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

WDB/Region #	**Region 4 Workforce Board**
WDB Chair	**Ms. Debra Close**
WDB Executive Director	**Mr. Roger Feldhaus**
One Stop Operator	**PY 16: Tecumseh Area Partnership, Inc. d/b/a Region 4 Workforce Board** **PY 17 - 19: To be procured in conjunction with the Adult and Youth Service Providers**
Adult Service Provider(s) Name and Contact Information	**Community Action Program, Inc. of Western Indiana (www.capwi.org)** **JobWorks, Inc. (www.jobworksinc.org)**
Youth Program Manager/Lead Staff	**Ms. Mellisa Leaming**
Youth Service Provider(s) Name and Contact Information	**Same as Adult Service Providers**

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

Name (type or print): Debra Close

Title: Chair, Region 4 Workforce Board; President and CEO, Dukes Memorial Hospital

Signature: _____ Date: _____

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

Name (type or print): Tony Roswarski

Title: Chief Elected Official, Region 4 Workforce Development System; Mayor, City of Lafayette

Signature: _____ Date: _____

Table of Contents

Executive Summary 4

Section 1: Workforce and Economic Analysis 7

Section 2: Strategic Vision and Goals 13

Section 3: Local Area Partnerships and Investment Strategies 18

Section 4: Program Design and Evaluation 30

Section 5: Compliance 42

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 Workforce Innovation and Opportunity Act of 2014 (WIOA) is designed to help job seekers succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Compared to its predecessors, WIOA focuses more heavily on the needs of employers, while also taking into consideration the needs of job seekers and on creating globally competitive regional economies.

WIOA has six overarching goals:

- *Increase opportunities and access to employment, education, training and support services for individuals to succeed in the labor market;*
- *Align workforce investment, education, and economic development into a comprehensive, accessible, and high quality regional workforce development system;*
- *Improve the quality and labor market relevance of the system's efforts to provide workers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages and provide employers with skilled workers to succeed in the global economy;*
- *Promote improvement in the structure and delivery of services through the system to better address the skill needs of workers, job seekers and employers;*
- *Increase the prosperity of workers and employers, the economic growth of communities, regions and states, and their global competitiveness;*
- *Provide workforce investment activities through statewide and local workforce development systems that increase participants' employment, retention, and earnings, and attainment of recognized postsecondary credentials.*

There are three key principles in WIOA:

- ***Program Alignment**—through unified strategic planning across core programs and enhancing the role of State/Local Workforce Development Boards to develop/implement a Unified State Plan. (WIOA's four core programs are: Title I Workforce Development, including Adult, Youth, and Dislocated Worker activities; Title II Adult Education and Literacy; Title III Employment Service, including public labor exchange and labor market information services; and Title IV Vocational Rehabilitation Services);*
- ***Increased Accountability**—through common measures across core programs and reporting and evaluation;*
- ***Enhanced Service Delivery**—through strengthened partnerships and investments in the one-*

stop (WorkOne) delivery system (including shared infrastructure costs among the partners) and engagement of employers and alignment of education and training activities through career pathways.

Each state must have a structure that includes the Governor, a state workforce board, and designated local workforce areas (Region 4 is one of 12 such local areas in Indiana). Sub-state regions share a single labor market and economic development area and have sufficient resources (including education and training institutions) to administer activities under WIOA. The designation of local workforce service areas or economic growth regions is based on population centers (in Region 4, Greater Lafayette and Greater Kokomo), commuting patterns, land ownership, industrial composition, labor force conditions, and geographic boundaries. The Region 4 Workforce Service Area includes Benton, Carroll, Cass, Clinton, Fountain, Howard, Miami, Montgomery, Tippecanoe, Tipton, Warren, and White counties.

Each designated local area is organized through a partnership among the local elected officials and the local workforce development board, whose members are appointed by the Regional Chief Elected Official (RCEO) for Workforce Development. The RCEO is elected from among all county chief elected officials to represent them. Region 4's local elected officials have designated the Region 4 Workforce Board as their fiscal agent.

The Workforce Board and local elected officials create a One-Stop (WorkOne) System from all agencies within the regional community, including workforce and economic development, education (secondary and postsecondary, Career & Technical, and Adult Education & Literacy), State Employment Service, Vocational Rehabilitation, and Temporary Assistance for Needy Families. The Board and elected officials select a One-Stop (WorkOne) Operator, who acts as a liaison between the Board and WorkOne System service providers.

Here are some key terms commonly used in Region 4's Local Plan and their definitions:

- ***System**: Network of required and optional partners, programs, centers and service providers that collectively address the community's workforce development needs;*
- ***One-Stop (WorkOne) Operator:** Agency that coordinates the partners for effective delivery of WorkOne services;*
- ***Partner**: Funding source/agency that enters into a mutually beneficial working relationship, described within a Memorandum of Understanding, to enhance the local workforce development system;*
- ***Program**: Collection of services designed to address a community need;*
- ***One-Stop (WorkOne) Center:** A comprehensive physical location at which all workforce development services available in the region are accessible;*
- ***Service Provider**: Agency that provides the career services or training services for the*

designated funding source(s).

The role of the Region 4 Workforce Board, the creator of this Local Plan document, includes the following:

- ***Strategic Convener**: To engage community partners in order to promote and broker effective relationships between County Chief Elected Officials and economic development, education, and workforce development partners throughout Region 4.*
- ***Identify community workforce development issues**: To continuously improve and strengthen the workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs to promote economic growth. This is done through the review of labor market information, demographic data, and talking with employers within key sectors.*
- ***Address community workforce development issues:** To actively participate and collaborate closely with other workforce development system partners, including publicly and privately funded organizations, in order to integrate and align a more effective, job-driven system.*
- ***Build an aligned and streamlined workforce development system:** To develop a comprehensive and high-quality system through collaboration with workforce, education, and economic development partners to improve and align employment, training, and education programs under WIOA.*

Reflected throughout this document are the Board's stated Values:

- *Superior Customer Service*
- *Innovative Problem-Solving*
- *Skill Development and Enhancement*
- *Life-Long Learning*
- *Economic Success*
- *Improved Quality of Life through Strong Family Values*
- *Leadership in Regional Workforce Development*
- *Integrity and Accountability—"We get things done"*

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)]

Highest Industry Location Quotient

Top 20 Industries (4-Digit) in 12 Counties

Industry	2012 Jobs	2022 Jobs	% Change	2012 LQ	2022 LQ	% Change LQ	2015 Earnings Per Worker
Engine, Turbine, and Power Transmission Equipment Mfg	2,991	2,497	(16%)	20.21	17.81	(12%)	$104,828
Motor Vehicle Parts Manufacturing	10,830	12,115	12%	15.22	15.23	0%	$91,538
Other Furniture Related Product Manufacturing	696	364	(48%)	13.37	7.66	(43%)	$37,771
Motor Vehicle Manufacturing	3,361	3,623	8%	13.29	12.30	(7%)	$86,180
Nonferrous Metal (except Aluminum) Production & Processing	1,130	1,018	(10%)	12.45	12.17	(2%)	$96,610
Motor Vehicle Body and Trailer Manufacturing	2,190	3,228	47%	11.71	14.45	23%	$63,142
Spring and Wire Product Manufacturing	568	376	(34%)	9.23	7.49	(19%)	$57,006
Electric Lighting Equipment Manufacturing	603	798	32%	8.89	13.02	46%	$65,573
Alumina and Aluminum Production and Processing	731	890	22%	8.70	11.73	35%	$88,283
Grain and Oilseed Milling	622	655	5%	7.09	7.96	12%	$94,765
Animal Slaughtering and Processing	4,271	5,068	19%	6.04	7.04	16%	$43,020
Postal Service	47	4	(92%)	5.90	0.18	(97%)	$36,820
Iron and Steel Mills and Ferroalloy Manufacturing	757	759	0%	5.57	6.19	11%	$114,202
Rooming and Boarding Houses	119	159	34%	5.24	6.90	32%	$15,085
Foundries	926	182	(80%)	4.95	1.09	(78%)	$65,842
Farm Product Raw Material Merchant Wholesalers	497	455	(8%)	4.54	3.97	(13%)	$57,266
Other Food Manufacturing	1,138	1,126	(1%)	4.49	3.82	(15%)	$62,335
Education and Hospitals (State Government)	18,618	20,968	13%	4.41	4.68	6%	$53,872
Other Electrical Equipment and Component Manufacturing	721	439	(39%)	3.88	2.45	(37%)	$69,737
Boiler, Tank, and Shipping Container Manufacturing	503	595	18%	3.62	4.17	15%	$72,983

Source: EMSI 2016.1 – QCEW Employees, Non-QCEW Employees, and Self-Employed

15 of the 20 industries with the highest location quotient are in Manufacturing.

EGR4 Hot 50 Jobs

Rank	SOC Code	SOCTitle	Total Openings	Annual Total Openings	Median Salary
1	51-2092	Team Assemblers	2234	223	$33,550
2	25-2000	Preschool, Primary, Secondary, and Special Education School Teachers	2009	201	$47,237
3	29-1141	Registered Nurses	1117	112	$55,598
4	25-1000	Postsecondary Teachers	931	93	$50,939
5	53-3032	Heavy and Tractor-Trailer Truck Drivers	780	78	$38,085
6	11-1021	General and Operations Managers	515	52	$78,166
7	49-9041	Industrial Machinery Mechanics	528	53	$58,926
8	41-1011	First-Line Supervisors of Retail Sales Workers	648	65	$35,443
9	29-2061	Licensed Practical and Licensed Vocational Nurses	547	55	$40,685
10	49-9071	Maintenance and Repair Workers, General	586	59	$32,698
11	41-4012	Sales Representatives, Wholesale & Mfg Except Technical & Scientific Products	499	50	$52,270
12	51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	537	54	$42,910
13	29-1069	Physicians and Surgeons, All Other	163	16	$193,960
14	17-2141	Mechanical Engineers	386	39	$76,669
15	51-2099	Assemblers and Fabricators, All Other	465	47	$31,533
16	13-2011	Accountants and Auditors	411	41	$55,869
17	43-3031	Bookkeeping, Accounting, and Auditing Clerks	408	41	$32,032
18	43-1011	First-Line Supervisors of Office and Administrative Support Workers	472	47	$39,520
19	51-1011	First-Line Supervisors of Production and Operating Workers	366	37	$60,549
20	17-2112	Industrial Engineers	305	30	$72,176
21	51-4041	Machinists	421	42	$43,638
22	47-2111	Electricians	295	30	$61,069
23	29-1051	Pharmacists	143	15	$115,045
24	51-4121	Welders, Cutters, Solderers, and Brazers	425	42	$32,989
25	15-1121	Computer Systems Analysts	174	17	$66,789
26	11-9041	Architectural and Engineering Managers	99	10	$105,165
27	15-1132	Software Developers, Applications	117	12	$79,186
28	11-9111	Medical and Health Services Managers	178	18	$78,250
29	11-3031	Financial Managers	129	13	$87,048
30	49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	244	25	$60,154
31	11-2022	Sales Managers	121	12	$94,973
32	33-3051	Police and Sheriff's Patrol Officers	309	30	$47,341
33	11-9032	Education Administrators, Elementary and Secondary School	117	11	N/A
34	29-1171	Nurse Practitioners	76	7	$89,357
35	11-9033	Education Administrators, Postsecondary	90	9	$140,546
36	29-1123	Physical Therapists	123	12	$83,699
37	47-2152	Plumbers, Pipefitters, and Steamfitters	169	17	$54,725
38	11-3051	Industrial Production Managers	153	15	$84,094
39	49-3023	Automotive Service Technicians and Mechanics	293	29	$33,758
40	53-7051	Industrial Truck and Tractor Operators	374	37	$30,638

41	13-1161	Market Research Analysts and Marketing Specialists	143	15	$51,896
42	21-1010	*Counselors	230	23	$42,747
43	47-2031	Carpenters	228	23	$34,341
44	41-3099	Sales Representatives, Services, All Other	279	28	$33,883
45	13-1111	Management Analysts	104	11	$67,683
46	51-4122	Welding, Soldering, & Brazing Machine Setters, Operators, & Tenders	222	22	$35,630
47	11-9021	Construction Managers	82	8	$47,778
48	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	126	13	$57,470
49	29-2021	Dental Hygienists	127	12	$64,230
50	41-4011	Sales Representatives, Wholesale & Mfg Technical & Scientific Products	89	9	$65,312

Source: Dept. of Workforce Development

Fastest Growing Industries

Top 20 Industries (4-Digit) in 12 Counties

Industry	2012 Jobs	2022 Jobs	Change in Jobs (2012-2022)	% Change	2015 Earnings Per Worker
Education and Hospitals (State Government)	18,618	20,968	2,350	13%	$53,872
Restaurants and Other Eating Places	14,480	16,243	1,763	12%	$15,249
General Medical and Surgical Hospitals	5,920	7,367	1,447	24%	$59,121
Building Equipment Contractors	2,475	3,803	1,328	54%	$56,436
Motor Vehicle Parts Manufacturing	10,830	12,115	1,286	12%	$91,538
Employment Services	5,124	6,224	1,100	21%	$31,076
Motor Vehicle Body and Trailer Manufacturing	2,190	3,228	1,038	47%	$63,142
Animal Slaughtering and Processing	4,271	5,068	797	19%	$43,020
Outpatient Care Centers	614	1,291	677	110%	$54,067
Other General Merchandise Stores	3,994	4,655	661	17%	$23,983
Home Health Care Services	788	1,447	659	84%	$36,663
Vocational Rehabilitation Services	1,652	2,302	650	39%	$21,531
Warehousing and Storage	579	1,226	647	112%	$36,940
Local Government, Excluding Education and Hospitals	7,400	8,043	644	9%	$45,159
Continuing Care Retirement Communities & Assisted Living Facilities for the Elderly	1,229	1,851	622	51%	$30,528
Services to Buildings and Dwellings	2,641	3,128	487	18%	$22,811
Individual and Family Services	1,298	1,780	482	37%	$26,037
Plastics Product Manufacturing	664	1,124	461	69%	$51,601
Colleges, Universities, and Professional Schools	620	1,068	448	72%	$40,319
Offices of Other Health Practitioners	652	1,040	388	59%	$41,413

Source: EMSI 2016.1 – QCEW Employees, Non-QCEW Employees, and Self-Employed

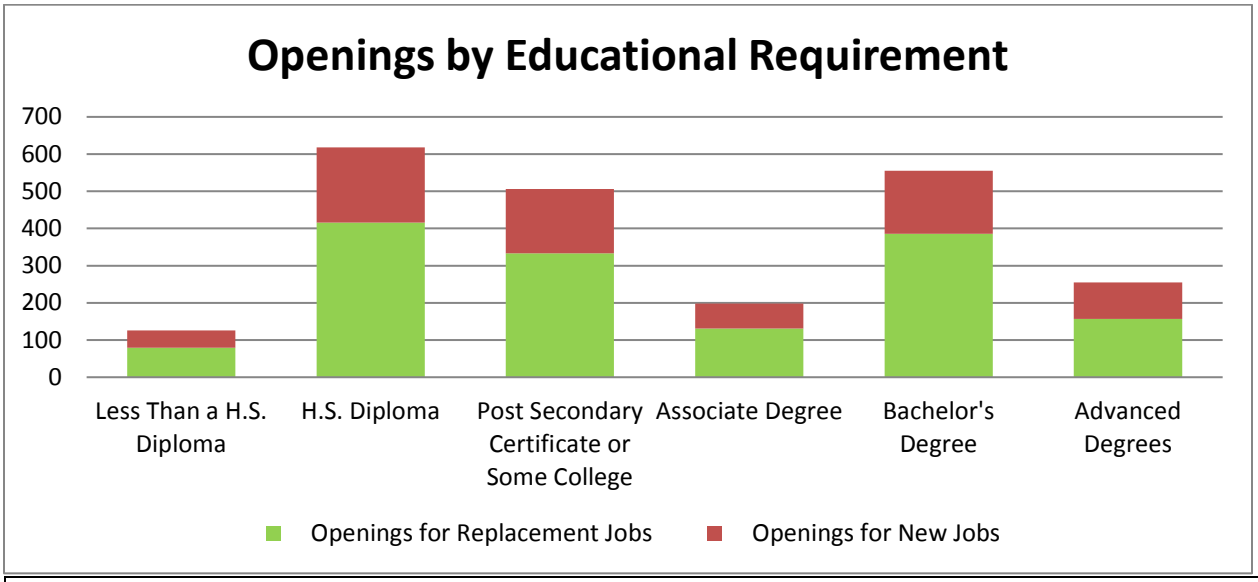
As we look at the projected growth, the big industry focus is on Manufacturing, Warehouse & Distribution, and Healthcare. Emerging industries that do not show up on this chart are Biomedical Sciences and Engineering, Technical & Design Services.

