provides outreach and services in rural settings, adult education centers, and schools when access to a WorkOne office is limited. A recent addition to youth services is the career decision making course locally customized and offered

online. This online resource incorporates local career information, virtual tours of local companies, and job simulations again strengthening and expanding the mix of services available both at the WorkOne and through virtualization throughout the entire region.

C. Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities. [WIOA Sec. 108(b)(6)(C)]

All aspects of the One-stop career system/WorkOne in Region 1 are dedicated to ensuring facilities, programs, equipment, and staff are available and accessible to all in need of service. Offices, facilities, equipment, and systems are formally monitored no less than once a year for compliance, accessibility, and capacity to service anyone with special needs. Equipment adaptations can be requested by staff, with all offices have programs, equipment, and training to meet physically, hearing, and visually impaired individuals. Programs such as large text, voice activated systems, and adjustable tables are just a few examples of equipment adaptations. Monitoring provides a report on areas needing improvement as well as qualitative feedback on staff capacity to assist special needs. Veterans' staff are trained and equipped with specialized skills in dealing with any unique needs of veterans; while partnerships and MOU agreements with Vocational Rehabilitation provide more extensive support when outside the realm of One Stop /WorkOne skill sets.

Our one-stop system aims to ensure that all customers entering and accessing our services receive adequate support wherever possible. We maintain strict adherence to ADA standards and provide all accommodations as needed to customers. We maintain an active project management database and conduct annual surveys for ADA compliance striving to make customers who need accommodations or adaptive technology or services as comfortable as possible. Assistive technological devices include: 21 inch monitors, auditory trainer, Braille labeled keyboards, CCTV, Dragon voice recognition software, ergonomic keyboards, Franklin speaking dictionary, height-adjustable tables, JAWS screen reader, Kurzweil 1000 text reader, Magic screen enhancer, motorized workstation, Sharp voice synthesized calculator, tactile image enhancer, Windows XP and accessibility options, Zoom Text screen enhancer.

D. *Describe the roles and resource contributions of the one-stop partners. NOTE: *The state has not issued MOU or infrastructure funding policy. Any MOUs in place should be described and attached.* [WIOA Sec. 108(b)(6)(D)]

With the release of DWD's recent MOU policy, we are currently in the process of creating the MOU's for partners. We will follow the required elements outlined in the policy. The creation of the MOU will serve to support the NWIWB goals across partners. The shared resources across partners will outline sharing of space, staffing, employer intelligence, training opportunities, professional development sessions, etools, online scheduling and interviewing processes, community based career advising where appropriate, access to career pathway marketing materials, alerts on hot jobs, and referral networks.

E. Describe how one-stop centers are implementing and transitioning to an integrated technology-enabled intake and case management information system for core programs and programs carried out by one-stop partners. *NOTE: Since the state is in the process of implementing a new case management system for both DWD and Vocational Rehabilitation, this subpart does not need to be completed.* [WIOA Sec. 108(b)(21)]

Click here to enter text.

F. Describe plans to use technology in service delivery in the one stop system.

Technology is generally integrated into all practices within the WorkOne. Staff are trained to use technology for data collection and record retention; to assist customers with job search; as part of outreach methods; and to enhance presentations/training. All offices have electronic signage, information boards, and other in-house technologically driven forms of communication. As a paperless system all staff are adept at using scanning equipment and electronic signature pads to reduce the use of paper. Online resources such as a locally developed career exploration program, in addition to value added programs for electronic scheduling and communication allow customers the option of remotely accessing WorkOne or electing the face to face method.

In order to support the job exchange services provided through Indiana Career Connect we readily train and offer professional development to our staff as well as host workshops for our job seekers and offer tutorials and assistance to our employers for Indiana Career Connect. In addition to ICC we continue to use, train and assist our customers and employers through the following other technological platforms:

- **WIN**– a short assessment indicating how well an individual will do on the WorkKeys Assessment
- **Workkeys** – measures real-world skills including reading for information, math, locating information, teamwork, and workplace observation
- **Indiana Career Explorer (ICE)** – identifies interests, skills assessment, and work values (customers must take this assessment prior to enrollment into training.)
- **TORQ** – identifies transferable skills and used for individuals with a recent work history
- **Interview Stream**- provides interviewing practice for intensive-level customers through web-cam based video recordings that are assessed by Career Advisors and customers alike to determine areas for improvement.
- **Woofound** - Assesses career personalities based on strengths to help identify natural career pathways along with occupational exploration
- **Articulate** –a platform for publishing regionally created workshops and professional development sessions
- **Appointment Plus** – scheduling platform used for customer appointments to workshops, counseling appointments, testing sessions and employer events.

In addition to these above outlined platforms, we regularly use Outlook, MS Word, PowerPoint, and webinar – based technology to help facilitate service delivery in the One Stop offices.

4.5 An analysis and description of adult and dislocated worker workforce development activities, including type and availability of education, training and employment activities. Include analysis of the strengths and weaknesses of such services, and the capacity to provide such services, in order to address the needs identified in 1.2. [WIOA Sec. 108(b)(1)(D) & 108 (b)(7)]

Please see WorkOne system model depiction in section 4.4A. All funding streams are braided and customers pools are integrated into the flow.

Basic Career Services (aka Resources)

The Basic services communicate employer expectations and career opportunities through available resources and workshops. These services are delivered in both virtual, self-guided experiences, and across partner locations. Staff are focused on outstanding customer service, assessment delivery, upselling of additional WorkOne services, and communicating employer and career pathway information; service delivery is at a fast pace and offered in a welcoming environment.

Customers engage in an initial conversation with staff to understand their needs, what help they may need looking for employment, the WorkOne Northwest overview of WorkOne Services, and general information on local employer demand such as available hot jobs and upcoming skills training. The bulk of these services are delivered through the Resources area and are self-help and informational in nature. In addition, employer driven skills testing such as WorkKeys are also delivered by staff under the Basic Career Services area. Workshops in a virtual and/or informational format are offered daily at the WorkOne offices at this Basic Career Services level.

Outcomes for this service include speed of service (wait times), conversions to individualized service, and customer experience measured by our net promoter score. All outcomes are currently meeting or exceeding established targets.