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)]

In 2015 a survey was conducted with regional employers. When asked for their top required "work skills", here are the top responses ranked by most requested:

Work Skills
Computer skills
Communication skills - oral and written
Math skills
Follows Directions
Customer service
Problem solving
Experience
Attention to Detail
Mechanical ability
Computer skills - Microsoft software
Interpersonal skills
Willing to learn
Ability to multi-task and prioritize
Organization
Punctuality
Teamwork
Work ethic - good
Accuracy
Flexibility
Productivity
Time Management

Openings by Educational Requirements:



	Total	Less Than a H.S. Diploma	H.S. Diploma	Post Secondary Certificate or Some College	Associate Degree	Bachelor's Degree	Advanced Degrees
Openings for Replacement Jobs	4,552	798	1,705	617	259	589	274
Openings for New Jobs	2,005	243	714	310	136	250	148
10 Year Growth	10.1 %	8.8 %	9.8 %	11.1 %	11.2 %	9.7 %	12.4 %

Source: Indiana Dept. of Workforce Development

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)]

The most recent Labor Force figures show:

February 2016

County	Labor Force	Employed	Unemployed	2015 Rate	2014 Rate
U.S.	**158,279,000**	**150,050,000**	**8,219,000**	**5.2%**	**5.8%**
Indiana	**3,312,468**	**3,132,454**	**180,014**	**5.4%**	**5.6%**
EGR 4	**253,487**	**240,473**	**13,014**	**5.1%**	**5.2%**
Benton	4,750	4,502	248	5.2%	5.3%
Carroll	10,458	9,939	519	5.0%	4.9%
Cass	17,869	16,815	1,054	5.9%	5.4%
Clinton	17,274	16,437	837	4.8%	4.5%

Fountain	8,175	7,571	604	7.4%	6.6%
Howard	37,759	35,604	2,155	4.9%	5.3%
Miami	15,727	14,793	934	5.9%	6.3%
Montgomery	19,571	18,674	897	4.6%	4.6%
Tippecanoe	95,857	91,457	4,400	4.6%	4.4%
Tipton	8,414	7,982	432	5.1%	4.9%
Warren	4,172	3,919	253	6.1%	5.7%
White	13,461	12,780	681	5.1%	5.0%

Source: Indiana Dept. of Workforce Development

Reasons people give for not being in the labor force, 2004 and 2014

People who are neither working nor looking for work are counted as "not in the labor force." The proportion of the civilian working-age population who were in this group increased from 31.3 percent in 2004 to 35.0 percent in 2014. Over that 10-year period, the proportion of people who reported retirement as the main reason they were not working increased from 13.9 percent to 15.4 percent.

Proportion of the total civilian non-institutional population 16 years and older that was not in the labor force by reason, 2004 and 2014:

Reason for not participating in the labor force

	2004	***2014***
Total	***31.3%***	***35.0%***
Illness or disability	*5.5*	*6.5*
Retired	*13.9*	*15.4*
Home responsibilities	*6.0*	*5.4*
Going to school	*5.0*	*6.4*
Other reasons	*0.9*	*1.2*

The proportion of the working-age population reporting school attendance as the main reason for being out of the labor force rose from 5.0 percent in 2004 to 6.4 percent in 2014. The percentage who cited illness or disability as the main reason increased from 5.5 percent to 6.5 percent over that same period. The proportion citing home responsibilities declined from 6.0 percent in 2004 to 5.4 percent in 2014.

These data are from the Current Population Survey and its Annual Social and Economic Supplement (ASEC). National analysis.
The data are limited to people who were not in the labor force at any time during the reference year and the reasons they gave for not working.

Education Attainment for Workers 25 Years and Older

Education Level	2014 Population	2014 % of Population	2014 State % Population	2014 Nat. % Population
Less Than 9th Grade	7,959	5%	5%	7%
9th Grade to 12th Grade	14,699	10%	8%	8%
High School Diploma	65,289	42%	35%	28%
Some College	32,282	21%	21%	21%

Associate's Degree	11,012	7%	8%	8%
Bachelor's Degree	14,990	10%	15%	18%
Graduate Degree and Higher	8,177	5%	8%	11%
Total	**154,406**	**100%**	**100%**	**100%**

Source: QCEW Employees, Non-QCEW Employees & Self-Employed - EMSI 2016.1 Class of Worker

Income and Poverty	EGR 4	Indiana
Per Capita Personal Income (annual) in 2014	$34,805	$39,578
Welfare (TANF) Monthly Average Families in 2015	593	8,338
Food Stamp Recipients in 2015	55,770	810,606
Free and Reduced Fee Lunch Recipients in 2014	37,578	514,128

Sources: U.S. Bureau of Economic Analysis; U.S. Census Bureau; Indiana Family Social Services Administration; Indiana Department of Education

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)]

Vision Statement: The Region 4 Workforce Board is more than just a board. We are unrelenting builders of options to develop skills and knowledge of diverse peoples, firms, and future entrepreneurs. We envision a region where skills and knowledge are highly valued as pathways to personal wealth, as well as to unite regional economic growth. We envision a region where family values and quality of life are key parts of the fabric of our community. Our region will be known for its innovation, will be a national model for workforce development, and will be bursting with opportunity that will catalyze and transform our region's economy.

Mission Statement: The Region 4 Workforce Board is an innovative and collaborative problem solver that promotes and supports skills development and life-long learning as a means of achieving economic success and improving the quality of life of our citizenry.

Goals:

- *We will realign/refocus the current workforce to meet employer work skills and work behaviors demands.*

    - *We will identify key industry employers on whom to focus to determine their work skills and work behaviors demands.*
    - *We will develop strategies and processes to develop the existing labor pool.*
    - *We will implement an ongoing strategy to ensure the workforce meets employer demands.*
- *We will align career development/education with current and future employer work skills and work behaviors demands.*
    - *We will develop and build partnerships with the Regional Works Council, CTE Districts, postsecondary institutions, LEDOs, LEOs, and CBOs in order to determine and clarify roles.*
- *We will realign/refocus the emerging, future workforce to meet the employer work skills and work behaviors demands.*
    - *We will work with regional community stakeholders to inform parents, educators, and in-school and out-of-school youth of regional career opportunities and pathways.*
    - *In collaboration with the Regional Works Council, CTE Districts, AE Providers, LEDOs, and postsecondary institutions we will develop and promote career pathways with multiple on- and off- ramps for in-school and out-of-school youth to pursue.*
    - *We will support technical skills training that incorporates behavioral skills development and work and learn opportunities, especially for out-of-school youth.*
- *We will support initiatives that provide career opportunities for underutilized workers that will meet employer work skills demands.*
    - *Incumbent worker skills training.*
    - *Return-to-school/college completion services to college stop-outs.*
    - *Reentry services to recently-returned veterans.*
- *We will collaborate with local partners, businesses, groups, and agencies to leverage resources and opportunities to meet employer work skills and work behaviors demands.*
- *We will obtain adequate funds to carry out the initiatives of the organization through leveraging and procurement of new funds.*

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 Region 4 Board's vision aligns with the SWIC's in that both acknowledge workforce development's significant role in economic development. In fact, both vision statements could be interpreted to equate workforce with economic development. Furthermore, the Region 4 Board's vision for the quality of life of its residents depends on their acquisition of the skills and knowledge necessary for success in life, as does the SWIC's vision.

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]

[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

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 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: The Region 4 Board's goal statements reflect the understanding that, for regional economic and workforce development to be successful, there must be a shared vision and commitment among community stakeholders, partners, and resource contributors that result in shared strategies, roles, actions, and resources. The Board is committed to pursuing its vision in partnership with WIOA- and non-WIOA-funded organizations and agencies through an integrated and aligned economic and workforce development strategy.

CLIENT-CENTRIC APPROACH: The Region 4 Board's goal statements reflect the understanding that it has two basic commitments to job-seekers: 1) provide a clear view of regional career opportunities that match their needs and abilities and 2) develop a career plan, including an education/training pathway and access to the resources that support the goal of employment in high-demand occupations. The goal statements further reflect that these commitments are being undertaken in concert with multiple partners, programs, and funding sources.

DEMAND DRIVEN PROGRAMS AND INVESTMENTS: The Region 4 Board's first goal statement includes a clear commitment to identify key industry sector employers, to continually engage with them in order to determine their work skills and work behaviors demands, and to develop strategies and processes accordingly. The Board's second goal statement speaks to its commitment to develop and build partnerships with other partner agencies and institutions to meet key industry sector partners' demands.

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 Region 4 Board's goals of delivering a demand driven system based upon a 'client-centric' approach focuses on the both the current and emerging workforce, with special attention to individuals with

barriers to employment, fully aligns with the federal performance accountability measures. Our work and learn projects and initiatives like our advanced manufacturing sector based strategy, develops a skills rich talent pool for employers which positively increases employment, retention, credential attainment, skill gains and increased wages and employer satisfaction.

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)]

Several indicators are used by the board to measure the performance and effectiveness of the one-stop system and contracted service providers. The Board uses a dashboard report to measure how the one-stop system is attaining each of the Board's strategic goals, objectives and timeline. The Board's Oversight Committee reviews performance data each quarter to ensure performance metrics are being achieved, looking not only at performance percentages, but the number of customers served, customers served in each office, the level of service provided and efficiency of funds.

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.

Region 4's share of Indiana's goal of "1 million jobs by 2025" is 75,000. Most of the job growth and replacement requirement is expected to occur within eight key targeted industry clusters for which Region 4 has a huge (5.0+) locational advantage. In order to maximize the value of the limited resources it has to invest, Region 4 must advance systemic workforce development/talent initiatives that are aligned with its identified key targeted industry clusters.

The Region 4 Board will employ the following strategies to engage, align, and advance the local demand-driven workforce system:

- *Establish critical occupations and their associated skills*
- *Identify gaps between employer skill requirements and worker skill levels*
- *Inform the regional community of current and future job demand*
- *Share employer demand data with educators and other stakeholders to inform curriculum development*
- *Align all workforce training against employer-driven demand, including:*
    - *Adult Basic Education*
    - *WorkINdiana*
    - *In-school and Out-of-school Youth*
    - *Hoosier Initiatives for Re-Entry (HIRE)*
    - *Rapid Response*

- *Trade Adjustment Assistance (TAA)*
- *Veterans Programs*
- *Reemployment and Eligibility Assessment (REA)*
- *Jobs for Hoosiers*
- *Skill UP Indiana!*
- *Ready to Work (USDOL High Growth Project)*

- *Identify with economic development partners to keep current on targeted high-wage sectors and related jobs*
- *Coordinate with education partners to inform the teaching of skills relevant to growing existing and attracting new high-wage business*
- *Work collaboratively with economic and community development partners to proactively market a skilled workforce*

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)]

Region 4's Economic and Workforce Analysis projects growth in the strategic areas of Value-added Metals Processing, Life Sciences, and Key Support Clusters, with current strengths in Automotive/Heavy Vehicle Equipment, Metal Production & Related Manufacturing, and Packaging Products; current opportunities in Precision Metalworking, Agbiosciences, and Food Processing & Manufacturing; and emerging strengths in Biomedical Sciences and Engineering, Technical, & Design Services.
Current and projected employment opportunities by educational requirement do not match the current educational attainment levels found in the Region 4 workforce. The greatest opportunity for the workforce development system to offset the education requirement-attainment imbalance, while also addressing employers' work skills requirements, is to increase the number of workers who have postsecondary credentials that match the key industries' demand occupation skill requirements.

In the domain of partnerships, the Board sees core program organizations as "one of us" rather than "other than us". They are part of the Board and the Region 4 WorkOne System and, as such, we share the same information; we share some of the same facilities and operational resources through formal or informal agreements; we cross-refer program participants; and we meet regularly at the Board level

[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.

and at the WorkOne Operator and Service Provider levels to plan together.

The Board's strategy regarding our core partner organizations will be to continue our joint planning, service provision, and resource allocation to increase the number of workers who have the postsecondary credentials that match key industries' demand occupation skill requirements.

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)]

WIOA Title I Adult program, WIOA Dislocated Worker program, and WIOA Youth Program services are delivered by sub-contractors Community Action Program, Inc. of Western Indiana, and Job Works, Inc. Adult Basic Education is delivered by AE partners, Lafayette Resource Academy, Fountain County Adult Education, Kokomo Adult Education, Miami County Adult Education, Crawfordsville Adult Resource Academy, Warren County Learning Center, and White County Academic Skills Center. Our Wagner Peyser, Unemployment Insurance, Trade Adjustment Assistance and Veterans program partner is the Indiana Dept. of Workforce Development. Post-Secondary Career and Technical Education (Perkins) partner is Ivy Tech Community College, Vocational Rehabilitation partners are Areas 6 & 9 Rehabilitation Service Areas. Our National Farmworker Jobs Program partner is Proteus. The Temporary Assistance for Needy Families program and Supplemental Nutritional Assistance Program partners are DFR/ResCare.

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)].

The Region 4 one-stop system operates an integrated service delivery with Wagner-Peyser, Veteran, Unemployment Insurance, Trade Adjustment Assistance and WIOA programs to support alignment of service provision and avoid duplication to enhance Hoosier's skills, increase employment opportunities and grow a strong economy. We are building a system that is employer-driven, sector based and client-centered with functional work teams designed by customer service needs, not program funding. We will continue and build on this delivery system to provide a seamless system of partners that delivers worker-centric and student-centric services

Adult Education partnerships have been developed in each county. A regional consortium "4REAL" meets on a regular basis to improve partner linkages, increase accessibility to services and funding for Adult Ed students, review training provider opportunities, and develop new strategies for customer service. The Board has also worked very closely with the region's Adult Education partners to develop

joint referral processes, staff development, and when feasible co-location of staff. WorkOne staff deliver on-site orientations at Adult Education sites and meet on a monthly basis with the Adult Education staff in their respective counties to discuss mutual customers.

Partnerships with Vocational Rehabilitation have developed cross-informing of services training, customers service planning. Joint case management with WorkOne staff and Vocational Rehabilitation staff ensure the customer is best served without duplication. Vocational Rehabilitation case managers are on-site one day a week in WorkOne offices each week to provide case management services.

Meetings have occurred with WorkOne staff and Division of Family Resources (DFR) and ResCare staff. WorkOne provides information on the region's Occupations in Demand List, WIOA services, and training opportunities under WIOA and other grants. WorkOne staff made several presentations to TANF and SNAP clients at the DFR office about WorkOne services and will strive to continue to serve clients on-site and at WorkOne offices. As a result of this partnership, DFR/ResCare referrals to WorkOne for job search assistance have increased.

Region 4 has a long history of WorkOne and postsecondary Education partners working together. We review the region's occupations in-demand list and discuss the alignment to current training offerings as well as strategize on what additional training is needed to build a skilled talent pool in the region. This partnership resulted in new training programs being placed on the Eligible Training Provider list, more individuals accessing training, more certifications attained and increased skills.

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)]

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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 Region 4 Board realizes that aspiring entrepreneurs who enter the WorkOne System are not likely to have access to the capital needed to start a business. They often do not have the full set of specific practical skills and/or general business skills needed to be successful in running a start-up operation or microenterprise. Region 4 Business Consultants and Operations Team Members will ensure that aspiring entrepreneurs have access to the technical/practical skill development training opportunities they will require and connect them with the many networking and mentoring opportunities available through local Chambers of Commerce and Economic Development Organizations. Examples of the latter are the local offices of the Small Business Development Center (SBDC) and Service Corps of Retired Executives (SCORE), Wabash Valley Lean Network, Business & Professional Exchange, and other

career and business-to-business networking groups. These organizations and groups will help aspiring entrepreneurs develop a business plan, access start-up capital, and identify in what areas the local WorkOne System may most appropriately support the skill development and business management training needs of these individuals.

The Board, in collaboration with local economic development organizations, will explore the feasibility of adapting the successful Kokomo-based Creating Entrepreneurial Opportunities (CEO) education program to a broader constituency of young adults. Blending the CEO education program with Jobs for America's Graduates (JAG) is one possibility; providing CEO-like programming for out-of-school youth is another.

The Region 4 Board is fortunate to have as one of its business representatives a member representing entrepreneurship and small business formation who has first-hand experience in this subject area. The Board also has its economic development representative a city economic development director with wide-ranging experience is promoting entrepreneurship and microenterprise initiatives.

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

The Board's business services staff work directly with area employers to develop work experiences and internships in the region's demand occupations for out-of-school youth including adult education students under several initiatives in our region. The local area has developed Young Adult Job Fairs in partnership with each of the region's Adult Education partners and regional businesses that result in internships, on-the-job training opportunities and employment for adult education students. Our Hire Pathways out-of-school model engages youth in short-term skill training and certifications, National Career Readiness Certificates, employability skills, community service, internships, on-the-job training and employment. The region has developed a strong program with our Adult Ed partners under the WorkIN program to provide training and internship opportunities for out-of-school youth. These work and learn opportunities provide benefits for both the employer and the youth. Youth are engaged in productive work experiences and employers have individuals trained in their specific work environment while receiving reimbursement for part of the training costs.

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)]

The Board works diligently with secondary and postsecondary education to coordinate strategies, enhance services, and avoid duplication of services. In collaboration with secondary schools the Jobs for America's Graduates (JAG) has been implemented across the region to ensure secondary students graduate with the skills necessary to move forward on their career path, whether post-secondary

education or directly to employment. The JAG program builds on traditional education classes by bringing workforce development competencies to students, providing meaningful work experience, and increasing graduation rates. Youth Summits, Manufacturing Day/Week and Job Fairs are jointly planned efforts to promote career awareness in advanced manufacturing occupations to build a talent pipeline in our 'wealth driver' sector.

The Board works closely with area postsecondary institutions to ensure program offerings in the region are aligned to demand occupations. This information has been used to drive the design of training programs like the Advanced Manufacturing Standardized Work Certification training provided through Purdue Polytechnic Institute, the expansion of Certified Production Technician training offered by Ivy Tech Kokomo and Lafayette, and the NIMS Industrial Maintenance Certification pilot program for incumbent workers soon to be implemented by Ivy Tech Lafayette.

Board representatives are active members of several organizations that contribute to the development of local secondary and postsecondary education alignment and service delivery strategies: Partners in Education (Howard County), Wildcat Creek CTE District Advisory Council (Benton and Tippecanoe Counties), Lafayette Jefferson High School Engineering and Technology Advisory Council, Ivy Tech Kokomo Youth CareerConnect/Integrated Technology Program Advisory Committee (Howard, Miami, Cass, Tipton Counties).

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.

Region 4 will focus efforts on serving individuals that meet at least one of the priority of service populations, including: receiving public assistance, low-income, high school dropouts, basic skills deficient, and individuals with disabilities. The Region 4 Board also identifies long-term unemployed individuals to receive priority service.

Fifteen (15) percent of the workforce in Region 4 in 2014 did not have a high school diploma. Region 4 will continue to work closely with the Excel Centers (high school drop-outs) and Adult Education providers (basic skills deficient) to increase the opportunities for those individuals with incomplete secondary education and academic skills deficiencies.

Food Stamp recipients in 2015 were 55,770 or approximately 11% of the region's population. Recent meetings with agencies, such as ResCare (individual receiving public assistance), Gilead House (low-income), Kokomo Housing Authority (low-income), United Way (low-income), and Proteus (low-income) will assure that high priority groups are receiving services.

Through the Board's partnership with Vocational Rehabilitation, focus will remain on individuals with disabilities. Vocational Rehabilitation and WorkOne have been partnering for several years.

The Board will focus on these individuals by strengthening relationships with regional partners who serve many individuals in priority of service populations. The improved relationships provide for staff to co-serve individuals to gain the skills and training needed for occupations in demand. This network of partners provides the wrap-around resources to support successful transition to employment.

Additional resources have been brought to the region through the Board's support of partner grants and grants directly received by the Board. The USDOL Ready to Work grant brings over $7 million to up-skill long-term unemployed/low-income individuals.

Management of this effort will be accomplished through the tracking of eligibility documentation and the reporting of individuals served. Region 4 assures that the majority of individuals served by the WorkOne system are individuals in priority of service categories.

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.

A sector partnership has been convened in Region 4 that comprises the Manufacturing Super Cluster of Industries (NAICS 31-33), primarily those industries involved in food, primary and fabricated metal, machinery, and transportation equipment manufacturing. The partnership began during 2011 in response to a dramatic increase in manufacturing investment and real-time and projected employment growth. The partnership includes regional economic development organizations, local units of government, private foundations, educational institutions, and the Region 4 WorkOne System. Twenty-six (26) employers launched Region 4's Advancing Manufacturing Initiative (AMI) in 2012 to streamline the onboarding process for jobseekers pursuing employment in manufacturing jobs/careers or seeking training and certification in skill areas identified as critical by AMI employer partners. The AMI Partnership also serves as the framework for promoting education and training leading to manufacturing careers through initiatives like Manufacturing Day/Week activities, Youth Summits, Job/Internship Fairs, and Manufacturing Effect (educator outreach) events.

The partnership informs the WorkOne System and its education partners of the industry's critical skill needs as they arise. This information has been used to drive the design of training programs like the Advanced Manufacturing Standardized Work Certification training provided through Purdue Polytechnic Institute, the expansion of Certified Production Technician training offered by Ivy Tech Kokomo and Lafayette, and the NIMS Industrial Maintenance Certification pilot program for incumbent workers soon to be implemented by Ivy Tech Lafayette. The partnership has established the importance of work hardening, work simulation, and work and learn components being incorporated into online

and traditional instructor-led classroom training. And, perhaps most importantly, employer partners provide internship opportunities for youth and adults who successfully complete manufacturing skills training and receive the associated certifications. This level of partnership and participation in manufacturing workforce preparedness has resulted in over $10 million in federal and state financial assistance, including the federally funded Youth CareerConnect and Ready to Work grants, and the state funded Skill UP Indiana! grant.

The Region 4 Board will continue its convening and facilitation roles with the Region 4 Advanced Manufacturing Sector Partnership/Skill UP Indiana! Alliance to continuously improve training outcomes, add new employer partners, and design new (or redesign old) training programs. Perhaps the most important role in the future for the Partnership and the Region 4 Board is to promote the opportunities that exist in the manufacturing sector for those who are qualified. A public awareness campaign that includes all partner organizations, including local units of government, economic development and community development organizations, and public schools, must effectively communicate at the home and classroom grassroots level the bright future manufacturing careers offer for the emerging workforce. We must promote the importance of investing community resources in building and funding education/training pathways to establish a sustainable manufacturing career pipeline that will attract national attention and continued investment.

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 Region 4 Board understands that a career pathways initiative functions at local and regional community levels and consists of a partnership among employers and employer organizations, economic and workforce development organizations, K-12 schools and CTE districts, postsecondary education institutions, labor organizations, and community-based organizations. Facilitating anything as multifaceted as a career pathways system among so many and varied stakeholders is a daunting task. The Board has elected to focus its efforts by working with representative groups from among the universe of all stakeholders, namely the Region 4 Works Council, the region's two economic development partnership organizations, the seven CTE districts that serve all or parts of the region, the region's two postsecondary institutions offering programs that support manufacturing career pathways, and our WorkOne core partners.

The Region 4 Works Council is task-organized to facilitate the development of career pathways systems. It does not, however, have sufficient staff resources to fully implement its action plans. The Region 4 Workforce Board will partner with the Works Council to provide the staff resources required to assist in implementing its plans. Just as the Indiana Career Council and State Workforce Innovation Council meet together on occasion, the Region 4 Board will offer the opportunity to meet jointly with the Works Council. We already share many members in common.

Region 4 Board representatives are active members of the region's two economic development partnership organizations, the Indiana Technology Corridor and the North Central Indiana Economic Development Partnership. Through its representation, the Board brings a workforce development perspective to the value of supporting and contributing to the establishment of a career pathways system, provides data, and helps connect these partnerships with the pathways development efforts of the Works Council and regional secondary and postsecondary institutions.

The Region 4 Board works with representatives of the regional CTE community in several ways: 1) serving on CTE district advisory councils, primarily for the purpose of bringing labor market information to bear on the prioritization of course offerings that match regional career opportunities and informing programs of employers' specific skills needs as a precursor to career pathway development; 2) entering into cooperative contractual agreements that result in funding for classroom training and work and learn opportunities that support career pathways initiatives; 3) active involvement in support of Purdue College of Education, Department of Curriculum Instruction (DCI). DCI offers advanced graduate studies for master teachers, curriculum specialists, teacher educators, educational researchers, and directors of training for business and government. The Board has found that connecting with CTE educators through DCI's Leadership Development Program through classroom presentations, participation in graduate student-led conferences, and personal interactions with the educator/students results in grassroots projects that align CTE curricula with regional demand occupations and promote career pathways system development; and 4) publishing a biennial Top 60 Critical Occupations in West Central Indiana career guide (http://www.region4workforceboard.org/about/workforce-trends/) which for each occupation provides a job description, tasks, skills, and personal characteristics required, the education required and the local institutions that provide it, salaries/wages, and employment trends.

The Region 4 Board works symbiotically with Ivy Tech and Purdue Polytechnic Institute to rationalize postsecondary education/training offerings in light of the region's occupational growth opportunities. The Board jointly plans and funds Ivy Tech and Purdue training initiatives that support career pathway development through articulation with secondary education--especially CTE, and the granting of dual credit that creates 2+2+2 career pathways. The Board's partnership with Ivy Tech and Purdue supporting the development of manufacturing career pathways is best represented by the cooperative work we are doing through the Youth CareerConnect, Ready to Work, and Skill UP Indiana! projects.

The Region 4 Board connects what is being done in the development of career pathways with its core partners at the Board governance level, where all partners are represented, and at the WorkOne operations level, where operational planning is affected. The Board is heavily represented on the local Adult Education Consortium to support adult education service providers' inclusion in career pathways system development process, taking the needs of adult learners into consideration.

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)]

A. As described in Section 3.1, the Region 4 Board gives special attention to eight distinct manufacturing industry subsectors. From among these the Board focuses on three subsectors that are currently experiencing the strongest growth: Automotive/Heavy Vehicle Equipment, Metal Production & Related Manufacturing, and Packaging Products. The Board currently either convenes or facilitates the convening of representatives of the Automotive/Heavy Vehicle Equipment subsector, alternately known as the Ready to Work Partnership or Skill UP Indiana! Alliance. When the critical needs of that subsector are being satisfied, the Board will shift its focus to the Metal Production & Related Manufacturing and Packaging Products subsectors. All manufacturing industry subsectors are represented on the Advanced Manufacturing Initiative Partnership (AMI) and receive premiere employer services. The AMI Partnership is a looser confederation of manufacturing industry employers that the Board may also convene from time to time when labor demand necessitates new or expanded workforce development programs; however, the Board commonly interacts with its AMI Partners via a dedicated website and Business Consultant one-on-one contacts. The Board is not sufficiently staffed to amply serve multiple employer partnership groups at the same time. Small employers are often not able to participate in convened events due to management staffing constraints. Business Consultants and Employer Services staff members are responsible for keeping small employers informed about and involved in new initiatives and opportunities. The Board's website provides helpful information, as does the AMI website. The Board also publishes annually the West Central Indiana Region 4 Employer Services booklet to inform all employers of the services available and tailored to their needs. The Board's Lead Business Consultant also provides labor market analysis services for all Region 4 employers. The Board subscribes to the EMSI database to enhance LMA services beyond that which is readily available through DWD. Providing this service in a timely, tailored way has greatly contributed to the Board's engagement with employers of all types.

Partnerships with employers through the Advanced Manufacturing Initiative and the Ready to

Work and Skill UP Indiana! grant projects have sparked the establishment of an incumbent worker program, greatly increased paid internship and on-the-job training opportunities, led to the development of customized training programs, and brought more in-demand occupational training programs to the region.

B. *Recent economic/employment growth in Region 4 has been the proverbial "rising tide that lifts all boats". The interests of all Region 4 WorkOne System partners are being served due to the tightness of the labor market and the consideration employers are giving workers with what were formerly considered barriers to employment. Now, more that any time in the recent past, the employment doors are opening for Adult Ed, VR, TANF, and other members of the marginal workforce. The Board is anxious to see "all boats lifted". Partner program participants are being sought for training opportunities and partner organizations or programs are included in all employer outreach efforts. Examples include the WorkIN program partnership with Adult Ed, the Hire Vets First and VetWorks initiatives, and the Work Opportunity Tax Credit (WOTC) benefitting Veterans, TANF recipients, Ex-offenders, and VR customers. These programs and groups are represented in Business Consultant and Employer Services staff members' contacts with employers and featured in the Region 4 Employer Services publication and websites.*

C. *The Region 4 Board follows the maxim: "Economic Development leads; Workforce Development follows." Nothing happens in the planning or funding of training initiatives without the input and support of local and regional economic development organizations for a couple of reasons: 1) LEDOs are closer to their employers than are workforce development representatives and 2) LEDOs are closer to their local elected officials than are workforce development representatives. Consequently, the Board pays close attention to what LEDOs are saying and doing. Board representatives are members of LEDO boards and committees and vice versa; the Board co-convenes and co-hosts employer meetings with LEDOs; LEDOs provide funding for Board activities; the Board supports LEDOs in business attraction and expansion efforts; and Region 4 Business Consultants call on local employers either with LEDO representatives or with their blessing.*

D. *The Region 4 Board understands that, under WIOA, the UI program is a vital program within the workforce development system and continues to be a mandatory WorkOne partner. Given the recent opportunity for WIOA staff to become more involved in delivering services through the UI Reemployment Services and Eligibility Assessment (RESEA) Grant program, the linkages between the Region 4 Workforce Development System and Unemployment Insurance programs will be strengthened. WIOA career services staff will support the RESEA program by conducting eligibility assessments and referring UI recipients to adjudication, as appropriate; providing labor market and career information that addresses claimants' specific needs; ensuring claimants are registered in Indiana Career Connect; orienting claimants to WorkOne services; and developing Individual Reemployment Plans that include work search activities, accessing services provided at WorkOne Centers and Express Sites or using self-service tools, referral to approved training that meets the*

claimants goals, and referral to at least one reemployment service and/or training that is appropriate to the individual's needs.

The Ready to Work Partnership project currently being operated in Region 4 is an example of the partnership between the local WorkOne service delivery system and the unemployment insurance program. The Ready to Work program exclusively serves unemployed and underemployed individuals, 85% of whom must be considered long-term unemployed. The Board depends on the UI system for appropriate information about and referrals from Region 4's population of UI claimants or exhaustees. Ready to Work provides a ready training and employment opportunity for claimants/exhaustees interested in pursuing manufacturing careers.

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 Board is currently administering a $7.6 million H-IB Ready to Work Partnership Grant. This is a USDOLETA High Growth Project that will extend through October 2018. The grant serves unemployed and underemployed individuals, 85% of whom have experienced a period of long-term unemployment since 2008. Ready to Work program participants are enrolled in WIOA Adult or Dislocated Worker programs. The project provides career and training services leading to careers in Advanced Manufacturing occupations. Its impact is significant considering the gap that exists in Region 4 between the manufacturing skills and experience found in the available (and marginal) workforce and the skills demanded by manufacturing employers. RTW grant funding will serve 800 individuals, 600 of whom will participate in education and work and learn training activities that are aligned with partnering employer needs. Education/training completers will qualify for an Advanced Manufacturing Standardized Work Certificate awarded by Purdue University and endorsed by the Indiana Automotive Council.

The Board partners with Ivy Tech Kokomo who currently administers a $2.3 million H-IB Youth CareerConnect Grant, also a USDOLETA High Growth Project. Youth CareerConnect complements the Board's Advancing Manufacturing Initiative by prioritizing the provision of training leading to a Certified Production Technician credential. Successful YCC participants are well prepared to participate in the WIOA Youth program after graduation from high school through continuing education, training, work and learn opportunities, and employment placement.

The Board is a sponsor and convener of the Region 4 Advanced Manufacturing Initiative (AMI) which has employers, regional economic development organizations, and Ivy Tech as partners. AMI also has important silent partners that include local units of government and private foundations. Since 2013, White and Tippecanoe counties and the City of Lafayette have each made significant financial

contributions to AMI. More recently, and currently, the Duke Energy and Alcoa foundations provide financial support to fund AMI scholarships for training leading to Certified Production Technician (MSSC) and Industrial Maintenance Technician (NIMS) credentials. Local government and private foundation funding has supported the training of WIOA youth, adults, and dislocated workers, allowing the Board to serve more WIOA eligible individuals and provide more supportive services to co-funded WIOA participants than would have otherwise been possible.

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

For purposes of the Local Plan, Region 4 Board is defining "training" as "expenses that are paid directly to the participant in order for him/her to participate in training, paid directly to a training institution for the cost of the training, and/or paid directly to an employer who provides internships or On the Job Training opportunities." The Board's goal for training is 39% of total expenditures for both WIOA and non-WIOA funding. The remaining expenditures break out as follows: 52% for the costs to provide counseling, workshops, case management, Business Consultant services, and other career services within the WorkOne Centers, as well as One Stop Operator functions, and 9% for the costs to provide administrative support such as fiscal, personnel, and WDB board support and One Stop Operations Oversight.

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.

Board representatives have met with our Vermilion County (Danville) Illinois neighbors on two occasions in the past year. The Danville area has a labor surplus; the western-most counties in Region 4 have a labor deficit. Discussions with the Vermilion County Workforce Service Area Executive Director and a prominent Danville, IL manufacturing employer centered on the feasibility of attracting Vermilion County, IL workers to the Ready to Work training being offered in Tippecanoe County, IN. The premise being: If Vermilion County workers receive the benefit of training offered out-of-state, they would have a better opportunity to work in either state than if they had no training. Follow-up discussions are not scheduled at this time, but the seeds for future meetings have been planted.

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)]

The Region 4 Board operates an integrated service delivery system of Wagner-Peyser, Veteran, Unemployment Insurance, and WIOA programs which increased access to services to individuals served through the one-stop system. Our collaboration with Adult Education partners significantly increased access and service delivery to individuals with barriers to employment, especially to out-of-school youth. To expand access to employment, training, education, and supportive services, the Board will work with these and other partners to enhance cross-agency training to ensure customers are served in a client-centric approach that maximizes the access to and coordination of existing resources. Many services can be accessed via technology and on-line systems and the region will seek to add access to additional services through the use of technology.