Analysis of Basic Career Services

Basic career services are a valuable offering as they allow for self-service, informational customer driven services to the one-stop system for customers who may not be able to benefit from a deeper level of investment from our Career and Training service offerings. They allow the One Stop system to provide service to the community and job seekers entering the offices and virtually accessing these offerings to obtain the short term help that they need to access job, career, and education information. Basic career services also allow employers to have a steady stream of skilled job seekers ready for opportunities they may have listed on the job exchange. Strengths of the Basic level of services is the connection to partners and community resources, as well as the outstanding customer service as measured by our excellent net promoter score. The weaknesses in Basic career services are few but important. While they do allow for us to screen for motivated customers that should be able to benefit from deeper level of investment through Individualized Coaching and Up Skilling (training) services it often presents a predicament in the fact that many motivated customers bypass our system altogether by accessing virtual basic services without ever stepping foot inside our One Stop system. To address this, we will rely on referral paths with our partners and innovative value added marketing campaigns.

Individualized Career and Coaching Services (aka Coaching and Career Advising)

Customers seeking career assistance are assigned to a Career Advisor, serving as a case manager and career coach. These services are delivered from a client-centric perspective, rooted in a deep understanding of regional employer demand, and hone in on the industry specific skill analysis, career path exploration, upskilling, and job matching. All Career Advisors, regardless of funding stream, work one-on-one with customers, beginning with the delivery and interpretation of an assessment, as well as the development of an Academic and Career Plan (ACP), following the customer throughout their interactions with WorkOne services in one on one coaching sessions, and into placement and follow-up.

There are two main categories of work with the customer: Group Services and Individual Coaching. Career Advisors assign online instructional and/or pre-vocational services, and refer employer ready customers to job orders in Indiana Career Connect. They may also set up pre-vocational training services, such as referral to Adult Basic Education, and/or a paid internship (aka, Work Experience). Certain workshops are offered at the Individualized Career Services level. These workshops go beyond Basic and informational and require experienced staff to facilitate skills development validated by skill demonstration. Only customers at the Individualized level with an assigned Career Advisor can attend Individualized level workshops.

Outcomes for this service include days to employment, case load size target, coaching sessions with customers, and common measure performance. Other than coaching session targets, outcomes are currently meeting or exceeding established targets.

Analysis of Individualized Career and Coaching Services

Individualized Career services often are our most robust offering as they allow our One-Stop System to invest in job seekers through individual and group coaching, assessment of skills, including making them aware of their transferrable skills, mock interviewing, etc. All of these service offerings provide the job seeker and employers a tangible benefit of making them ready for employment and a career. At the core of these services are two strengths: career advisors understanding of regional employer intelligence and demand and the strong relationships career advisors develop with their customers. There are two challenges to these services though: often, job seekers need significant assistance in overcoming barriers and many of these barriers are not areas for which we can provide direct services, resulting in referrals to our partners. To address this, we are working to

seamlessly connect the system with partners who have experience and expertise in addressing specific barriers. The second challenge is the speed at which career advisors deliver services. We will be setting expectations that the days to placement metric decrease over the next three years, allowing caseloads to turn at least twice throughout the program year. This initiative will require consistent coaching and feedback to the Career Advisor team and strong professional development(PD) opportunities. The One Stop Operator will initiate PD sessions which focus on creative interventions with enhanced employer demand information paired with career pathway materials.

Work Based Learning (aka Demonstration) and Up-Skilling Services

For customers needing skills development beyond the resources available at WorkOne, Career Advisors recommend occupational skills training. Training happens in one of two ways, either through the typical training in a classroom or facility that offers certificate or degree-based program training (considered an Individual Training Account, or ITA) or through Work-Based Learning skills demonstrations in an On-the-Job-Training (OJT) or Work Experience. Each Career Advisor is assigned a minimum number of customers who receive training services each year and the Career Advisor is responsible for following the customer, documenting progress, and ensuring that the customer receives the certification associated with the training. Since VETS funded Career Advisors cannot enter WIOA services the process is performed in tandem with a non-VETS funded Career Advisor. For customers that are adults, there are currently four programs of classroom/facility training: WIOA Adult; WIOA Dislocated Worker; WorkINdiana; and Scholarships.

Outcomes for this service include completion rates, credential rates, employment, employer experience, and common measure performance. Other than credential rates, outcomes are currently meeting or exceeding established targets.

Analysis of Work Based Learning and Training

Work-based learning and training is a robust way of upskilling the community job seekers allowing them to obtain an increase in skills to become more marketable to employers. Both of these offerings make workforce development increasingly critical in the conversation around economic development and allow for us to create as well as sustain the recognized link between education and economy. The challenge sometimes presented by work based learning is that employers may not be willing to take the risk of experiential learning due to workers compensation limitations and risk. We are working with employers to explore additional ways to support the process. The challenges presented by training services is the lack of diverse set of training providers that can respond quickly to the needs of employers and work with us to develop in a short time frame a training program that is industry recognized and presents a credential that is acceptable. We continue to explore the creative attraction methods for gathering additional training providers to the region. Accessing copies of credentials and hinging the credentialing process to the training syllabus is a significant challenge. The NWIWB's industry based consortium model is addressing these issues by forcing different conversations with training providers which highlight the mode of delivery by the the training providers. An additional challenge is the employers' discussion of skills and not credentials. We will be working to change our language to discuss skills and how a credential is a tool for verifying skill demonstration.

Recruitment and Referral to Employment

We provide employers with recruitment services. All WorkOne staff have responsibilities in the recruitment process for skilled workers to meet employer demand:

- **The Business Services Representatives and Recruiters**: bring employer demand and employer intelligence back to the system. Responsibilities include posting job orders to Indiana Career Connect and understanding employer screening practices, as well as gathering additional needed information to find candidates. Recruiters actively review job orders in Indiana Career Connect and available job listings across the region from a multitude of sources. Additionally, Recruiters screen qualified candidates

outside of WorkOne that are a potential match for an open and available job order, seeking a potential enrollment and placement.

- **The Resource Specialist team**: meet employers demand by identifying employer-ready skilled workers for employers. Through increased awareness of available jobs in ICC and skills necessary, Resource Specialists support the identification of potentially skilled workers.
- **The Career Advisor team:** meet employer demand by locating and creating skilled workers for employers. Career Advisors actively review job orders in Indiana Career Connect. Through increased awareness of available jobs and the skills necessary, matches are made with both customers for future enrollment and customers on existing caseloads.