Joint referral processes have been developed with regional partners to expand access to individuals with barriers to employment and out-of-school youth. Shared referral processes, including shared referral formats have been developed with Adult Education, TANF and Veteran staff. Potential customers are identified during the intake process and referred according to regionally developed procedures. An informal referral process has been developed in collaboration with Vocational Rehabilitation in order to facilitate participation in sector-based service strategies for individuals with disabilities.

Building on these existing partner relationships, the Board will convene partners to update resource mapping, improve service delivery for increased access, and continually improve the referral process. These sessions will focus on serving individuals with barriers to employment, including out-of-school youth. Strategies will be developed for increasing co-enrollment of customers so that multiple resources are accessed for effectively and efficiently serving the customer.

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 Region 4 Board has several strategies for maximizing resources while providing efficient client-centric services. The primary strategy is the integration and cross-training of staff in functional teams and the integration of leadership teams to improve co-enrollment in the one-stop system. In the WorkOne centers, the Welcome team, Case Management/Career Counseling team, and the Business Services team are integrated to connect customers to the full array of services in the system. Cross–informing with partners not co-located in WorkOne centers will also increase opportunities for co-enrollment and full utilization of resources without duplication. Through planning and collaboration we will create a demand driven one-stop system environment where co-enrollment, career pathways, and

skill development through coordination of resources is the normal course of business. The intent of cross-informed staff, staff integration, and co-enrollment of customers is to allow the customer to be served in the best manner possible with staff and resources available. The region will build on existing co-enrollment processes to provide customers (job seeker and employer) with the best service possible, efficiently using resources in supporting the service. Well-trained staff working together to co-serve customers will effectively and efficiently use resources in the system.

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)]

Click here to enter text.

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)]

To ensure continuous improvement of service provision, regular meetings are held with providers to discuss service delivery design, challenges and opportunities to be more effective in meeting the needs of business and job seekers. We have two service providers in Region 4; their 'competitive-cooperative' discussions have led to the successful implementation of core programs and additional initiatives designed to meet employer and job seeker needs. Each provider's strengths and successes are discussed, improved upon and replicated to strengthen the region. Any deficiencies are also fully disclosed with remedies jointly developed. This open, solution-driven dialogue has helped the region meet, exceed and in many years lead performance across the state in entered employment, employment retention and wages. The Board continually talks with and surveys employers to understand their needs and challenges to develop solutions. The region's Advanced Manufacturing Sector partnership, Youth Summits, Manufacturing Day/Week, USDOL Ready to Work grant, and Skill UP Indiana! grant have resulted from the Board's mission of building a demand-driven system that moves at the speed of business and finds innovative solutions for building a skilled talent pipeline.

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)]

Many of the services, particularly the core services, provided in the one-stop system such as

unemployment benefits filing, job matching, resume building, skill assessments, and skill building are currently available through technology and accessible anywhere with internet access. Our local WorkOne West Central website provides regional access/links to these services and access to regional events such as job fairs, recruitment events, workshops, occupations in-demand information, local grants, internship opportunities, and partner services. The Board uses social media and publishes a bi-monthly WorkOne West Central magazine which is distributed via partners across the region to increase awareness of and access to services provided in the one-stop system. These services may be accessed at all partner locations and at other entities such as local libraries, community based organizations and faith-based organizations. The Board plans to implement on-line workshops, referrals, and e-training. The Board will also investigate virtual assistance for customers using Skype and other technologies as a balanced approach to service delivery, keeping in mind the technology literacy level of the customers we serve.

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)]

The Board ensures individuals with disabilities will have full access to the one-stop delivery system and services available. Training will be provided for one-stop staff to better understand how to serve individuals with disabilities, the different types of disabilities, how to handle issues of disclosure and disability identification with sensitivity at program intake, and how to determine the most effective mix of services and referrals to make when a disability is identified. These trainings will be presented by subject matter experts and include such topics as: federal, state, and local disability policies; identifying barriers/hidden disabilities; disability awareness and etiquette; website accessibility; providing reasonable accommodations; assistive technology accommodations and resources. Vocational Rehabilitation and Mental Health Providers will also be invited to attend these events and asked to present on relevant topics. Assistive Technology and TTY service are located in our full service offices; staff have received training on how to direct and/or assist customers on usage. The Region's website is ADA compliant. Training will be provided for all new staff and refresher training will be provided annually.

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)]

All previously negotiated MOUs have expired as of March 31, 2016.

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.

Many of the services, particularly the core services, provided in the one-stop system such as unemployment benefits filing, job matching, resume building, skill assessments, and skill building are currently available through technology and accessible anywhere with internet access. The WorkOne West Central website provides regional access to these services and additional access to regional events such as job fairs, recruitment events, workshops, occupations in-demand, local grants, internships, and to partner services. The Board will continue to use the REACH Talent website to provide objective criteria on the skills of the region. The Board's Advancing Manufacturing website will be used as a portal to access training, internships and employment opportunities. The Board will use social media for outreach and information sharing and plans to implement on-line workshops, referrals, and e-training. The Board will also investigate virtual assistance for customers using Skype, mobile applications like 'Work Here', and other technologies.

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)]

The adult and dislocated worker workforce development activities provided in the region are developed and delivered in alignment with the needs and occupations in-demand of regional employers. In our demand-driven system, career counseling, skills assessment and skills gap analysis is conducted to determine the academic and career plan. The appropriate employment and training activities for each individual will be offered through the one-stop system. Employment and training activities include workshops, skill assessments, career awareness, pre-vocational services, training, supportive services, and work and learn opportunities are provided. The following paragraphs will highlight these activities.

There are several workshops available for individuals. There are basic workshops such as: Resume, Job Search, TORQ, Interviewing, Career Interest, Digital Literacy and Work Ready. Workshop settings are the best tools for general information on these topics. Facilitated workshops provide Individuals the opportunity to be in group settings to practice teamwork, communication and problem solving. These employability skills are at the top of the skills most requested by employers. Individuals who need additional assistance can receive individualized support through the open facilitated lab and Job Club.

Individuals seeking greater assistance in finding employment receive services that will guide them towards a career pathway. These services include career counseling to develop a career plan which identifies and outlines how to overcome barriers to employment, skill assessments to help them identify occupations that match with their skills, and pre-vocational services that can assist with preparing them to enter occupational training or a work activity.

And the final area of activities includes training. Training includes post-secondary, on-the-job training, and work and learn activities that lead to an occupation in demand. These activities contribute to the greatest success for the individuals and the employers, but only after the individual has been assessed for their ability to benefit from the training. Additionally, individuals who participate in these services will have completed many of the above activities prior to starting the training, which will allow for the best prepared individuals.

Supportive services are also available for individuals as needed. Supportive services include such things as: transportation, childcare, books, and tools. WIOA funds are the funds of last resort; therefore, case managers will work with other community agencies to collaborate on funding.

The strength we have found is the demonstrated success of delivering a cohort model of aligning services to a sector partnership, providing employer supported, occupation-specific training, and incorporating work and learn models of internships/OJTs.

The weakness lies in improving career awareness of growth occupations and in marketing and recruiting for the training and employment opportunities available. Through the additional non-WIOA grant funding received from USDOL and DWD in combination with WIOA funding, we have the resources and capacity to deliver these activities.

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)]

The Board's vision for in-school youth is to successfully complete secondary school and transition to post-secondary and/or employment. This will be accomplished by assessing a participant's skills, interests, needs and goals, creating customized service plans in collaboration with the participant, and expanding the participant's connection to the local labor market, educational opportunities and community services. This process is accomplished through the region's Jobs for America's Graduates (JAG) program which is a year round program

and coordinated around 14 Youth Program Elements, which must be made available to every participant. Many of the students included in JAG classes have a disability and Individual Education Plan designed for their educational needs. The In-school youth budget will not be more than 25% of the youth allocation.

The 14 youth program elements are:

- *Tutoring, study skills training, and dropout prevention strategies*
- *Alternative secondary school services, or dropout recovery services as appropriate*
- *Paid and unpaid work experiences including summer employment and other opportunities throughout the year, pre-apprenticeship programs, internships and job shadowing, on-the- job training opportunities*
- *Occupational skills training*
- *Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors*
- *Supportive services*
- *Adult mentoring*
- *Comprehensive guidance and counseling*
- *Follow-up services for not less than 12 months after the completion of participation*
- ***Education offered concurrently with and in the same context as workforce preparation activities** is incorporated for in-school youth through short-term work experience, employability skills training, or internships.*
- ***Financial literacy education** is delivered to in-school youth by financial specialists from local banks, credit unions, and other financial institutions during JAG class time.*
- ***Entrepreneurial skills training** provided via guest speakers by the Small Business Development Center staff and through entrepreneurial training curriculum.*
- ***Services that provide labor market and employment information** is provided through INReality, an online tool that allows users to select a lifestyle that matches their career interest and salary information, the region's Top 60 Critical Occupations in West Central Indiana career guide and other regional resources*
- ***Activities that help youth prepare for and transition to post-secondary education and training** The JAG program model integrates curriculum and activities such as scholarship application and financial aid assistance, entrance exam preparation, and other independent living skills that would ensure success in the youth's post-secondary experience.*

To complement the JAG program the region has developed Youth Summits, Manufacturing Day/Week, and Youth Career Awareness Publications. We work in collaboration with the Regional Works Council, CTE Districts, AE Providers, LEDOs, and postsecondary institutions. We will develop and promote career pathways with multiple on- and off- ramps for in-school.

The outputs and outcomes of the JAG program are: 90% graduation rate; 60% job placement rate; 60% of those with jobs are in full time jobs; and 80% positive outcomes (job, military or post-secondary); and 80% full time placement of those in positive outcomes. The strength of the JAG program goes beyond the graduation success rate. The larger success is the positive impact on the lives of students in the program and the communities where they reside. JAG is a year-round program therefore it allows for the students to have continuous engagement with the JAG Specialist and have the opportunity for internships, job shadowing or improving their academic status after the school year ends. Weaknesses include burnout of JAG Specialists, finding long-term mentors, insufficient internships to align to student interest, and ability for small schools to have sufficient number of students who qualify for the program. And lastly, limited funding does not allow the JAG program to be implemented in all schools across the region.

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)]

The Board's vision for out-of-school youth (OSY) is to successfully complete education/training and obtain self-sufficient employment. This will be accomplished by assessing a participant's skills, interests, needs and goals, creating customized service plans in collaboration with the participant, and expanding the participant's connection to the local labor market, educational opportunities and community services. We will support technical skills training that incorporates behavioral skills development and work and learn opportunities, especially for out-of-school youth. Our out-of-school model is year round and is delivered around the 14 Youth Program Elements, which are made available to every participant. The out-school youth budget will not be less than 75% of the youth allocation. The 14 youth program elements are:

- *Tutoring, study skills training, and dropout prevention strategies*
- *Alternative secondary school services, or dropout recovery services as appropriate*
- *Paid and unpaid work experiences including summer employment and other opportunities throughout the year, pre-apprenticeship programs, internships and job shadowing, on-the- job training opportunities*
- *Occupational skills training*
- *Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors*
- *Supportive services*
- *Adult mentoring*
- *Comprehensive guidance and counseling*

- *Follow-up services for not less than 12 months after the completion of participation*
- ***Education offered concurrently with and in the same context as workforce preparation activities** is incorporated for youth enrolled in post-secondary education, short-term work experience, employability skills training, or internships. The Board has embraced the design of bundling education, workforce preparation and work activities together to make a stronger and faster impact on the participant. Examples of this would be in the RTW and Skill UP Indiana! programs where the participant receives occupational skills within the classroom and out on the floor.*
- ***Financial literacy education** is delivered to out-of-school youth through the regions 'Financial Literacy Workshop' and the 'Skills to Pay the Bills' materials. The Board will also be partnering with local banks to host "Balancing Act" Youth Reality Fairs throughout the region.*
- ***Entrepreneurial skills training** provided via tools and materials provided by the Small Business Administration.*
- ***Services that provide labor market and employment information** is provided through Hoosier Hot 50, the region's TOP 60 occupations, Occupations- in –Demand, Indiana Career Connect, Indiana Career Explorer and individual counseling.*
- ***Activities that help youth prepare for and transition to post-secondary education and training.** Region 4 utilizes several activities to assist with the transition including: facilitating connections with post-secondary education; attending college preparation sessions and providing career labor market information. Case mangers assess the participants' ability to benefit from the training by reviewing the participants' education levels, career pathway alignment, and available resources such as transportation, childcare, etc.*

The region has developed a strong program with our Adult Ed partners under the WorkIN program to provide training and internship opportunities for out-of-school youth. Other regional initiatives such as the work and learn Hire Pathways program provides employability skills, National Career Readiness Certificate attainment, work experience, internships, and On-the-Job training that leads to self-sufficient employment for youth. The Hire Pathways program provides supportive services and incentives to drive successful completion. Our Young Adult Career Fair initiative has a strong partnership with our Adult Education providers and adult education students. The partnership allows for students to participate in work experiences aligned to a career pathway. Strengths are the Work and Learn opportunities generate the greatest interest for youth and the greatest success. The range of education level, maturity, and work experience varies greatly, yet this intervention yields consistent positive results. Weakness is recruitment of out-of-school youth and retention in the youth program. Capacity is not an issue for the region.

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)]

The JAG program is extremely successful for in-school youth and has improved the graduation rate of youth at-risk of graduating. The work and learn opportunities has increased employment opportunities for both in-school and out-of-school youth. In addition to the programs described above, the board has implemented the following initiatives to build a talent pipeline focused on connecting youth to advanced manufacturing occupations.

The Manufacturing Effect

Manufacturing Effect Day is devoted to educators and administrators to learn more about manufacturing in Region 4. The day includes a tour of manufacturing facilities, an employer panel discussion and additional manufacturer presentations. Information shared included products made, how products are used, national and international use of the products, Tier 1, 2 & 3 supplies, where each manufacturing facility would fit in the supply chain, what careers are available in each facility, what career pathways would lead into manufacturing, and what job opportunities are available for those coming directly out of High School and those job opportunities that would need additional training. This information helps educators better inform students of the role manufacturing plays in our region and the many career opportunities for students in manufacturing sector.

Manufacturing Week

This week is devoted to High School students and teachers to learn more about manufacturing in their backyard. Schools and employers in Region 4 are invited to attend. At each location students tour the manufacturing facility, attended 2 career readiness workshops (resumes and interviewing skills), and attended 2 team building workshops. Students can learn about opportunities and career paths and will be able to discover what positions require short term or long term training. An employer presentation about career opportunities and educational requirements is provided during lunch. Manufacturing Week is a partnership and involvement of CTE Directors, Economic Developers, Secondary School partners, Business Consultants, and our regional employers.

Regional Teacher Work Based Learning Internships –

Any teacher from Region 4 will be eligible to apply for an internship. The 2 day internship will have the teachers working in the Manufacturing facility for one day and then completing a packet to take back to their classroom to share about their experiences. Packets include the employer profile, products made in that facility, other facility locations and products made, their position in the supply chain, lean manufacturing processes used, recycling processes, what career opportunities are available and the educational requirements.

Youth Summits -

The goal of the event was to educate more youth in the region about careers available in their community with a special focus on careers in advanced manufacturing. Participants needed to attend pre-event sessions on topics of networking, resume writing, and to learning how to make a good first

impression. Business cards were made for all students listing their top 3 skills to present to employers during the 'Get a Job – Networking session at the Summit.
The Summit also offered youth the opportunity to learn about the skills employers' value, summer jobs, internships, and the critical need for skilled workers in the manufacturing industry. Students attended additional workshops, 'Show Me the Money' - to understand what education and employment is necessary to live independently and 'You're Fired' to learn how the lack of soft skills and misuse of social media can lead to being fired from a job.
The Summit had the support of local business, Ivy Tech, WorkOne, Youth Council, Economic Development and local government.

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)]

*To ensure training is linked to in-demand industries, the Region 4 Board develops a regional Occupations in Demand list annually. Data is gathered and analyzed from multiple sources including local employers, Occupational Outlook Handbook, O*NET and Department of Workforce Development. This information is cross-referenced with secondary and post-secondary institutions to assure that there is appropriate training available. The Board publishes the "Top 60 Critical Occupations in West Central Indiana" on the WorkOne West Central webpage www.workonewestcentral.org*

Individual Training Accounts (ITA) will be issued to individuals who are in need of training to become self-sufficient or Individuals that lost a job and now require training so that they may return to a comparable or higher wage in demand occupations. The individual must also have the ability to benefit and successfully participate in the program. Individuals select a program from the Eligible Training Provider List that is directly linked to employment opportunities and listed on Occupations in Demand list in West Central Indiana" , the local area, or in another area to which he/she is willing to commute or relocate. Case managers verify that they are unable to obtain other grant assistance for training, including Federal Pell Grants.