Outcomes for this service include job order management, business services actively managed accounts, employer engagement penetration rates by industry, employment, employer experience, and common measure performance.

Analysis of Recruitment and Referral to Employment

The strength of our recruitment and referral to employment is that it provides an opportunity for us to take a proactive step in meeting the needs of employers through skilled workers. There are significant efforts that we have built around this process which have allowed us to respond in business time to the needs of the employers. The challenge presented in this is that while we have access to a good size of employer ready customers, many of our customers that make it into the Individualized ("enrolled") career services level are often those that need more investment and are not always ready. In other words it takes time to get them ready and this time does challenge our system to respond to business needs in business time.

Placement and Follow-up

Placement is the ultimate goal for all of our programs. However, placement is not enough; we work with our customers to ensure that the placement is a sustainable placement.

Once the customer is placed into unsubsidized employment and has a planned exit to employment, it is vital that WorkOne maintain quarterly contact to ensure that he or she is receiving any needed job retention assistance or services. We have identified Career Services staff who serve as Transition Career Advisors. These staff track, document and ensure that the participant successfully meets their planned outcome goals and successful outcomes on the WIOA performance measures. Transition Career Advisors, when appropriate, provide limited services necessary to help prevent job loss or enter employment.

Outcomes for this service include exit screen completion, employment, employer experience, and common measure performance.

Analysis of Placement and Follow-up

The strength of our efforts to assist customers in obtaining employment and following up with them rest in our ability to develop a rapport with them quickly and help them at a rapid pace both so that they are in a place to provide for themselves and their families as well as meet the employer's needs. Follow up services that are offered after placement allow for us to ensure that the customer retains their position and if possible grows and advances through ongoing coaching and encouragement. The challenges presented by the placement process specifically rest with the significantly complicated process by which our staff and our system obtains performance calculations and common measure success. Another challenge present in both placement and follow up is the reality that customers do not always notify us that they have obtained employment. The new Transition Specialist positions were created to specifically address this issue.

4.6 An analysis and description of the type and availability of youth workforce activities for **in school** youth, including youth with disabilities. If the same services are offered to out-of-school youth, describe how the

programs are modified to fit the unique needs of in-school youth. For each program, include the following: length of program and availability/schedule (i.e. 2 weeks in July); % of youth budget allocation; WIOA program elements addressed by program, with specific focus on how the 5 new elements have been incorporated; desired outputs and outcomes; and details on how the program is evaluated. Include analysis of the strengths and weaknesses of such services, and the capacity to provide such services, in order to address the needs identified in 1.2. [WIOA Sec. 108(b)(9)]

In Region 1, the board has implemented Jobs for America's Graduates (JAG) as the main in-school youth program. This program services youth in high school who have multiple barriers to employment and are at risk of dropping out of high school. Region 1 has 9 JAG programs in 8 schools. During PY 2016, Region 1 will serve 360 in-school youths. Eligible youth are referred to this program by teachers, guidance counselors, and other school administration. Youth with disabilities often have barriers to employment or are not on track to graduate and are referred to the JAG program as well. Last year, youth with disabilities made up 5% of the total number of JAG participants. The JAG program is a year round program with 25% percent of the youth program allocation being spent on the in-school JAG program. During the school year (late August to early June), participants are: 1) in the class room and complete career assessments, 2) taught employability skills through core competencies; 3) learn about what is needed in the workforce through employers who act as guest speakers; 4) participate in a Career Association where they learn about leadership skills and teamwork; and 5) complete service learning activities through community service. In addition to employability and leadership skills, the participants also learn about postsecondary education opportunities through guest speakers and college tours. All seniors must complete at least two college applications, take the ACT, SAT, or other entrance exams, and file for financial aid and scholarships. The average amount of time a participant spends in these activities is 160 hours. Beyond academic retention, leadership development, and community service, work based learning such as job shadowing or work experiences play an integral role both during the school year and summer, when services are coordinated with the WorkOne offices. Work based learning, in addition to hands on job skills, incorporates classroom activities for employment counseling, job search, and exposure to careers and work thereby focusing on workplace expectations and requisite job skills.

The JAG program addresses all program elements with the exception of alternative secondary school services, handled by referral only. The new program elements are incorporated through the various activities. Some JAG students participate in career and technical education throughout the region. 2013 brought the expansion of JAG programming to include a class located at a Career and Tech ED Center, a practiced continued today. The majority of these students are earning occupational skills certification in various career fields and JAG program then features speakers from those career fields to provide students first hand career information. In addition, through supportive services, JAG is able to pay for exam fees and credential licensing which may otherwise limit a student's ability to complete their training. Thus the first new program element is incorporated nicely into the JAG program at the Career Center and other locations where the students take Career and Tech ED courses.

The NWIWB partners with Junior Achievement (JA) to implement the *Personal Finance* and *Be Entrepreneurial* programs in the JAG classroom. These two programs align with the second and third program elements of financial literacy and entrepreneurial skills training. Through these JA programs the JAG Specialists have been trained and continue implementing this Junior Achievement curriculum. As mentioned previously employers are invited as guest speakers to provide information on specific careers and industry as well as what is currently needed in the workplace. While all JAG participants complete career assessments using Indiana Career Explorer, and enter their skills and work experience in Indiana Career Connect. The combination of all these activities aligns with the fourth new program element of providing labor market and employment information about in-demand industry sectors of occupations. Finally, the last new program element, activities that help prepare for and transition to postsecondary education/training, is incorporated through guest speakers from higher educational institutions, college tours, and the completion of college applications, entrance exams, filing for financial aid, and applying for scholarships.

Outputs for the JAG Program include mastery of the core competencies, evidence of community based service learning project, graduation rates of JAG students being greater than that of the school, scholarships awarded meeting or exceeding the previous year's amount, and 20% of funding spent in work based learning activities. Outcomes include meeting JAG and WIOA performance standards. The program is evaluated in a number of ways. First is the school corporation's willingness to continue with the program. The strength of our partnership with the designated school systems and the service we provide to the students are important factors to evaluate. The second area of evaluation is based on meeting the performance standards designated under both JAG and WIOA. The final area of evaluation is a ROI of the program. The services provided to the in-school youth under JAG provide the youth with the tools needed to transition to life after high school. However, sometimes the interest for services outweighs the resources available, especially with the reduction in funding for in-school youth under WIOA.