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)]

The local Rapid Response (RR) team consisting of the RR coordinator, Veteran staff, Trade Adjustment Assistance staff and WIOA staff, coordinate its efforts to deliver information and services at rapid response events. After notification of a potential RR event, either a lay off or plant closure the Local

RR coordinator makes contact with the organization and schedules an initial meeting with company and union representatives, as appropriate, to discover the implication of the event and to determine whether or not the layoff can be averted. If it appears that Trade Adjustment Assistance (TAA) is likely, then resources are provided to help apply for TAA. The State TAA unit is alerted and applications are filed. If the TAA petition is certified by DOL then the State and local TAA Coordinators are brought to the table to provide a separate TAA session for affected employees. Resources are identified and dates are determined for a full blown Rapid Response Dislocated Worker Orientation to Services meeting with the affected workers. During the RR session, services are outlined, including potential workshops that can lead to reemployment, such as Job Clubs, Skill Identification, TORQ sessions, Getting the Most from Indiana Career Connect, Resume Preparation, Interview Skill Development and Non-Traditional Job Search Activities. At the event individuals are scheduled for the workshops provided at a WorkOne location. If job retraining is indicated the applicant is connected with a WIOA case manager who determines WIOA eligibility and enrolls the individual into the program. All veterans are connected with local WorkOne staff and Veterans with significant barriers to employment are connected to the Disabled Veteran Outreach Person (DVOP)

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.

The Jobs for Hoosiers/REA/RESEA programs assists unemployed individuals to connect with one-stop center services to help build job search skills and employment skills for rapid reemployment. This goal aligns with the WIOA goals and activities in the Center that are coordinated with WIOA staff and WIOA resources. WIOA staff attend the Job for Hoosiers and REA orientation sessions to provide information on workshops, resume assistance, demand occupations, and training/internship opportunities under WIOA funding and other grants such as Skill UP Indiana! and Ready to Work. These activities are incorporated into WIOA integrated teams with WIOA funded staff assist in conducting eligibility assessments and referring UI recipients to adjudication, as appropriate; providing labor market and career information that addresses claimants' specific needs; ensuring claimants are registered in Indiana Career Connect; orienting claimants to WorkOne services; and developing Individual Reemployment Plans that include work search activities, accessing services at WorkOne Centers, referral to approved training that meets the claimants goals, and referral to at least one reemployment service and/or training that is appropriate to the individual's needs.

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)]

In coordinating and collaborating with partners, WIOA resources will be used to provide supportive services when other funding is not available.

WIOA allows for the provision of supportive services to enable an individual to participate in career services and training services. Supportive services such as transportation, work gear, licensure tests,

child care, dependent care, and housing, may be necessary to enable an individual to participate in activities authorized and consistent with the provisions of the WIOA Title I-B.

Supportive services for individuals are coordinated with community agencies as well as those partner agencies that share co-enrolled individuals such as adult education, vocational rehabilitation, TANF, and Veterans programs.

Transportation issues are one of the most common barriers to individuals participating in activities as well as those seeking immediate employment. In many counties there are no public transportation options available for training or work. Current practices include utilizing gas cards to assist individuals prior to receiving their first paycheck. Additionally, there are a few new programs beginning to offer transportation assistance to local employers that are not on bus routes. They require a small fee to provide the service. In one instance, the company works with the employer to set up the payment schedule directly out of the individual's paycheck.

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)]

On May 25, 2016 the Region 4 Board reviewed options allowable within WIOA Title I and DWD Policy. During Program Year 2016, the Board will competitively procure an entity/entities for the combined role of One-Stop Operator, Provider of Career Services, and Provider of Youth Services. This procurement will be complete and sub-grants awarded with an effective date of no later than July 1, 2017.

For Program Year 2016, Board staff will perform the duties of the One-Stop Operator, with accountability to the Board's One-Stop Operator Committee. Region 4 will utilize current Service Providers as providers of Career Services and Youth Services. At its March 23, 2016 meeting the Board approved a one-year extension of current Service Provider agreements through June 30, 2017 in order

to allow time for WIOA Final Regulations and DWD Policy to be published and implemented. Region 4's two current Service Providers are JobWorks, Inc., for the part of Region 4 served by the Kokomo WorkOne Center, and Community Action Program, Inc. of Western Indiana, for the part of the region served by the Lafayette WorkOne Center.

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

See attached Exhibit 2

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 following are the standing committees of the Region 4 Workforce Development Board.

Executive Committee:
Committee members include the Board Chair, Vice Chair, Secretary and Treasurer. The Executive Committee acts on behalf of the Board between regularly scheduled Board meetings, reviews and approves Board meeting minutes, agendas, and reports prior to and for presentation to the Board.
Finance Committee:
Committee members include, at a minimum, the Board Treasurer, Board Chair, and one other Board member. The Finance Committee's role includes overseeing all financial aspects of the corporation, such as reviewing and approving the most recent Financial Report, reviewing and making recommendations to the Executive Committee regarding the Annual Budget, and reviewing the Annual Audit Report.

One-Stop Operator Oversight Committee:
The role of the Committee is to oversee the one-stop service delivery system for the attainment of short-term and long-term goals that achieve WIOA objectives and performance outcomes, and compliance with all pertinent legislation and regulations. This includes ensuring the development and implementation of an integrated service delivery system with in accordance with federal, state and regional policies and processes. The Committee monitors program performance to ensure the service delivery system incorporates products, protocols, and quality standards to meet the Region 4 Board's strategic and operational goals and requires action plans for improvement when necessary. The Committee ensures the effectiveness of service delivery and implements continuous improvement processes.

Youth Committee:
The Youth Council established under WIA serves as the Youth Committee for the Board. The roles and responsibilities adopted by the Youth Committee are:

- *Recommend the design, development, and implementation of programs that benefit all youth;*
- *Recommend the design of a community workforce development system to ensure a full range of services and opportunities for all youth, including disconnected youth:*
- *Recommend ways to leverage resources and coordinate services among schools, public programs, and community-based organizations serving youth;*
- *Recommend ways to coordinate youth services and recommend eligible youth service providers; and*
- *Provide on-going leadership and support for continuous quality improvement for local youth programs;*
- *Assist with planning, operational, and other issues relating to the provision of services to youth*

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

The designated equal opportunity officer for Economic Growth Region 4 is:

Mellisa Leaming
Director of Operations
Region 4 Workforce Board
976 Mezzanine Dr. Suite C
Lafayette, IN 47905
765.807.0888

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)]

Tecumseh Area Partnership, Inc. d/b/a Region 4 Workforce Board has been designated as the fiscal agent by its Regional Chief Elected Official and County Chief Elected Officials Executive Council.

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)]

Click here to enter text.

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)]

The Region 4 Board agreement with the Vocational Rehabilitation Services is to collaborate and identify opportunities within the region to increase employment for individuals with disabilities. We work to cooperatively maintain a cross-referral mechanism that facilitates the referral of services, cross inform staff, coordinate training offerings, and cooperate on joint business development activities. We agree to work to develop new access or improve existing access (physical and technological) to services throughout the one-stop system.

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 Board reviewed its own (informal) Strategic Plan, originally adopted for Program Years 2013 and 2014, in special session on June 11, 2015 for the purpose of reviewing progress in implementing the action strategies contained in its Plan and updating it for Program Year 2015. The content of the Board's revised (informal) Strategic Plan was incorporated into the WIOA Local (formal) Plan for July 1, 2016—June 30, 2020. The Board met on May 25, 2016 to review and comment on a draft version of the WIOA Local Plan developed by the Board staff in consultation with WorkOne partner organizations and service providers. The Board's final, approved draft of the WIOA Local Plan was published on the Board's website, www.region4workforceboard.org, on June 1, 2016. Notice of its publication was sent to local chambers of commerce, local economic development organizations, labor organizations, postsecondary education institutions, and local elected officials for their review and comment by June 28, 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.

Region 4 Workforce Board's Chief Financial Officer and/or designee performs on site fiscal monitoring of its contracted service providers at least once annually. Fiscal staff keep up to date on changes to OMB Circulars/Uniform Guidance, applicable Laws and Regulations (WIOA), and US Department of Labor Policies by attending training offered as changes occur or by attending webinars. Region 4's WIOA Service Providers' fiscal systems and records are monitored each spring during the months of March and April.

The Board's Chief Operations Officer (COO) and/or Director of Operations performs monitoring for operational compliance annually in late winter, in the months of February and March in accordance with the provisions of the federal, state, and local policies and regulations. In addition to annual reviews, the Director of Operations performs random desktop monitoring monthly and data edit checks

weekly. WIOA Service Providers provide quarterly desk top operational monitoring on each WIOA program and/or other sub-contracted grants to COO. Training received is through review of local, state, and federal policies/guidelines and webinars.

See Exhibit 3 – Monitoring Forms and Guides
Sample Monitoring Report is below.

JobWorks, Inc.
Monitoring Report and Response
January 30, 2015

The Observations section of the TAP monitoring report has been copied below as a reference for the JobWorks response.

OBSERVATIONS:

The following observations will require a response by the service provider to ensure correction and compliance, as future instances may result in performance findings. Please provide your responses by January 30, 2015.

OBSERVATIONS:

The case files reviewed show staff are knowledgeable and aware of the eligibility and documentation requirements. Case notes improved greatly, providing a very clear progression of services provided. I am very impressed with the case file organization, documentation and level of case notes. All staff should be commended on the services they provided this past year and their navigation of the multiple programs and funding streams. Below are a couple observations that should be reviewed with staff and corrected in Track One or case file. Please advise when corrections have been made.

Program	Name	Enrollment Date	Issue
Adult	Bates	10/27/14	10/27 case note states customer is employed. Prior & subsequent case notes state he is not. Review and correct
Adult	Raisor	5/13/14	ACP case note states in 12/22, 9/30 & 8/13 state Taylor is working FT Logansport Hosp. However 7/11 case note shows she is unemployed as the Dr. she worked for left. Review and correct

FINDINGS:
None found

JobWorks Response:
We accept the recommendations of TAP and provide further information and resolution for each specific individual's file selected for review:

1. **Reese Bates, 2909**

   Resolution:

   - The DWD/Welcome Team staff member has amended the 10/27/14 case note to document that the customer was actually unemployed at the time the case note was written.

2. **Taylor Raisor**

   Resolution:

   - The JobWorks case manager has amended the 12/22, 9/30 and 8/13 case notes to reflect that Taylor lost her job when the doctor closed his office on 7/11/14. These case notes have a subject line of "Corrected Work History in ACP" and now match the information contained in the TrackOne Work History. An updated ISS was scanned into TrackOne client files that reflects Taylor's job ended on 7/11/14.

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.

The Board's vision for the professional development of all youth staff includes a variety of local, state, and national trainings. With a goal of expanding alignment of regional systems and creating regional synergy, the Board plans to bring national training experts to the region and invite staff from Vocational Rehabilitation, Adult Education, Wagner- Peyser, Title 1 Adult, Dislocated Worker, and Youth Programs, National Farmworker Jobs Program, Local Veterans' Employment Program and Disabled Veterans' Outreach Program, Trade Adjustment Assistance, Temporary Assistance for Needy Families, and Supplemental Nutritional Assistance Programs.

Our professional development plan for all youth staff is detailed in the chart below:

Region 4 Youth Staff Professional Development Plan

Frequency	Subject Area	Audience	Type
One Time Training	Recruiting, Motivating Clients, and Post Placement Services	Region 4 WorkOne and Regional Partner Staff	In Person Regional Training
One Time Training	Case Management Training	Region 4 WorkOne and Regional Partner Staff	In Person Regional Training
One Time Training	Partner Cross Training	Region 4 WorkOne and Regional Partner Staff	In Person Regional Training
Yearly	JAG Pre-National Training Seminar and National Training Seminar	In School JAG staff	In Person Training Conference
Two times per year	JAG Refresher Training	JAG staff as recommended	In Person Training
Two times per year	Region 4 JAG WIOA/ENDMS training	All JAG	In person group training
Yearly	JAG Indiana All Staff Summer Training	All JAG Staff	In Person Training
Yearly	JAG Indiana New Specialist Training	New JAG Staff	In Person Training

Quarterly	JAG Indiana Regional Coordinator Training	JAG Coordinators	In Person Group Training
Quarterly	JAG Indiana Manager Training	JAG Managers	In Person Training
Yearly	Indiana Young Adult Services Training	All Young Adult (OSY) Staff	In Person Training
Yearly	NAWDP Youth Symposium	All Young Adult (OSY) Staff	In Person Training
Quarterly	Youth Worker Café/ IYI various topics relating to serving young adults in need	Young Adult (OSY) Staff	Local In Person Training held throughout the region or web based
Yearly	IYI- Post Secondary Counseling Institute	Various Youth Staff	Conference
Yearly	IYI- Because Kids Count Conference	Young Adult Youth Staff and various ISY JAG staff	Conference
Yearly	Region 4 - Indiana Career Explorer Training	All Youth Staff	In Person
Yearly	Region 4 - Indiana Career Connect, WIN, and TORQ	All Youth Staff	In Person

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

Region 4 Workforce Investment Board Policies

Administrative

Fiscal Module Policy
Functional Supervision Policy
Monitoring Policy
Nondiscrimination and Equal Opportunity Policy and Complaint Procedures
Non-Smoking Policy
Personally Identifiable Information Policy
Record retention Policy
TrackOne Policy
Weapons and Safety Policy
Workstation and Office Appearance Policy

Adult

Assessment Policy
Case note and Case Organization Policy
Customer Flow, Orientation , and Informational Workshops
Drug Testing Policy
Eligibility and Documentation Policy
Exit Date Policy
Follow Up Policy
Incumbent Worker Policy
Individual Training Policy
OJT Policy
Prior Learning Assessment Policy
RTW Supportive Service Policy
Selective Service Registration Policy
Supplemental Data Policy
Supportive Service Policy
WIOA Priorty of Service Policy
Work Experience Training Policy

Veteran

Priority of Service for Veterans and Eligible Spouses
Roles and Responsibilities of Disabled Veterans' Outreach Program (DVOP) Specialist and Local Veterans' Employment Representatives (LVER) in Integrated WorkOne Offices

WorkIN

WorkIN Eligibility and Referral Policy

Youth

Assessment Policy
Eligibility and Documentation Policy
Exit Date Policy
Follow Up Policy
Incentive Policy
ISS Development Policy
Participant Payment Policy
State JAG Eligibility and Compliance Policy
State JAG ISS Development Policy
Supplemental Data Policy

WIA JAG Policy
WIOA Case note and Case Organization Policy
WIOA JAG Eligibility and Compliance Policy
WIOA JAG ISS Development Policy
Work Experience Training Policy
Work Experience Training Policy
Youth 14 Elements Policy
Youth Requires Additional Assistance Policy

Accounting Policies-Chart of Accounts, Budget Controls and Modifications, Cash Management Policy, Check Signing Policy, Cash Disbursements Policy, Allowable Cost Policy, Credit Card Policy, Employee Travel Policy, Property Management and Inventory Policy, Record Retention Policy, Procurement Policy, Internal Controls, Financial Reporting, Journal Entries

Personnel Policies
Monitoring Policy
Audit Policy

ATTACHMENT B--PROJECTED PROGRAM PARTICIPANTS for PY16

	Participants to be Served	Program Funding (WIOA)	Additional Funding (State)	Additional Funding (Federal)	Additional Funding (Non-state/federal)	Total Budget	Budget per Participant	Explanation (optional)
WIOA Adult	14784	$ 864,532	$ 1,346,551	$ 1,648,009		$ 3,859,092	$ 261	Participant count includes those receiving basic services, Ready to Work (USDOL)- $1,648,009
Dislocated Worker	505	$ 594,899	$ 56,500			$ 651,399	$ 1,290	SPDWG-$56,500,
Youth (in-school)	376	$ 75,000	$ 720,000			$ 795,000	$ 2,114	JAG (State) and JAG (TANF)
Youth (out-of-school)	243	$ 1,125,682				$ 1,125,682	$ 4,632	
ABE	3388	$813,535 WIOA Title II	$1,544,472	$54,165 WIOA Eng Lit-Civics	$728,985	$3,141,157	$927	Budget based on projected enrollment. Addt'l Non-Federal funding is local contributions and
WorkINdiana	139	$ 127,292				$ 127,292	$ 916	
WP	15784					$ -	$ -	
Veterans Overall	1271					$ -	$ -	Includes eligible spouses of veterans.

Each program should reflect ALL participants enrolled, regardless if they are co-enrolled in another program. Explanations of projections are encouraged.

Revised: 3/9/16

AMENDMENT # __11__ TO SUBCONTRACT # _CAP-WIB-54-2-04

This is an Amendment to the Subcontract Agreement for the Provision of Employment and Training Services entered into by and among Tecumseh Area Partnership, Inc.(hereinafter referred to as "TAP") for and on behalf of the Region IV Workforce Board, Inc. and Community Action Program, Inc. of Western Indiana., (hereinafter referred to as the "Subcontractor).