4.7 An analysis and description of the type and availability of youth workforce activities for **out of school** youth, including youth with disabilities. If the same services are offered to in-school youth, describe how the programs are modified to fit the unique needs of out-of-school youth. For each program, include the following: length of program and availability/schedule (i.e. 2 weeks in July); % of youth budget allocation; WIOA program elements addressed by program, with specific focus on how the 5 new elements have been incorporated; desired outputs and outcomes; and details on how the program is evaluated. Include analysis of the strengths and weaknesses of such services, and the capacity to provide such services, in order to address the needs identified in 1.2. [WIOA Sec. 108(b)(9)]

While the in-school youth program focuses on providing services mostly in a classroom setting. The out-of-school youth programs focus more one on one or small group implementation of services. The out-of-school youth budget is 75% of the total allocation. Region 1 will serve 650 out of school youth during PY 2016. All activities for any of the out-of-school youth program are offered year round. The e-learning courses are offered multiple times a year and run between 20 and 40 hours, ending with a certification.

Although not the only model used for the out-of-school population, Region 1 does offer an Out-of-School JAG Program. This program is located out of the Gary WorkOne office. All participants of the Out-of-School JAG program are drop outs. The focus of the Out-of-School JAG program is re-entry into high school or Adult Education classes leading to attainment of a High School Equivalency. This model incorporates educational coursework in conjunction with the 20 employability competencies associated with the Out-of-School JAG program.

Another out-of-school youth model focuses on those youth who are currently attending CWI adult education centers. The youth staff, known as Career Pathway Facilitators, work in partnership with certified, licensed Adult Education teachers to integrate career awareness, workforce services, and supportive services into their educational participation. This methodology creates an environment dual or stackable credentials can be achieved thus shortening the length of time from basic education to careers, jobs, or higher education. We find retention and persistence increases as outcomes can be obtained simultaneously rather than by traditional sequential methods.

The rest of the out-of-school youth are serviced out of the WorkOne offices through individualized activities leading to employment or postsecondary placement. All program elements are offered to out-of-school youth except for Alternative School services. The first new program element, education offered concurrently and in same context as workforce preparation, is provided by the Out-of-School JAG Program incorporating competencies, career simulations, and career focused work based learning while the youth is working on their High School Equivalency diplomas. The youth participating in Adult Education/Career Pathway and Out of School JAG receive academic training via e-learning courses; participate in workforce preparation and work based learning competency based services; and may move into occupational skills training or an OJT. The second and

third program elements of financial literacy and entrepreneurial skills training are accessed through the e learning course called 'Hands on Banking'. The fourth program element offers labor market and employment information about in-demand occupations industry using a virtual career decision making course. The final program element help prepare for and transition to postsecondary education/training are also incorporated into the virtual, online career decision making course in addition to other career based activities such as internships or job shadowing.

Outputs for the out-of-school youth programs include mastery of the employment competencies through the JAG program, completion of the e learning courses, and various work based activities that are in through the 20% funding requirement. Outcomes for the out-of-school youth programs include meeting WIOA performance measures, overall cost to success ROI, and qualitative analysis.

4.8 Identify how successful the above programs have been and any other best practices for youth workforce activities relevant to the local area. [WIOA Sec. 108(b)(9)]

Implementing the JAG program for in-school youth in our region has been very successful. The programs have been introduced into some of the poorest performing schools in Indiana. In 2014, both Gary School Corporation and School City of Hammond were in the bottom ten for high school graduation rates. They had graduation rates of 70.2% and 70.8% respectively. Both corporations have high school level JAG programs and comparatively the JAG students in those schools had graduations rates of 94.4% and 77.3% respectively (higher than the overall school corporation's rates). In addition, we have seen an increase in the number of youth entering postsecondary education, many of which received full and partial scholarships. Last year, 52% of the participants went on to postsecondary education. Finally, Region 1 met all JAG performance standards issued by DWD for last year.

Our out-of-school program success includes the integration of WIOA youth services into Adult Education where almost 50% of the students were under the age of 25. Working as a unified program we have seen increase is basic skill, improved student retention and persistent rates and increased employment or transition to post-secondary by as much as 10%. Region 1, through the use of our various models met all youth WIA performance standards for last year.

4.9 Describe process utilized by the local board to ensure that training provided is linked to in-demand industry sectors or occupations in the local area, or in another area to which a participant is willing to relocate. Include a description of the process and criteria used for issuing individual training accounts. If training contracts are used, describe processes utilized by the local board to ensure customer choice in the selection of training programs, regardless of how the training services are to be provided [WIOA Sec. 108(b)(19)]

Linking Training to In-Demand Occupations

The NWIWB has an established Occupations in Demand (OIC) Policy and List. NWIWB utilizes local labor market information systems to identify targeted industries and occupations prioritized for funding. This creates the Regional Occupations in Demand Policy. The list is evaluated on a regular basis to insure relevance to employer demand and economic shifts. NWIWB utilizes information from a variety of sources: electronic LMI tools, economic modeling, qualitative information from employers, economic developers, and information on economy growth trends and predictions. After all of this is taken into consideration, we then start to narrow down what should be on the list. Wages are then layered on top of this. We continue to work the list to see where the demarcation for growth is. Given the economic trends this can change over the years and across industries. Once the list is finalized, the NWIWB votes on the list. In Region 1, demand occupations are organized by "Primary Industry Clusters" containing demand occupations. Those clusters include: 1) Health Care; 2) Distribution, Logistics & Transportation; 3) Advanced Manufacturing – Precision; 4) Professional, Financial Services, and Technology; 5) Construction Trades; 6) Hospitality, Amusement, Recreation, and Tourism; and 7) Other Not Elsewhere Categorized (NEC).

The One Stop Operator maintains an OID guidance staff tool which outlines skills, education, and credentials by industry. Staff typically use the guide in their daily work with customers to insure the customer understand the specific options. To aid customers in understanding training and career options, career cluster documents for each industry outline industry employer expectations, an overview of positions with wages and needed credentials, and career pathways.

The staff to the NWWIB work with training providers in the area to ensure that employer demanded technical skills are being developed by the training offerings. The needs of employers are gathered through our ongoing conversations in our sector strategies. In the event that training providers are not available in the area, the staff utilize INTraining to highlight training providers from other regions and work to expand the available training offerings.

Customer Choice and Setup of an Individualized Training Account

Skills training happens in one of two ways, either through the typical training in a classroom or facility that offers industry recognized credentials or degree-based program training (considered an Individual Training Account, or ITA) or through Work-Based Learning skills demonstrations in an On-the-Job-Training (OJT). For customers that are adults, there will be only three funding streams of classroom/facility training: WIOA Adult; WIOA Dislocated Worker; and WorkINdiana. Each of these programs has their own eligibility requirements. The NWIWB requires the use of providers from INTraining delivering an industry recognized credential for an in-demand occupation.

Customer understanding and choice is important for a successful training experience. It is the expectation that the Career Advisor, prior to setting up an individualized training account and entering any customer into Occupational Skills Training services, assess the customer for alignment along the career pathway, discuss relevant labor market information about the chosen occupation, review training providers for the occupation being sought, and document this in a case note. A customer must demonstrate that he or she has the skills and qualifications to successfully complete the selected training program and are unable to obtain grant assistance from other sources to pay the costs of such training. If an individual does not score high enough on the TABE (if it is taken)or other required assessment to enter training, referral to Adult Education for remediation is required. This is all documented through assessment services and case notes.

A critical component in this process is the review and update of the ACP. This update must demonstrate the customer's skills gap and how the occupational skills training closes the gap ensuring the customer is ready for employment post-training.

4.10 Describe how rapid response activities are coordinated and carried out in the local area and how these activities will be incorporated into WIOA programming. See Local Plan References and Resources. [WIOA Sec. 108(b)(8)]

Rapid Response services in Region 1 are designed to respond quickly and communicate with key stakeholders and partners. Key members of the Rapid Response Team include a representative of the Business Services Team, select WorkOne staff, and in some cases, a local economic development organization, who meet with a company to determine the needs of the affected workers. The regional plan specifies that an initial meeting with the affected company will occur within 48 hours of an announced layoff or closure. After this initial meeting, the team develops a business support plan. This plan outlines the needs of the company and its affected workers and provides a general overview of Rapid Response services to be provided. A Business Services Representative facilitates the implementation of services through a Rapid Response team comprised of WorkOne, TAA, and UI staff. The team works with the company to outline a process of engagement which works for both the company and the impacted workers. The team then provides customized orientation sessions to the affected workers. These initial sessions include an overview of workforce services, including Unemployment Insurance, job search assistance, training, and placement assistance. The affected workers complete a survey, which includes basic

demographic information including geographic location, gender, veteran status, and level of educational attainment, as well as any information on services desired by the affected worker. These surveys are divided by geographic location and delivered to a Center Manager in each WorkOne as well as the state contact.

Additional partners at Rapid Response events have included representatives from community colleges, United Way, and community-based organizations that may also provide services as part of rapid response activities. The NWIWB developed a partnership with the Department of Labor's Employee Benefits Security Administration. This division is responsible for providing information on COBRA benefits, pensions, health plans, and HIPPA. Representatives of the Employee Benefits Security Administration also participate in Rapid Response orientations with affected workers.

In an effort to meet unique demands or in response to the number of employees being dislocated, the Rapid Response team develops specialized models which incorporate and expand on the process above. Regardless of the structure of the intervention the focus is on getting the impacted workers back into the workforce as quickly s possible. Throughout the process Staff at WorkOne offices follow-up with customers and tell them about rapid job matching opportunities and are encouraged to continue their engagement via WorkOne services to further accelerate the process the Business Services Team is marketing the skills of the impacted workers to other businesses. Frequently we will see these workers be quickly picked up by a different employer.

When a company has filed or plans to file a TAA petition, an overview of TAA services is provided during the orientation session. After a company becomes TAA certified, they are provided with an orientation of TAA services and the initial paperwork is completed. TAA staff then submits the required paperwork to the local DWD manager for approval before submission to the state contact.

4.11 Describe how Jobs for Hoosiers/REA activities are coordinated and carried out in the local area and how these activities will be incorporated into WIOA programming. See Local Plan References and Resources.

Customers entering the WorkOne as part of the Reemployment Eligibility Assessment (REA) or Jobs for Hoosiers programs must, at minimum, receive an engaging conversation or initial conversation with staff. The conversation with the customer should lead to an understanding of what brought the customer into WorkOne, what help they may need looking for employment, a description of upcoming training opportunities, and the Regional overview of WorkOne Services. This conversation must include a review with the customer of educational level completed, length of unemployment, and what WorkOne services are most beneficial based on customer's situation All customers at every level of service delivery must be offered an overview of the available WorkOne services and WorkOne staff must document service and conversation in case notes. These customers are considered participants of the WorkOne system at the Basic Career Services level. These customers serve as a pool for recruitment for WIOA Individualized Career Services.

4.12* Describe efforts to coordinate supportive services provided through workforce investment activities in the local area, including facilitating transportation for customers. [WIOA Sec. 108(b)(11)]

WIOA requires WorkOne staff to explore all avenues of possible support before using WIOA funds to offset needs. Customer needs must be relevant and linked to program participation or to enable them to complete their plan of service. Before approving supportive services alternatives and partner organization services are explored. Transportation needs are determined on a case by case basis except when being used for group activities, tours, or fieldtrips. The individual's financial situation is taken into account, an evaluation if the transportation is required for participation or employment, and the overall availability of transportation make up the initial assessment. WorkOne discusses possible assistance with any community based or partner organization having relevant services before finalizing transportation support with the customer. Support for transportation may come in the form of gas cards, bus passes, or tokens for other types of transportation such as a taxi. Support services may be a one time or reoccurring payments depending on the need and type. Individuals must remain in good standing with the program for any subsequent consideration.