In consideration of the mutual undertakings and covenants hereinafter set forth, the parties agree to the items marked below:

1. _X_ This Amendment adds **$539,646** to the Budget for Program Year PY 15 for a new total obligation of this Grant for the **period 7/1/15-6/30/16** of **$1,498,927.60.** In addition, this amendment de-obligates any unspent funds of the budget for 7/1/14-6/30/15 as of June 30, 2015 after the final closeout.

2. ___ This Amendment changes the Grant Expiration Date from to _____ to _____.

3. _____ This Amendment changes the name for Subcontractor formerly known as _____ to _____.

4. _X_ Attachments: The items marked below are attached hereto, made a part hereof, and incorporated herein by reference as part of this Agreement

   _X_ a. Other Applicable Subcontract Amendments including PY 15 Statement of Work
   ____ b. Production Schedule (Attachment C)
   _X_ c. Budget/Budget Summary (Attachment D)

All other matters previously agreed to and set forth in the original Subcontract Agreement and not affected by this Amendment shall remain in full force and effect.

Non-Collusion And Acceptance: The undersigned attests under penalties of perjury that he/she is the Subcontractor, or that he/she is the representative, agent, member or officer of the Subcontractor, that he has not, nor has any member, employee, representative, agent or officer of the Subcontractor, directly or indirectly, to the best of his/her knowledge, entered into or offered to enter into any combination, collusion or agreement to receive or pay, and that he/she has not received or paid, any sum of money or other consideration for the execution of this Modification to the Sucontract Agreement other than that which appears upon the face hereof.

THE REST OF THIS PAGE HAS BEEN LEFT BLANK INTENTIONALLY.

The parties, having read and understanding the foregoing terms of this Agreement, do by their respective signatures dated below hereby agree to the terms thereof.

Tecumseh Area Partnership, Inc.

Roger L. Feldhaus

Roger L. Feldhaus, Executive Director

Date: 11/20/2015

Community Action Program, Inc. of Western Indiana

Myra E. Rennick

SIGNATURE
Myra E. Rennick, Executive Director

TYPED NAME AND TITLE

11/10/15

DATE:

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Effective July 1, 2013 the language in the boilerplate for the following items will be replace with the language below:

4) Audits: and replace with the following:

A. The Subcontractor shall submit to an audit of funds paid through this Subcontract Agreement, and shall make all books, accounting records and other documents available at all reasonable times during the term of this Subcontract Agreement and for a period of three (3) years after final payment for inspection by TAP or its authorized designee. Copies shall be furnished to TAP at no cost.

B. If required by applicable provisions of the Office of Management and Budget Circular A-133 (Audits of States, Local Governments, and Non-Profit Organizations), following the expiration of this Subcontract Agreement, the Subcontractor shall arrange for a financial and compliance audit of funds provided by TAP pursuant to this Subcontract Agreement. Such audit is to be conducted by an independent public or certified public accountant (or as applicable, the Indiana State Board of Accounts), and performed in accordance with Indiana State Board of Accounts publication entitled "Uniform Compliance Guidelines for Examination of Entities Receiving Financial Assistance from Governmental Sources," and applicable provisions of the Office of Management and Budget Circulars A-133 (Audits of States, Local Governments, and Non-Profit Organizations). The Subcontractor is responsible for ensuring that the audit and any management letters are completed and forwarded to TAP in accordance with the terms of this Subcontract Agreement. Audits conducted pursuant to this paragraph must be submitted no later than nine (9) months following the close of the Subcontractor's fiscal year. The Subcontractor agrees to provide the Indiana State Board of Accounts and TAP an original of all financial and compliance audits. The audit shall be an audit of the actual entity, or distinct portion thereof that is the Subcontractor, and not of a parent, member, or subsidiary corporation of the Subcontractor, except to the extent such an expanded audit may be determined by the Indiana State Board of Accounts or TAP to be in the best interests of TAP. The audit shall include a statement from the Auditor that the Auditor has reviewed this Subcontract Agreement and that the Subcontractor is not out of compliance with the financial aspects of this Subcontract Agreement. All nongovernmental organizations are required by IC-5-11-1-4 to file an Entity Annual Report (Form E-1) with the Indiana State Board of Accounts. The E-1 form is due within thirty (30) days after the entity's fiscal year end.

10) Employment Eligibility Verification: As required by IC §22-5-1.7, the Subcontractor hereby swears or affirms under the penalties of perjury that:

A. the Subcontractor has enrolled and is participating in the E-Verify program;

B. the Subcontractor has provided documentation to TAP that it has enrolled and is participating in the E-Verify program;

C. the Subcontractor does not knowingly employ an unauthorized alien.

D. the Subcontractor shall require its contractors who perform work under this Subcontract Agreement to certify to that the contractor does not knowingly employ or contract with an unauthorized alien and that the contractor has enrolled and is participating in the E-Verify program. The Subcontractor shall maintain this certification throughout the duration of the term of a contract with a contractor. TAP may terminate for default if the Subcontractor fails to cure a breach of this provision no later than thirty (30) days after being notified by the State.

17) Insurance and Bonding:

A. The Subcontractor shall secure and keep in force during the term of this Subcontract Agreement, the following insurance coverages, covering the Subcontractor for any and all claims of any nature which may in any manner arise out of or result from Subcontractor's performance under this Subcontract Agreement.

(1.) The Subcontractor shall, at its sole cost and expense, provide comprehensive and general public liability insurance against claims for personal injury, death or property damage occurring in connection with the Project. The limits of such insurance shall not be less than $700,000 combined single limit per occurrence, $5,000,000 aggregate, and shall contain a deductible clause not greater than Ten Thousand Dollars ($10,000). All insurance required hereunder shall be with a responsible carrier acceptable to TAP and shall name TAP as an additional insured. Subcontractor shall, upon request, provide TAP with a Certificate evidencing such insurance. Failure to maintain such insurance shall result in the termination of this Subcontract.

(2.) The Subcontractor shall provide crime insurance including fidelity coverage in the amount of (i.) $100,000, or (ii.) the highest single total disbursement planned pursuant to this Subcontract Agreement and all other State contracts or Subcontracts outstanding to Subcontractor, whichever is higher, and covering all persons responsible for or handling funds received or disbursed under this Subcontract. This bond must show TAP of Indiana as **the obligee**. It shall be the Subcontractor's responsibility to see that all persons handling funds under this Subcontract Agreement are bondable. Failure to provide such evidence to TAP shall result in termination of this Subcontract Agreement and any funds awarded hereunder.

(3.) If the Subcontractor is a department, division or agency of the State of Indiana, or of a county, municipal or local government, the foregoing insurance coverages shall not be required; however, Subcontractor may elect to provide such coverages.

B. The Subcontractor's insurance coverage must meet the following additional requirements:

(1.) The insurer must have a certificate of authority issued by the Indiana Department of Insurance.

(2.) Any deductible or self-insured retention amount or other similar obligation under the insurance policies shall be the sole obligation of the Subcontractor.

(3.) TAP will be defended, indemnified and held harmless to the full extent of any coverage actually secured by the Subcontractor in excess of the minimum requirements set forth above. The duty to indemnify TAP under this Subcontract shall not be limited by the

insurance required in the Subcontract.

(4.) The insurance required in the Subcontract, through a policy or endorsement(s), shall include a provision that the policy and endorsements may not be canceled or modified without thirty (30) days' prior written notice to the undersigned State agency.

Failure to provide insurance as required in the Subcontract may be deemed a material breach of contract entitling TAP to immediately terminate this Subcontract.

27) Property Management: Title to all non-expendable personal property acquired with funds provided herein shall immediately become the property of the State upon delivery of such property by the vendor in accordance with the applicable Federal OMB circulars and the Property Management/Surplus Property Policy. The Subcontractor shall be responsible for the management and control of such property as defined in the Property Management/Surplus Property Policy.

New contract language added:

34) Special Requirements for Conferences and Conference Space: The Subcontractor must request TAP to obtain prior approval from the Department of Workforce Development who will make a request to the United States Department of Labor (USDOL) before holding any conference (which includes meeting, retreat, seminar, symposium, training activity or similar event held in either Federal or non-Federal space), or any activity related to holding a conference, including, but not limited to, obligating or expending federal funds, signing contracts for space or services, announcing the USDOL's involvement in any conference, and using USDOL official's name or USDOL's name or logo. TAP retains the right to obtain information from the Subcontractor about any conference that is funded in whole or in part with these funds.

PY 15 Statement of Work Modification

The Contractor will work to ensure success of the employment and training programs and/or services for the provision of Adult, Dislocated Worker and Youth services in accordance with the Workforce Innovation and Opportunity Act, Indiana Department of Workforce Development and Region 4 Workforce Investment Board's rules, regulations and policies. The Contractor will ensure that staff members are fully trained in the delivery of quality workforce investment services and the Contractor will promote an atmosphere conducive to coordination, innovation, and cooperation.

The Contractor agrees to:

- Provide functional supervision of frontline staff in West Central Indiana WorkOne Centers
- Direct staff to work in functional teams
- Ensure data entered into the state Case Management Data System (currently TrackOne) is timely, accurate and validated

- Work Closely with the Region 4 One Stop Operator on all matters related to service delivery
- Meet and/or exceed the WIOA Common Measures performance standards established for Adult, Dislocated Workers and Youth
- Ensure staff charge time accordingly to appropriate activities
- Ensure services provided to customers are eligibility based and aligned to appropriate funding streams in accordance with available funding.
- Ensure priority of service with respect to WIOA allocated adult funds
- Develop Data reports from state Case Management Data system extract on behalf of the region, as directed by the One Stop Operator
- Meet the Planned Enrollments as follows:

On July 1, 2015, all WIA title I participants (including Adult, Dislocated Worker, Youth participants) who were enrolled in a WIA title I program prior to July 1, 2015, must be transitioned (or "grand fathered") into WIOA, even if the participant would not otherwise be eligible for WIOA. Providers must **not** complete an eligibility re-determination for participants already determined eligible and enrolled under WIA. Furthermore, these participants must be **allowed** to complete the WIA services ("grandfathered services") specified in their individual service strategy and/or academic and career plan, regardless of whether the services are allowable under WIOA or not, as long as the WIA services were specified in participants' individual service strategies and/or academic and career plans as of June 30, 2015. Service providers must continue to serve participants enrolled under WIA (with pre-determined WIA or new WIOA services) by either: providing the services for which WIA funds were already obligated; with unobligated carry-in WIA funds that become WIOA funds as of July 1, 2015; or with new WIOA funds. Effective July 1, 2015 provider just make all new eligibility determinations under WIOA framework for participants enrolling on or after that date and must follow all WIOA requirements. Participants enrolled on or after July 1, 2015, may only access services allowable under WIOA.

EXHIBIT C

SUBCONTRACT BUDGET

Workforce Investment Act-Adult Funds Carry In and WIOA Funds

Effective Date: 7/1/2015

DUNS: **CAGE:**

CONTRACT #CAP-WIB-54-2-04 Modification 11

COST CATEGORY	ORIGINAL BUDGET**	Modification # 11 (WIOA)	TOTAL BUDGET
PROGRAM MANAGEMENT*	$ 13,803.00	$ 18,025.00	$ 31,828.00
PROGRAM OPERATIONS*	$ 170,176.00	$ 222,331.00	$ 392,507.00
DIRECT CLIENT SERVICES-Adult	$ 45,996.00	$ 60,090.00	$ 106,086.00
TOTAL BUDGET	$ 229,975.00	$ 300,446.00	$ 530,421.00

***OVERAGES IN PROGRAM MANAGEMENT AND PROGRAM OPERATIONS MUST HAVE PRIOR APPROVAL.**

FUNDING SOURCE	ORIGINAL BUDGET**	Modification # 11 (WIOA)	TOTAL BUDGET
WIA/WIOA ADULT CFDA # 17.258	$ 229,975.00	$ 300,446.00	$ 530,421.00
TOTAL BUDGET	$ 229,975.00	$ 300,446.00	$ 530,421.00

EXHIBIT C

CONTRACT BUDGET

Workforce Investment Act-Dislocated Worker Funds Carry In and WIOA Funds

Effective Date: 7/1/2015

DUNS: **CAGE:**

CONTRACT #CAP-WIB-54-2-04 Modification 11

COST CATEGORY	ORIGINAL BUDGET**	Modification # 11 (WIOA)	TOTAL BUDGET
PROGRAM MANAGEMENT*	$ 3,255.72	$ 14,352.00	$ 17,607.72
PROGRAM OPERATIONS*	$ 40,164.88	$ 177,008.00	$ 217,172.88
DIRECT CLIENT SERVICES	$ 10,855.00	$ 47,840.00	$ 58,695.00
TOTAL BUDGET	$ 54,275.60	$ 239,200.00	$ 293,475.60

***OVERAGES IN PROGRAM MANAGEMENT AND PROGRAM OPERATIONS MUST HAVE PRIOR APPROVAL.**

FUNDING SOURCE	ORIGINAL BUDGET**	Modification # 11 (WIOA)	TOTAL BUDGET
WIA/WIOA DW CFDA #17.278	$ 54,275.60	$ 239,200.00	$ 293,475.60
TOTAL BUDGET	$ 54,275.60	$ 239,200.00	$ 293,475.60

*Amount in Modification #11 may not be expended or accrued prior to 10/1/15.

EXHIBIT C

CONTRACT BUDGET

Workforce Investment Act-Youth Carry In and WIOA Funds

Effective Date: 7/1/2015

DUNS: **CAGE:**

CONTRACT #CAP-WIB-54-2-04 Modification 11

COST CATEGORY	TOTALS	Modification # 11 (WIOA)	TOTAL BUDGET
PROGRAM MANAGEMENT*	$ 40,502.00	$ -	$ 40,502.00
PROGRAM OPERATIONS*	$ 499,523.00	$ -	$ 499,523.00
DIRECT CLIENT SERVICES	$ 135,006.00	$ -	$ 135,006.00
TOTAL BUDGET	$ 675,031.00	$ -	$ 675,031.00

***OVERAGES IN PROGRAM MANAGEMENT AND PROGRAM OPERATIONS MUST HAVE PRIOR APPROVAL.**

FUNDING SOURCE	TOTALS	Modification # 10 (WIOA)	TOTAL BUDGET
WIA/WIOA ISY CFDA # 17.259	$ 357,113.00	$ -	$ 357,113.00
WIA/WIOA OSY CFDA # 17.259	$ 317,918.00	$ -	$ 317,918.00
TOTAL BUDGET	$ 675,031.00	$ -	$ 675,031.00

***CAP will be required to have a minimum of 24% of total youth (WIOA) expenditures expended on Work Experience activities. Program expenditures on the work experience program element include wages as well as staffing costs for the development and management of work experiences. CAP will be required to report this amount quarterly. This amounts to $96,500 if entire budget is expended.**

AMENDMENT # 10 TO GRANT # Jobworks-WIB-44-2-04

This is an Amendment to the Contract Agreement for the Provision of Employment and Training Services entered into by and among Tecumseh Area Partnership, Inc.(hereinafter referred to as "TAP") for and on behalf of the Region IV Workforce Board, Inc. and JobWorks, Inc., (hereinafter referred to as the "Contractor).

In consideration of the mutual undertakings and covenants hereinafter set forth, the parties agree to the items marked below:

1. X This Amendment adds additional WIOA funds to the Budget for Program Year PY 15. This modification adds **$441,528** for a total obligation of this Grant for the **period 7/1/15 -6/30/16** is **$1,226,393.** In addition, this amendment de-obligates any unspent funds of the budget for 7/1/13-6/30/15 as of June 30, 2015 after the final closeout.

2. ___ This Amendment changes the Grant Expiration Date from to _____to _____.

3. _____ This Amendment changes the name for Contractor formerly known as _____ to _____.

4. X Attachments: The items marked below are attached hereto, made a part hereof, and incorporated herein by reference as part of this Agreement

   X a. Other Applicable Contract Amendments
   ___ b. Production Schedule (Attachment C)
   X c. Budget/Budget Summary (Attachment D)

All other matters previously agreed to and set forth in the original Contract Agreement and not affected by this Amendment shall remain in full force and effect.

Non-Collusion And Acceptance: The undersigned attests under penalties of perjury that he/she is the Contractor, or that he/she is the representative, agent, member or officer of the Contractor, that he has not, nor has any member, employee, representative, agent or officer of the Contractor, directly or indirectly, to the best of his/her knowledge, entered into or offered to enter into any combination, collusion or agreement to receive or pay, and that he/she has not received or paid, any sum of money or other consideration for the execution of this Modification to the Contract Agreement other than that which appears upon the face hereof.

THE REST OF THIS PAGE HAS BEEN LEFT BLANK INTENTIONALLY.

The parties, having read and understanding the foregoing terms of this Agreement, do by their respective signatures dated below hereby agree to the terms thereof.

Tecumseh Area Partnership, Inc.

_____

Roger L. Feldhaus, Executive Director

Date: _____

JobWorks, Inc.