Section 5: Compliance

Please answer the following questions of Section 5 in 12 pages or less. Most of the response should be staff-driven responses as each are focused on the organization's compliance with federal or state requirements. **Questions that require collaborative answers for regions 5 & 12 are designated with an *.**

5.1 Describe any competitive process that is planned to be used to award the sub-grants and contracts in the local area for activities carried out under WIOA Title I. State the names of current contracted organizations and the duration of each contract for adult, dislocated worker and youth services. Attach contracts as Exhibit 1. [WIOA Sec. 108(b)(16)]

In 2015 prior to the start of WIOA and program year '15-'16, youth services procurement was completed using a competitive process through the release of a Request for Proposals. The youth program service delivery in Region 1 is currently offered by two contracted organizations. Goodwill Industries of Michiana provides out of school youth services in Lake, La Porte, and Porter Counties. While Job Works, Inc. providing in-school youth services throughout the region, out-of-school youth services in Jasper, Newton, Pulaski, and Starke Counties; and specialized out-of-school youth services for Adult Education Centers run by CWI in Jasper, Lake, Porter, Pulaski, and Starke Counties. Both contracts are from July 1, 2015 to June 30, 2016 with an option to renew for up to two additional years.

A Request for Proposal will be issued to begin the procurement process for Youth service providers. The NWIWB establishes very specific objectives, tasks and required metrics of success to ensure that providers meet or exceed goals. Awards are made to organizations possessing the demonstrated ability to perform. The following matters are considered:

- Adequate financial resources or the ability to obtain them;
- Ability to meet the RFP design specifications at a reasonable cost;
- Ability to meet performance goals;
- Satisfactory record (must be validated) of past performance in delivering the proposed or similar services, including demonstrated quality of services and successful outcome rates from past programs;
- Ability to provide services that can lead to the achievement of competency standards for customers with identified deficiencies;
- Satisfactory record of integrity, business ethics, and fiscal accountability;
- The necessary organization, experience, accounting and operational controls;
- Expertise with the management information system or a plan to obtain functional capacity upon contract award.

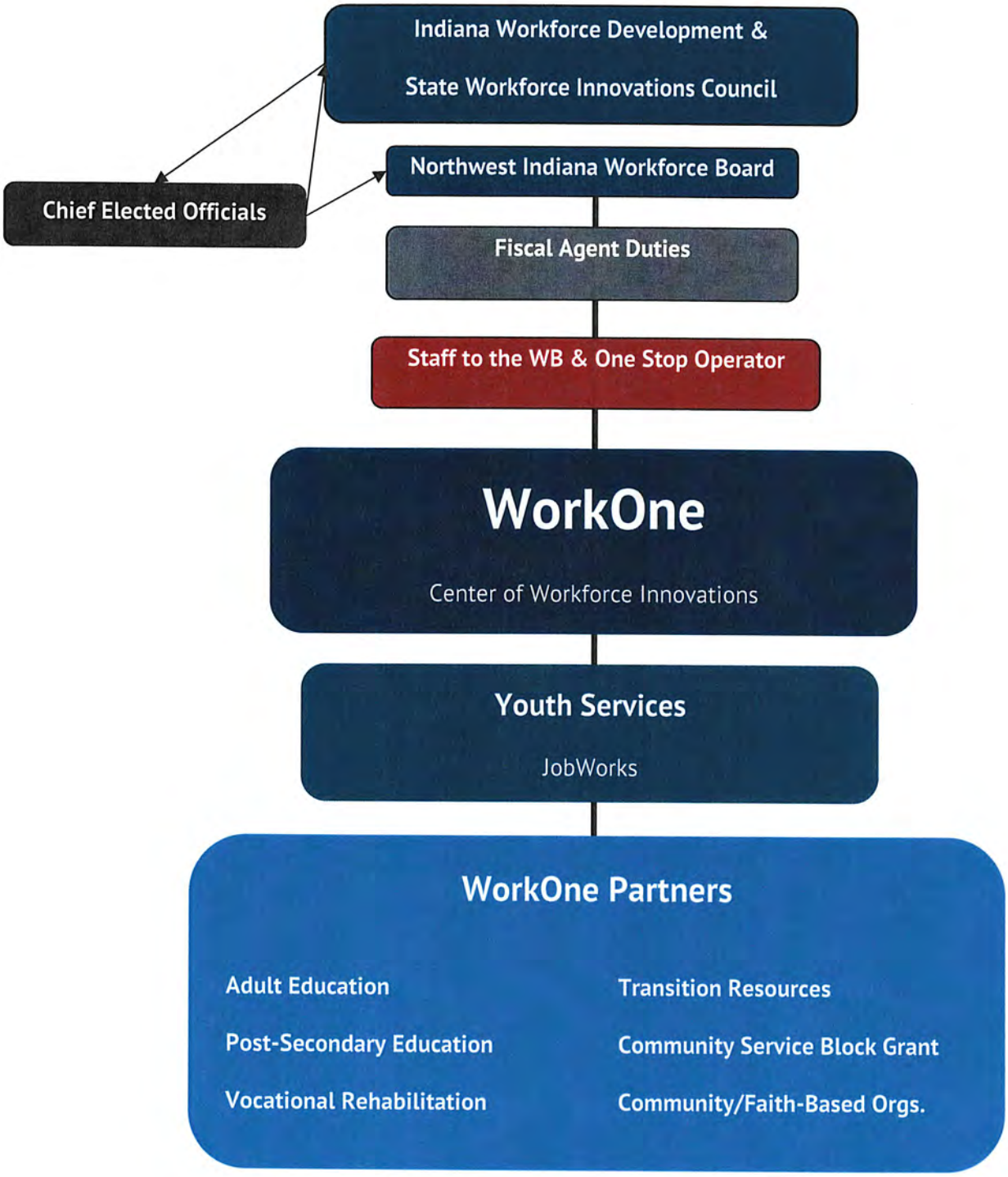
The NWIWB's Youth Employment Council uses several factors to regularly monitor and evaluate the success of the Youth program and individual service providers on a bi-monthly basis. The common measures for youth are: placement in employment or education, attainment of a degree or certificate, and literacy and numeracy gains. The youth performance measures include the common measures of literacy and numeracy gains, obtaining credentials, and placement with an employer, post-secondary education, or the military.

The NWIWB also reviews the work of individual service providers to manage youth programs. Management includes reaching enrollment goals of youth in the WIOA Youth program; completion of objectives for each individual youth program; and to provide proper case management. The NWIWB and One Stop Operator staff monitors the expenditure of WIOA Youth funding for each service provider on a monthly basis. Northwest Indiana – Region 1 plans to expend at least 90% of all funding within the program year on youth programming.