_____

SIGNATURE

Rebecca Griffiths, President and General Manager

TYPED NAME AND TITLE

_11/9/2015_____

DATE:

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Effective July 1, 2013 the language in the boilerplate for the following items will be replace with the language below:

4) Audits: and replace with the following:

A. The Subcontractor shall submit to an audit of funds paid through this Subcontract Agreement, and shall make all books, accounting records and other documents available at all reasonable times during the term of this Subcontract Agreement and for a period of three (3) years after final payment for inspection by TAP or its authorized designee. Copies shall be furnished to TAP at no cost.

B. If required by applicable provisions of the Office of Management and Budget Circular A-133 (Audits of States, Local Governments, and Non-Profit Organizations), following the expiration of this Subcontract Agreement, the Subcontractor shall arrange for a financial and compliance audit of funds provided by TAP pursuant to this Subcontract Agreement. Such audit is to be conducted by an independent public or certified public accountant (or as applicable, the Indiana State Board of Accounts), and performed in accordance with Indiana State Board of Accounts publication entitled "Uniform Compliance Guidelines for Examination of Entities Receiving Financial Assistance from Governmental Sources," and applicable provisions of the Office of Management and Budget Circulars A-133 (Audits of States, Local Governments, and Non-Profit Organizations). The Subcontractor is responsible for ensuring that the audit and any management letters are completed and forwarded to TAP in accordance with the terms of this Subcontract Agreement. Audits conducted pursuant to this paragraph must be submitted no later than nine (9) months following the close of the Subcontractor's fiscal year. The Subcontractor agrees to provide the Indiana State Board of Accounts and TAP an original of all financial and compliance audits. The audit shall be an audit of the actual entity, or distinct portion thereof that is the Subcontractor, and not of a parent, member, or subsidiary corporation of the Subcontractor, except to the extent such an expanded audit may be determined by the Indiana State Board of Accounts or TAP to be in the best interests of TAP. The audit shall include a statement from the Auditor that the Auditor has reviewed this Subcontract Agreement and that the Subcontractor is not out of compliance with the financial aspects of this Subcontract Agreement. All nongovernmental organizations are required by IC-5-11-1-4 to file an Entity Annual Report (Form E-1) with the Indiana State Board of Accounts. The E-1 form is due within thirty (30) days after the entity's fiscal year end.

10) Employment Eligibility Verification: As required by IC §22-5-1.7, the Subcontractor hereby swears or affirms under the penalties of perjury that:

A. the Subcontractor has enrolled and is participating in the E-Verify program;

B. the Subcontractor has provided documentation to TAP that it has enrolled and is participating in the E-Verify program;

C. the Subcontractor does not knowingly employ an unauthorized alien.

D. the Subcontractor shall require its contractors who perform work under this Subcontract Agreement to certify to that the contractor does not knowingly employ or contract with an unauthorized alien and that the contractor has enrolled and is participating in the E-Verify program. The Subcontractor shall maintain this certification throughout the duration of the term of a contract with a contractor. TAP may terminate for default if the Subcontractor fails to cure a breach of this provision no later than thirty (30) days after being notified by the State.

17) Insurance and Bonding:

A. The Subcontractor shall secure and keep in force during the term of this Subcontract Agreement, the following insurance coverages, covering the Subcontractor for any and all claims of any nature which may in any manner arise out of or result from Subcontractor's performance under this Subcontract Agreement.

(1.) The Subcontractor shall, at its sole cost and expense, provide comprehensive and general public liability insurance against claims for personal injury, death or property damage occurring in connection with the Project. The limits of such insurance shall not be less than $700,000 combined single limit per occurrence, $5,000,000 aggregate, and shall contain a deductible clause not greater than Ten Thousand Dollars ($10,000). All insurance required hereunder shall be with a responsible carrier acceptable to TAP and shall name TAP as an additional insured. Subcontractor shall, upon request, provide TAP with a Certificate evidencing such insurance. Failure to maintain such insurance shall result in the termination of this Subcontract.

(2.) The Subcontractor shall provide crime insurance including fidelity coverage in the amount of (i.) $100,000, or (ii.) the highest single total disbursement planned pursuant to this Subcontract Agreement and all other State contracts or Subcontracts outstanding to Subcontractor, whichever is higher, and covering all persons responsible for or handling funds received or disbursed under this Subcontract. This bond must show TAP of Indiana as **the obligee**. It shall be the Subcontractor's responsibility to see that all persons handling funds under this Subcontract Agreement are bondable. Failure to provide such evidence to TAP shall result in termination of this Subcontract Agreement and any funds awarded hereunder.

(3.) If the Subcontractor is a department, division or agency of the State of Indiana, or of a county, municipal or local government, the foregoing insurance coverages shall not be required; however, Subcontractor may elect to provide such coverages.

B. The Subcontractor's insurance coverage must meet the following additional requirements:

(1.) The insurer must have a certificate of authority issued by the Indiana Department of Insurance.

(2.) Any deductible or self-insured retention amount or other similar obligation under the insurance policies shall be the sole obligation of the Subcontractor.

(3.) TAP will be defended, indemnified and held harmless to the full extent of any coverage actually secured by the Subcontractor in excess of the minimum requirements set forth above. The duty to indemnify TAP under this Subcontract shall not be limited by the insurance required in the Subcontract.

(4.) The insurance required in the Subcontract, through a policy or endorsement(s), shall include a provision that the policy and endorsements may not be canceled or modified without thirty (30) days' prior written notice to the undersigned State agency.

Failure to provide insurance as required in the Subcontract may be deemed a material breach of contract entitling TAP to immediately terminate this Subcontract.

27) Property Management: Title to all non-expendable personal property acquired with funds provided herein shall immediately become the property of the State upon delivery of such property by the vendor in accordance with the applicable Federal OMB circulars and the Property Management/Surplus Property Policy. The Subcontractor shall be responsible for the management and control of such property as defined in the Property Management/Surplus Property Policy.

New contract language added:

34) Special Requirements for Conferences and Conference Space: The Subcontractor must request TAP to obtain prior approval from the Department of Workforce Development who will make a request to the United States Department of Labor (USDOL) before holding any conference (which includes meeting, retreat, seminar, symposium, training activity or similar event held in either Federal or non-Federal space), or any activity related to holding a conference, including, but not limited to, obligating or expending federal funds, signing contracts for space or services, announcing the USDOL's involvement in any conference, and using USDOL official's name or USDOL's name or logo. TAP retains the right to obtain information from the Subcontractor about any conference that is funded in whole or in part with these funds.

PY 15 Statement of Work Modification

The Contractor will work to ensure success of the employment and training programs and/or services for the provision of Adult, Dislocated Worker and Youth services in accordance with the Workforce Innovation and Opportunity Act, Indiana Department of Workforce Development and Region 4 Workforce Investment Board's rules, regulations and policies. The Contractor will ensure that staff members are fully trained in the delivery of quality workforce investment services and the Contractor will promote an atmosphere conducive to coordination, innovation, and cooperation.

The Contractor agrees to:

- Provide functional supervision of frontline staff in West Central Indiana WorkOne Centers
- Direct staff to work in functional teams
- Ensure data entered into the state Case Management Data System (currently TrackOne) is timely, accurate and validated
- Work Closely with the Region 4 One Stop Operator on all matters related to service delivery
- Meet and/or exceed the WIOA Common Measures performance standards established for Adult, Dislocated Workers and Youth
- Ensure staff charge time accordingly to appropriate activities
- Ensure services provided to customers are eligibility based and aligned to appropriate funding streams in accordance with available funding.
- Ensure priority of service with respect to WIOA allocated adult funds
- Develop Data reports from state Case Management Data system extract on behalf of the region, as directed by the One Stop Operator
- Meet the Planned Enrollments as follows:

On July 1, 2015, all WIA title I participants (including Adult, Dislocated Worker, Youth participants) who were enrolled in a WIA title I program prior to July 1, 2015, must be transitioned (or "grand fathered") into WIOA, even if the participant would not otherwise be eligible for WIOA. Providers must **not** complete an eligibility re-determination for participants already determined eligible and enrolled under WIA. Furthermore, these participants must be **allowed** to complete the WIA services ("grandfathered services") specified in their individual service strategy and/or academic and career plan, regardless of whether the services are allowable under WIOA or not, as long as the WIA services were specified in participants' individual service strategies and/or academic and career plans as of June 30, 2015. Service providers must continue to serve participants enrolled under WIA (with pre-determined WIA or new WIOA services) by either: providing the services for which WIA funds were already obligated; with unobligated carry-in WIA funds that become WIOA funds as of July 1, 2015; or with new WIOA funds. Effective July 1, 2015 provider just make all new eligibility determinations under WIOA framework for participants enrolling on or after that date and must follow all WIOA requirements. Participants enrolled on or after July 1, 2015, may only access services allowable under WIOA.

EXHIBIT C

CONTRACT BUDGET

Workforce Investment Act/Workforce Innovations and Opportunity Act-Adult Funds

Effective Date: 7/1/2015

DUNS: CAGE:

CONTRACT #JW-WIB-44-2-04 Modification 10

COST CATEGORY	ORIGINAL BUDGET**	MODIFICATION # 10 (WIOA)	TOTAL BUDGET
PROGRAM MANAGEMENT*	$ 11,290.00	$ 14,750.00	$ 26,040.00
PROGRAM OPERATIONS*	$ 139,239.00	$ 181,905.00	$ 321,144.00
DIRECT CLIENT SERVICES-Adult	$ 37,632.00	$ 49,164.00	$ 86,796.00
TOTAL BUDGET	$ 188,161.00	$ 245,819.00	$ 433,980.00

*OVERAGES IN PROGRAM MANAGEMENT AND PROGRAM OPERATIONS MUST HAVE PRIOR APPROVAL.

FUNDING SOURCE	ORIGINAL BUDGET**	MODIFICATION # 10 (WIOA)	TOTAL BUDGET
WIA ADULT CFDA # 17.258	$ 188,161.00	$ 245,819.00	$ 433,980.00
TOTAL BUDGET	$ 188,161.00	$ 245,819.00	$ 433,980.00

EXHIBIT C

CONTRACT BUDGET

Workforce Investment Act/Workforce Innovations and Opportunity Act-Dislocated Worker Funds

Effective Date: 7/1/2015

DUNS: CAGE:

CONTRACT #JW-WIB-44-2-04 Modification 10

COST CATEGORY	ORIGINAL BUDGET**	MODIFICATION # 10 (WIOA)	TOTAL BUDGET
PROGRAM MANAGEMENT*	$ 3,273.00	$ 11,743.00	$ 15,016.00
PROGRAM OPERATIONS*	$ 31,461.00	$ 144,824.00	$ 176,285.00
DIRECT CLIENT SERVICES	$ 9,673.00	$ 39,142.00	$ 48,815.00
TOTAL BUDGET	$ 44,407.00	$ 195,709.00	$ 240,116.00

*OVERAGES IN PROGRAM MANAGEMENT AND PROGRAM OPERATIONS MUST HAVE PRIOR APPROVAL.

FUNDING SOURCE	ORIGINAL BUDGET**	MODIFICATION # 10 (WIOA)	TOTAL BUDGET
WIA DW CFDA #17.278	$ 44,407.00	$ 195,709.00	$ 240,116.00
TOTAL BUDGET	$ 44,407.00	$ 195,709.00	$ 240,116.00

EXHIBIT C
CONTRACT BUDGET
Workforce Investment Act/Workforce Innovations and Opportunity Act-Youth Funds
Effective Date: 7/1/2015

DUNS: CAGE:

CONTRACT #JW-WIB-44-2-04 Modification 10

COST CATEGORY	TOTALS	MODIFICATION # 10 (WIOA)	TOTAL BUDGET
PROGRAM MANAGEMENT*	$ 33,137.00		$ 33,137.00
PROGRAM OPERATIONS*	$ 404,701.00		$ 404,701.00
DIRECT CLIENT SERVICES	$ 114,459.00		$ 114,459.00
TOTAL BUDGET	$ 552,297.00	$ -	$ 552,297.00

*OVERAGES IN PROGRAM MANAGEMENT AND PROGRAM OPERATIONS MUST HAVE PRIOR APPROVAL.

FUNDING SOURCE	TOTALS	MODIFICATION # 10 (WIOA)	TOTAL BUDGET
WIA ISY CFDA # 17.259	$ 292,182.25	$ -	$ 292,182.25
WIA OSY CFDA # 17.259	$ 260,114.75	$ -	$ 260,114.75
TOTAL BUDGET	$ 552,297.00	$ -	$ 552,297.00

*JobWorks will be required to have a minimum of 24% of total youth (WIOA) expenditures expended on Work Experience activities. Program expenditures on the work experience program element include wages as well as staffing costs for the development and management of work experiences. Jobworks will be required to report this amount quarterly. This amounts to $78,747 if entire budget is expended.

Exhibit 2

Region 4 Workforce Development Board
Organization Chart with Staff – PY16

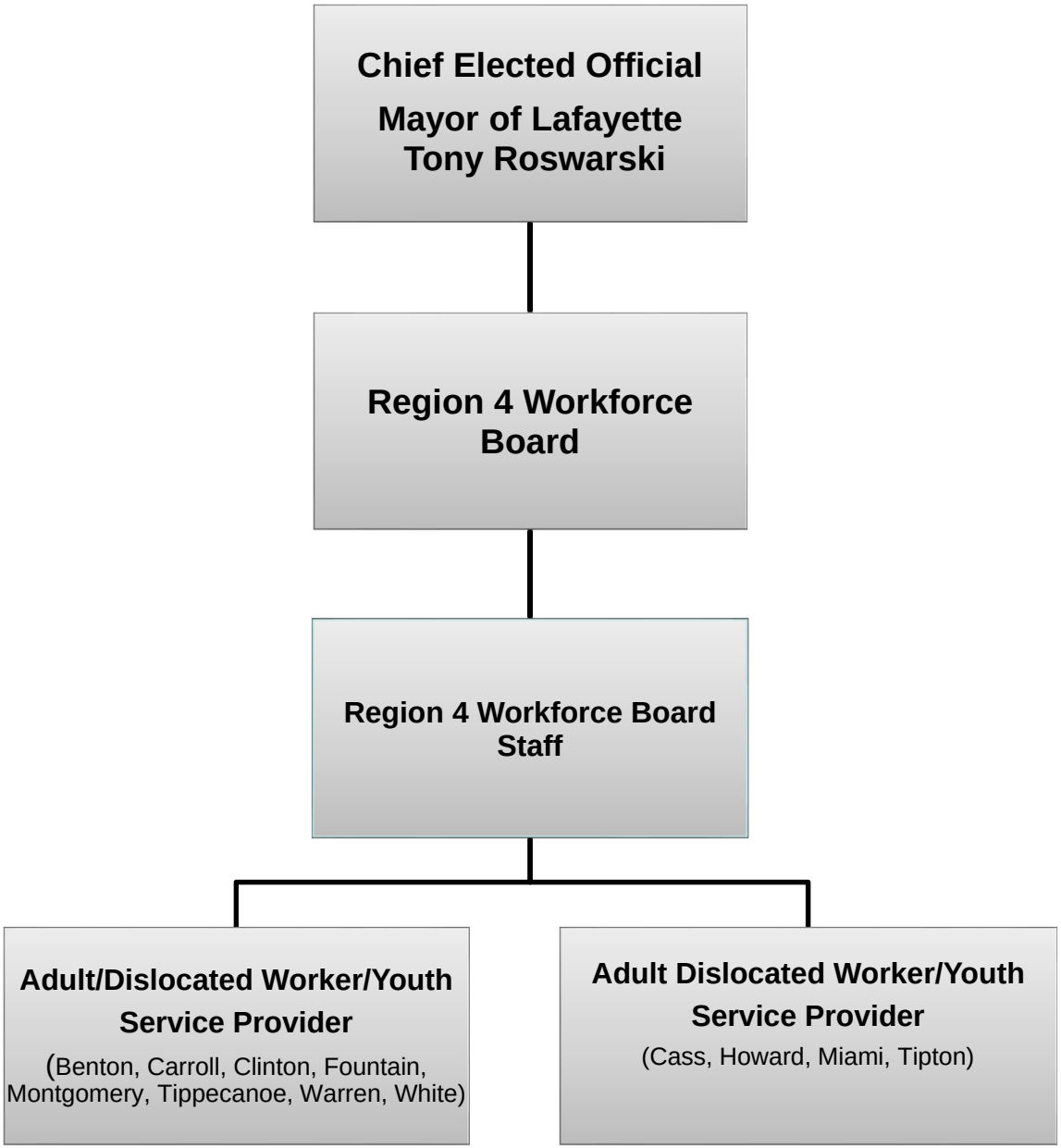

Exhibit 3

Region 4 Monitoring Forms

WIOA File Review Worksheet

Monitor:	Region:	Service Provider:	Date:

Participant Data & General Eligibility

Participant Name:	SSN:	Date of Birth:	Enrollment/Registration Date:
Selective Service: ☐Yes ☐No ☐N/A	Citizenship/ETW:	Highest Grade Completed:	Disabled: ☐Yes ☐No
Grievance/EEO: ☐Yes ☐No			