Current Contracted Organizations

Subcontractor	Program	Contract Period
Goodwill Industries of Michiana	WIOA Out of School Youth	July 1, 2015 – June 30, 2016
Job Works Inc.	WIOA In School & Out of School Youth	July 1, 2015 – June 30, 2016

5.2 Provide an organization chart as Exhibit 2 that depicts a clear separation of duties between the board and service provision.



5.3 Describe any standing committees or taskforces of your Local Board, including the role and scope of work of your youth committee (or youth representatives on the WDB if you do not have a committee).

The Northwest Indiana Workforce Board established the Youth Employment Council YECC) under WIA and will continue the Council under WIOA. The Youth Employment Council determines the needs of youth in the region and addresses those through special initiatives, collaboration with others, and through the targeted use of WIOA

funding taking into account a range of issues that can have an impact on the success of youth in the labor market. As such, the Youth Employment Council has developed the following goals for youth: ensure youth are positioned for continuous education, learning and workforce success; align education with the needed business skills (i.e. specific technical skills, soft skills); and help impoverished youth understand the skills needed to make it in the workforce.

The YEC issues the RFP for the procurement of youth service providers, identifying key policy issues which need to be addressed. The YEC continually monitors the JAG program and its implementation and takes the lead on the regional CDC conference. Work-based learning is of particular interest to the YEC as it promotes youth hiring. Currently the YEC is promoting the importance of a first job via a series of "First Job" features in The Times of Northwest Indiana. Work Ethics posters and certification structures have been developed by the YEC and are in use in all high schools and CTE Centers in the region. Annually a work plan is drafted by the YEC for approval by the NWIWB to ensure alignment with regional goals and SWIC expectations and for full integration with WorkOne promotion and services.

The Board also maintains an Executive Committee that is authorized to take action between Board meetings except for issues related to:

- Amending the Articles of Incorporation or the Bylaws;
- Adopting an agreement or plan for merger or consolidation;
- Proposing a corporate transaction involving sale or disposition of the assets of the corporation; or
- Recommending the dissolution of the Corporation.

Other task forces of the Board are formed to work on time-limited issues that do not require standing committees, including but not limited to, issuing requests for proposals and nominating officers of the Board.

With the formation of sector-based employer groups in 2016 to support the work of the broader regular convening of workforce partners, sector-based employer groups will be formed and recognized as standing committees of the Board. Each sector-based group will be chaired by a Board member and will present information and recommendations to the full Board.

5.4 Provide the name, organization, and contact information of the designated equal opportunity officer for WIOA within the local area.

WIOA Equal Opportunity Officer (EEO)
Nora Wiergacz
Terra Human Resource Consultants
1575 Danvers Parkway
Valparaiso, IN 46385
Nora.Wiergacz@gmail.com
(219) 921-6696

5.5 Identify the entity responsible for the disbursal of grant funds as described in WIOA Sec. 107(d)(12)(B)(i)(III). [WIOA Sec. 108(b)(15)]

The County Local Elected Officials have selected their fiscal agent to be:

Organization: Center of Workforce Innovations, Inc.
Address: 2804 Boilermaker Court, Suite E, Valparaiso, IN 46383-8418
Telephone Number: (219) 462-2940
E-mail Address: lwolo@innovativeworkforce.com

5.6 Indicate the negotiated local levels of performance for the federal measures. NOTE: These have not been negotiated, but will be required to be updated once negotiated with the state. [WIOA Sec. 108(b)(17)]

Not yet required

5.7 Provide a description of the replicated cooperative agreements, as defined by WIOA 107(d)(11), in place between the local board and the Department of Human Services' Office of Vocational Rehabilitation Services with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination. See Local Plan References and Resources. [WIOA Sec. 108(b)(14)]

Vocational Rehabilitation staff members provide itinerant services in the Region's full service WorkOne Centers (Gary, Hammond, LaPorte and Portage). They will ensure all job-seeking and job-ready clients are engaged in WorkOne services. With the imminent adoption of WIOA in July 2015 we took an active role to commence a quarterly MOU partner meeting with TANF-Impact providers (ResCare) and Vocational Rehabilitation. As a result of this partnership meeting which has been held 3 times in the last program year we have gained insight into how best to partner with VR at a local level. This includes having VR counselors and/or supervisor attends the one-stop office meetings on a regular basis, provide staff overview of VR services, awareness of VR success stories and process for referrals.

The Regional Business Services Manager is a partner on the core program partnership collaboration that meets quarterly to discuss efforts in providing workforce development services. Weekly communications that encompass job demand and on-the-job training opportunities are shared with partners, including vocational rehabilitation. This collaboration allows all core program partners to engage in the conversation of employer demand.

5.8 Describe the process for getting input into the development of the local plan in compliance with WIOA section 108(d) and providing public comment opportunity prior to submission. Be sure to address how members of the public, including representatives of business, labor organizations, and education were given an opportunity to provide comments on the local plans. If any comments received that represent disagreement with the plan were received, please include those comments in Exhibit 3 attached to this Local Plan. [WIOA Sec. 108(b)(20)]

The NWIWB Plan for PY2016, following approval for initial posting by the Board at its May 19, 2016 meeting, will make the plan available on the Regional WorkOne website (http://www.gotoworkonenw.com/) for 30 days. Notice of plan availability will be sent to local elected officials, business organizations, economic development groups, and other groups that have requested such information from the Board. The plan will also be reviewed at a meeting of the WIOA Partners Collaborative during the comment period. All comments received will be posted on the website along with an indication of whether the comments were incorporated in the plan. If not incorporated, a rationale will be provided on the website. The final plan will be submitted to the Indiana Department of Workforce Development prior to July 1, 2016.

5.9 Describe the board's process, frequency and schedule for monitoring adult, dislocated worker and youth services, including who conducts monitoring visits for your agency, training these staff receive on monitoring or site evaluation, and a listing of all upcoming planned or scheduled monitoring visits, all forms used during the review process and a sample report from a past review.

Adult, DLW, and Youth services are monitored on a regular basis. There are four types of monitoring.