Priority of Service:

☐SNAP	☐SSI Assistance	☐TANF	☐Other_____	☐70% lower living/poverty	☐Homeless	☐Disability/family of one income
☐Basic Skills Deficient: one of the following	☐High School Dropout not enrolled in secondary	☐TABE below 9.0	☐Enrolled in ABE	☐Poor English skills	☐WorkIN eligible	☐Observation

Enrolled Programs:

☐WIOA Adult ☐WIOA Dislocated Worker ☐NEG ☐DEI ☐TAA ☐Rapid Response (RR)

Former Employer: _____ Documentation: _____ If other, please specify: _____

☐Basic Services	☐Individualized Services Eligible: ☐Yes ☐No	☐Follow Up Services

☐Training Services	Date:	Eligible: ☐Yes ☐No ☐N/A
Service:	IEP: ☐Yes ☐No ☐N/A Pell Application: ☐Yes ☐No ☐N/A	ITA: ☐Yes ☐No ☐N/A Coordination of Services: ☐Yes ☐No ☐N/A
Occupation in Demand: ☐Yes ☐No ☐N/A	Release of Information: ☐Yes ☐No ☐N/A	Does IEP Reflect Assessment Results: ☐Yes ☐No
Training Provider:	ETP #:	

☐Supportive Services:	☐Exit Date:
Service:	Service: If other, please specify:
Were other sources sought: ☐Yes ☐No ☐N/A	Employer: Wage:

Justified: ☐Yes ☐No	Benefits: ☐Yes ☐No ONET Code:
Documentation:	Credential Earned: ☐Yes ☐No Reported: ☐Yes ☐No

Are case notes sufficient and timely? ☐ Yes ☐ No Has the client been exited from completed activities? ☐ Yes ☐ No

Has the client gone more than 90 days with no actual or planned WIA activities? ☐ Yes ☐ No

Findings:

Observations:

WIOA File Review Worksheet - OJT

Monitor:	Region:	Service Provider:	Date:

Participant Data & General Eligibility

Participant Name:	SSN:	Date of Birth:	Enrollment/Registration Date:
Selective Service: ☐Yes ☐No ☐N/A	Citizenship/ETW:	Highest Grade Completed:	Disabled: ☐Yes ☐No
Grievance/EEO: ☐Yes ☐No			

Priority of Service:

☐SNAP	☐SSI Assistance	☐TANF	☐Other_____	☐70% lower living/poverty	☐Homeless	☐Disability/family of one income
☐Basic Skills Deficient: one of the following	☐High School Dropout not enrolled in secondary	☐TABE below 9.0	☐Enrolled in ABE	☐Poor English skills	☐WorkIN eligible	☐Observation

☐WIOA Adult ☐WIOA Dislocated Worker ☐TAA ☐Rapid Response (RR ☐Other

Former Employer: _____ Documentation: _____ If other, please specify: _____

☐Basic Services	☐Individualized Services Eligible: ☐Yes ☐No	☐Follow Up Services

☐OJT Training Services	Date:	Eligible: ☐Yes ☐No ☐N/A
Service: **Work Readiness Service -** **Drug Testing passed -** **OJT Individual contract -** **OJT Timesheets -**	IEP: ☐Yes ☐No ☐N/A Pell Application: ☐Yes ☐No ☐N/A **OJT Employer monitoring visit –** **OJT Worksite monthly check in -** **OJT client check in**	ITA: ☐Yes ☐No ☐N/A Coordination of Services: ☐Yes ☐No ☐N/A **-**
Occupation in Demand: ☐Yes ☐No ☐N/A	Release of Information: ☐Yes ☐No ☐N/A	Does OJT Reflect Assessment Results: ☐Yes ☐No
Training Provider:	**OJT Training Plan -**	

☐Supportive Services:	☐Exit Date:

Service:	Service: If other, please specify:
Were other sources sought: ☐Yes ☐No ☐N/A Justified: ☐Yes ☐No	Employer: Wage: Benefits: ☐Yes ☐No ONET Code:
Documentation:	Credential Earned: ☐Yes ☐No Reported: ☐Yes ☐No

Are case notes sufficient and timely? ☐ Yes ☐ No Has the client been exited from completed activities? ☐ Yes ☐ No

Has the client gone more than 90 days with no actual or planned WIA activities? ☐ Yes ☐ No

Findings:

Observations:

WIOA In-School Youth/State JAG Case File Review Worksheet

Monitor:	Region:	Service Provider:	Date:

Participant Data & General Eligibility

Participant Name:	SSN:	Application Date: Signed?	Enrollment/Registration date:

Date of Birth:	Age: Proof of Age/Citizenship: ☐Yes ☐No	☐Selective Service ☐N/A ☐Registered-Selective Service after Enrollment	☐Equal Opportunity Procedure Information provided ☐Grievance Acknowledgement provided

Program Eligibility for Youth Services

Youth: ☐In-School	**AND** IS WITHIN ONE OR MORE OF THE FOLLOWING CATEGORIES:	**OR:**
Low Income ☐Public Assistance Program (TANF) ☐Family Income: 6 months Income: $ Family Size: ☐Food stamps ☐Homeless ☐Disability ☐Foster Child ☐Free and Reduced Lunch	1. ☐Deficient in Basic Literacy Skills PRE: Math: Reading: POST: Math: Reading: 2. ☐English Language Learner 3. ☐(a)Homeless or ☐(b)Runaway or ☐(c)Foster Child 4. ☐(a)Pregnant or ☐(b) Parenting 5. ☐ Youth w/Disability 6. ☐(a)Requires Additional Assistance to Complete an Education program or to Secure and hold Employment.	☐5% Low Income Exception Window

Youth Apprised of WIA Service Elements: ☐Yes ☐No

Date ISS Developed: ☐Employment Goals: ☐Achievement Objective(s): ☐Appropriate Service Concurs with Assessment ☐Yes ☐No ☐ISS Jointly Developed ☐Yes ☐No ☐Parental/Guardian Signature (if under age) ☐Yes ☐No	Program Elements: Identify the service(s) provided to the participant ☐Tutoring, study skills training, and instruction leading to completion of secondary school, including dropout prevention ☐Occupational Skills Training ☐Supportive Services ☐Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral ☐Paid and unpaid work experiences, including internships, job shadowing ☐Adult Mentoring ☐Leadership Development opportunities which may include community service and peer-centered activities ☐Financial Literacy ☐Follow-up services ☐Alternative Secondary School Services ☐ Education Concurrent with Workforce Preparation ☐ Entrepreneurial Skills ☐ Labor Market and Employment Information for Local Area ☐Activities that prepare Youth to transition to post-secondary education and training.

Services Concur with ISS? ☐Yes ☐No If No, explain:

Youth Test Scores

English as a Second Language (ESL)? ☐Yes ☐No

Test Type	Functional Area	Test Score	Education Level	Date Administrated	Documented

JAG Services Entered?	If not, which are missing?				
IN ICC?					

Are case notes sufficient and timely? ☐Yes ☐No

Findings:

Observations:

Training Provided Description	Begin Date	Amount	End Date	Documented	Justification

Supportive Services / Incentives

Item	Amount	Obligation	Justification	Item	Amount	Obligation	Justification

Are services necessary, reasonable and allowable according to policy? ☐Yes ☐No

Exit – Common Performance Measures

Exit Codes:	Verified:	Literacy & Numeracy Gains:	From (Grade):	To (Grade):	Documented ☐Yes ☐No
Employer:	Date of unsubsidized employment:		Wage:$ ☐Hr ☐Mo	School:	
Exit Date:	Job Title:		Hours per week:	Degree/Certificate-Recognized ☐Yes ☐No	

Follow Up

1st Qtr Date:	Status:	☐Leadership Development	☐Work related peer support groups
		☐Supportive Service Activities	☐Regular contact with participant employer
2nd Qtr Date:	Status:	☐Adult Mentoring	☐Tracking progress in employment & training

3rd Qtr Date:	Status:	☐Assistance in securing better paying jobs, careers development, addressing work related problems and further education
4th Qtr Date:	Status:	Notes:

WIOA OSY Youth Review Worksheet

Monitor:	Region:	Service Provider:	Date:

Participant Data & General Eligibility

Participant Name:	SSN:	Application Date: Signed?	Enrollment/Registration date:
Date of Birth:	Age: Proof of Age/Citizenship: ☐Yes ☐No	☐Selective Service ☐N/A ☐Registered-Selective Service after Enrollment	☐Equal Opportunity Procedure Information provided ☐Grievance Acknowledgement provided

Program Eligibility for OSY Youth Services

Youth: ☐Not attending any school
☐16-24

And
☐High School Dropout
☐ A youth who is within the age of compulsory school attendance, but has not attended for at least the most recent complete school yr calendar qtr.
☐Subject to Juvenile or Adult justice system
☐Homeless/foster care
☐Disability
☐Individual pregnant or parenting
☐Has HS diploma or equivalent who is low-income and basic skills deficient Or English language learner
☐Low income individual who requires addt'l assistance to complete an educ. program or secure or hold employment

OR:
☐5% Low Income Exception Window

Youth Apprised of WIOA Service Elements: ☐Yes ☐No

Date ISS Developed:

☐Employment Goals:

☐Achievement Objective(s):

☐Appropriate Service Concurs with Assessment ☐Yes ☐No
☐ISS Jointly Developed ☐Yes ☐No
☐Parental/Guardian Signature (if under age) ☐Yes ☐No

Program Elements: Identify the service(s) provided to the participant
☐Tutoring, study skills training, and instruction leading to completion of secondary school, including dropout prevention
☐Occupational Skills Training
☐Supportive Services
☐Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral
☐Paid and unpaid work experiences, including internships, job shadowing
☐Adult Mentoring
☐Leadership Development opportunities which may include community service and peer-centered activities
☐Financial Literacy
☐Follow-up services
☐Alternative Secondary School Services
☐ Education Concurrent with Workforce Preparation
☐ Entrepreneurial Skills
☐ Labor Market and Employment Information for Local Area
☐Activities that prepare Youth to transition to post-secondary education and training.

Services Concur with ISS? ☐Yes ☐No If No, explain:

Youth Test Scores

English as a Second Language (ESL)? ☐Yes ☐No

Test Type	Functional Area	Test Score	Education Level	Date Administrated	Documented

Are case notes sufficient and timely? ☐Yes ☐No

Findings:

Observations:

Training Provided Description	Begin Date	Amount	End Date	Documented	Justification

Supportive Services

Incentives

Item	Amount	Obligation	Justification	Item	Amount	Obligation	Justification

Are services necessary, reasonable and allowable according to policy? ☐Yes ☐No

Exit – Common Performance Measures

Exit Codes:	Verified:	Literacy & Numeracy Gains:	From (Grade):	To (Grade):	Documented ☐Yes ☐No
Employer:	Date of unsubsidized employment:		Wage:$ ☐Hr ☐Mo	School:	
Exit Date:	Job Title:		Hours per week:	Degree/Certificate-Recognized ☐Yes ☐No	

Follow Up

1st Qtr Date:	Status:	☐Leadership Development	☐Work related peer support groups
		☐Supportive Service Activities	☐Regular contact with participant employer

2nd Qtr Date:	Status:	☐Adult Mentoring	☐Tracking progress in employment & training
3rd Qtr Date:	Status:	☐Assistance in securing better paying jobs, careers development, addressing work related problems and further education	
4th Qtr Date:	Status:	Notes:	

Regional Operator Desk Top Monitoring

Date monitored	Last Name	First Name	SS#	Organization	Interviewer	Funding Stream	Application Complete	Application Signed (part. & staff)	ID scanned	dd214 scanned	Elig to Wk doc Trng Service	Employment Status/case note	Dislocated Wkr/doc	Services Match Case Notes	Services flow logically and with policy	Obligations/ Accounts posted	Dates on Services Logical	ETC number given and stated in casenotes	Statement about Demand Occupation

Fiscal Review Interview/Questionnaire

Service Provider Name:
Name & Title (Person(s) Completing form:
Date:

Please describe processes and internal controls (steps, controls and staff responsibility) for the following. If an area has a written policy/procedure it should be referenced.

A. General

1. Describe your local area's cash forecasting system that assures that federal (WIOA) cash on hand does not exceed the organizations immediate cash needs.

2. How does the local area ensure adequate separation of duties with regard to the safeguarding of assets and records?

3. Does your organization keep a Petty Cash Fund?
   - If yes, how is it handled?

4. Are warrants still printed? If yes, where on what authority?
   - When are they voided?

5. Does your organization have any lease agreements?

6. Where are original accounting records physically kept? For how long?

7. Describe internal controls to safeguard assets and assure their proper use?

8. When was the organization most recently audited?
   - Were there findings?
   - What is the status?

9. Does the board do fiscal oversight or monitoring?

10. How are account reconciliations conducted?

11. Does the financial manager periodically review journal entries?

12. Are the funds transferred from one bank account to another

    - If yes, what documentation is required to support the transfer?

B. Accounting System

1. Describe any major changes in your accounting system:

- Staff Changes
- Software Changes
- Other

2. Does your organization have any service under contract?

3. Are there written accounting procedures?

4. Describe accounting system in use.

5. What is the most recent posting to account records system?

6. In what circumstances would an exception to direct mailing or warrants or direct deposits occur?

7. How are direct deposits set up for vendors?

8. When warrants voided?

9. Is the accrued expenditure sample balanced with the bank account?

10. In the accounts payable system: See Attached Listing

Are vendor invoices compared and reconciled to purchase orders?	_____ Yes	_____ No
Are invoices authorized for payment?	_____ Yes	_____ No
Are subgrantee/vendor account balances reviewed?	_____ Yes	_____ No
Are invoices voided or stamped "paid" to ensure against duplicate payments?	_____ Yes	_____ No

C. Program Income: Describe the source and use of any program income relevant to WIOA

1. How does your organization track program income to assure expenditures comply with cost limitations?

2. What source of program income was encountered during PY?

D. COST ALLOCATION:

1. How are cost allocations determined?

2. How often are cost allocations reviewed?

<u>Cost Allocation</u>

Is the Cost Allocation Plan (CAP) in writing? _____

Is the CAP compliant with applicable _____

Uniform Guidance? _____

Is the CAP reviewed and are appropriate revisions made at regular intervals? _____

If yes, how often? _ _____

Are cost pools used? _____

If yes, how many? _____ _

Does CAP include description of expenses included in each cost pool? _____

Is an indirect cost rate used? _____

If yes, has the rate been approved? _____

Does the subrecipient use actual totals as the basis of allocations in the CAP? _____

Does the subrecipient maintain documentation to support their allocations? _____

Are staff wages allocated based on a time distribution system? _____

If no, note basis: _____

E. LIABILITY AND INSURANCE

1. Describe how your organization maintains protection against:

    - Professional liability resulting from errors, omissions, or negligent acts of its officers, employees or agents
    - Motor Vehicle
    - Property
    - Workers Injury
    - Liability resulting from officers, directors, agents or employees authorized to receive or deposit WIOA funds or to issue financial documents, checks or other instruments of program costs

How does your organization ensure contractor/subcontractors have evidence of certificate of insurance of self-insurance for the following?

- Professional liability resulting from errors, omissions, or negligent acts of its officers, employees or agents
- Motor Vehicle insurance
- Property insurance
- Workers Compensation Insurance
- Bonding Coverage for every officer, director, agent or employee authorized to receive or deposit WIOA funds or to issue financial documents, checks or other instruments of payment of program costs.

2. Describe the source of non-federal funds your organization would use if disallowed costs had to be repaid to the Federal Government?

F. SUPPORTIVE SERVICE

1. How does your organization ensure that the following supportive service requirements are met?

   - Participants receive accurate information about the availability of supportive services, limitations on the provisions of such services, and procedures to allow exceptions to the limitations imposed by the local area?
   - Resources and services are coordinated in the local area for the provision of supporting services for participants?
   - Supportive services are only provided when they are necessary to enable individuals to participate?

2. How does your local area determine the level of needs-related payments and verify the eligibility requirements for adults and dislocated workers to receive needs-related payments with locally developed policy?

G. PERSONNEL

1. Were there any new hires during the time period selected for review?

2. Are there written job descriptions?

3. Are cash advances allowed?

4. Does the payroll system have 100% participation in direct deposit?

5. Describe payroll procedures.

6. How are additions, deletions and changes documented in files, who approves?

   (I.e. changes in marital status, deductions, benefits etc.)

H. BANK RECONCILIATION

I. RENT/LEASE AGREEMENTS:

J. GENERAL LEDGER OVERVIEW:

K. ACCRUAL DISCUSSION:

Date Reviewed:
Reviewed by:

Check #	Vendor	Date	Amount	Fund Source	Type of Expense	Backup Attached	Approved	Allowable	Participant

Region IV Monitoring Review
Payroll Review

Date of Review:
Reviewed by:

					Traced to					Signed		
Employee	***Paid Date***	***Rate***	***Hours***	***Gross Pay***	***PR Register***	***GL***	***Date of Hire***	***New Emp***	***E Verify***	***E***	***S***	***Comments***