The first is informal monitoring. This monitoring is both in person and through written communication between management staff and the service provider. This includes progress toward goals, compliance of policy, and technical assistance needs.

The second type of monitoring for Adult, DLW, and Youth services is desktop monitoring and it is done on a weekly, biweekly and monthly basis. This monitoring includes reports generated by MIS Staff to review eligibility, data validation, and performance in combination with review of reports submitted by the youth providers and management staff.

The third type of monitoring is contractual compliance. This is completed on a quarterly basis for Youth services whereby staff meet with the management staff of each provider. This same approach is handled monthly with the Adult and DLW services managers. CWI Staff review each contract/metric item and provide input for areas of improvement and note areas of achievement. Technical Assistance is also provided at these meetings. For the Youth services this monitoring is scheduled during the first month after the most recent quarter reviewed. (October, January, April, and July).

The final type of monitoring for Adult, DLW, and Youth services is formal monitoring. This monitoring is completed no less than once a year and includes operational monitoring of the service provider and file review of the customers contained in the state Department of Workforce Development case management and eNDMS database. Formal monitoring occurs annually and requires the use of formal monitoring tools. As CWI serves as the service provider and the One Stop Operator, formal monitoring of the Adult and DLW funding is handled by having accountability and monitoring provided from other business units which do not formally or functionally supervise the activities. This approach has been tested via an external monitor and is noted as an effective model. It allows for serve the purpose of ensuring accountability while strengthening the organization by providing depth across all business divisions of the organization. Written communication on results of the formal monitoring is provided to management via a formal memo.

Youth services are monitored on a regular basis. There are four types of monitoring. The first is informal monitoring. This monitoring is both in person and through written communication between staff and the service provider. This includes progress toward goals, compliance of policy, and technical assistance needs. The second type of monitoring is desktop monitoring and it is done on a weekly, biweekly and monthly basis. This monitoring includes reports generated by MIS Staff to review eligibility, data validation, and performance in combination with review of reports submitted by the youth providers. The third type of monitoring is contractual compliance. This is completed on a quarterly basis whereby staff meet with the management staff of each provider. CWI Staff review each contract item and provide input for areas of improvement and note areas of achievement. Technical Assistance is also provided at these meetings. This monitoring is scheduled during the first month after the most recent quarter reviewed. (October, January, April, and July). The final type of monitoring is formal monitoring. This monitoring is completed no less than once a year and includes operational monitoring of the service provider and file review of the customers contained in the state Department of Workforce Development case management and eNDMS database.

5.10 Describe your professional development plan for all youth staff, including the frequency, type (in-person, self-guided, web-based, etc.), and topics addressed.

Region 1 takes a holistic, integrated approach to Youth Staff Professional Development. There are four types of professional development offered to individuals who work with youth and young adults. The first is WIOA Youth professional development specific to the unique terms and conditions of the Workforce Innovation and Opportunity Act. This training includes eligibility determination, program elements, follow-up, performance management, records management, and data entry. All WIOA youth staff attend WIOA centered professional development which is ongoing as we complete the first year of WIOA. WIOA program training is done in pre-scheduled groups on average twice a quarter incorporating both instruction and hands on data entry and

corrections. The second type of professional development relates to elements specific to the particular youth program or model the staffer is implementing. JAG staff attend state training once a year in Indianapolis. In addition, during holidays, spring break, and the summer JAG Staff attend professional development related to best practices in the classroom, JAG Data Management, and JAG Performance. Out of School Youth Staff also attend state training once a year. In addition to the state training, Out of School Youth Staff meet a minimum of once a quarter for instruction and discussion groups on topics including outreach for out-of-school youth, online career tools, and case management. In addition to the separate professional development for in-school and out-of-school youth staff, all youth and young adult staff come together once a quarter. The topics for professional development are based on the needs of staff and in the past have included time management, working with youth with diverse backgrounds, and data management. At least one of these quarterly meetings includes speakers from the outside community. The third type of professional development for youth staff is joint training with Adult Education staff from CWI. These professional development sessions focus on the components of Adult Education services and WIOA youth services, common goals, and working jointly with customers. The fourth type of professional development is outside local, state, and national conferences focused on youth programming in general. Staff is encouraged to attend at least one conference a year. Examples of conferences attended include the Indiana Youth Institute's Kids Count Conference, the Adult Education Summer Institute, and the National Youth Symposium Conference. While most of the professional development is in person, staff also participates in webinars on various topics throughout the year. Lastly the Region does use peer mentoring for any unique needs by a particular staff. There is cross-provider case conferencing and opportunities for cross program observations.

5.11 Provide a list of all local policies. Copies of documents are not required at this time but may be requested later.

Youth Board Policies: Occupational Skills Training Provider, Support Service, Work Based Learning Policy, Youth Eligibility Additional Assistance Policy
Youth OSO Policies: Career Decision Making Pathway, Eligibility Determination and Documentation for WIOA Youth, Objective Assessment for WIOA Youth, Individual Service Strategy for WIOA Youth, Tracking of Skill Gain and Credential for WIOA Youth
Youth Guidance: Career Pathway Plan Development for Youth and Young Adults, Incentives for Youth and Young Adults, Occupational Skills Training for Youth and Young Adults, WIOA Youth Program Elements and Activities, Work Based Learning for Youth and Young Adults

- Occupations in Demand Policy – NWIWB WIOA Sec 134
- Equal Opportunity Policy - NWIWB WIOA Section 188 & 29 CFR Part 37
- Definition of Dislocated Worker – Unlikely to Return – NWIWB – WIOA 3(15)(A)(iii)
- Supportive Services Policy – NWIWB WIOA General 1
- Priority of Service Policy – NWIWB WIOA General 2
- Individual Training Accounts Policy – NWIWB WIOA Section 134 (b) (3)
- Adult Work Experience Policy – NWIWB WIOA Section 134 (d)(5)
- On The Job Training Policy - NWIWB WIOA Section 13 (c)(3)(H)(ii)(I), Change 1, (DOL TEGL 13-15)
- Assessment Policy – One Stop Operator
- Revised Guidance, 2012-02 WorkIN, Change 2
- Priority of Service for Veteran's, Guidance, One Stop Operator
- Interim Guidance for Eligibility and Data Validation, One Stop Operator
- Customer Flow Guidance, Change 2, One Stop Operator