

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

WDB/Region #	Region 5
WDB Chair	Bob Francis
WDB Executive Director	Lance Ratliff
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Adult Service Provider(s) Name and Contact Information	Pat Griffin
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I certify that the information contained herein is true and accurate to the best of my knowledge and that I submit this plan on behalf of the WDB listed above.

**Approved for the Workforce Development Board
Workforce Development Board Chair**

Name (type or print): BOB FRANCIS

Title: WORKFORCE DEVELOPMENT BOARD CHAIR

Signature: Bob Francis Date: 6-15-16

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

Name (type or print): JOHN RICHWINE

Title: MADISON COUNTY COMMISSIONER
REGIONAL CHIEF ELECTED OFFICIAL

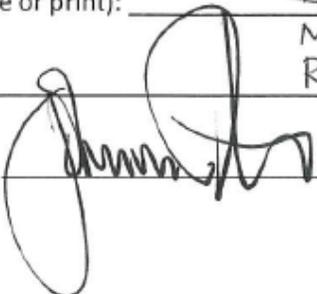
Signature:  Date: 6-23-16

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Optional Executive Summary.

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

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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)]

The Central Indiana workforce development region consists of two local workforce development areas – Marion County, Region 12, which is served by EmployIndy and an eight county area surrounding Marion County that consists of the following counties: Boone, Hamilton, Hancock, Hendricks, Johnson, Madison, Morgan and Shelby. The eight county area is served by the Region 5 Workforce Board. The contiguous nine county area, Planning Region 5 & 12, is characterized by significant commercial and economic connections. Ultimately, economic development strategies and industry trends are interdependent and for employers and job seekers it is perceived as a single labor market area.

While the two areas serve a unified labor market, the populations vary considerably and strategies for service delivery will vary significantly because of those differences. The major differences include: population density, race and ethnic breakdowns, income, poverty, total employment, and annual payroll. The following table provides key demographic data, highlighting differences in the State of Indiana, Marion County and the eight Region 5 counties.

Demographic Data for Central Indiana
Source: United States Census Bureau, July 1, 2014;
Income and Business, 2013

Categories		Indiana	Marion County	Region 5
	Population	6,596,855	903,393	931,279
Age	Under 18	24.80%	25.10%	25.70%
	Over 18	75.20%	74.90%	74.30%
Gender	Female	50.70%	51.80%	50.7
	Male	49.30%	48.20%	49.3
Race/Ethnicity	White	86.10%	66.30%	91.30%
	African American	9.60%	27.80%	4.00%
	Other/Multiple	4.30%	5.90%	4.70%
	Hispanic/Latino	6.60%	9.80%	3.30%
Income & Poverty	Median Household Income *	\$48,248	\$42,234	\$43,120 – \$82,468
	Per Capita Income *	\$24,635	\$24,124	\$21,527 – \$39,521
	Poverty Rate	15.20%	21.30%	9.60%
	Living in Poverty	141,554	192,423	89,723
Business	Total Employer Establishments	143,515	22,741	21,131
	Total Employment	2,555,979	508,703	311,000
	Total Annual Payroll	\$103,134,350	\$25,210,547	\$12,322,818
* Data for Region 5 was not available. A county range from low to high was used.				

Central Indiana is home to a diverse set of employers with unique occupational requirements that calls for a dynamic approach towards analyzing and evaluating labor market projections. The workforce development boards of Central Indiana regularly engage in a multi-level return on investment analysis to identify current and projected employment opportunities in central Indiana for the purpose of identifying high demand, high wage occupations for many types of workers. The first step in this process was the identification of Central Indiana’s wealth-producing sectors and

clusters. The following chart indicates the primary wealth producing sectors within Central Indiana, organized around average wage, gross metro product, and the relative size of the sector:

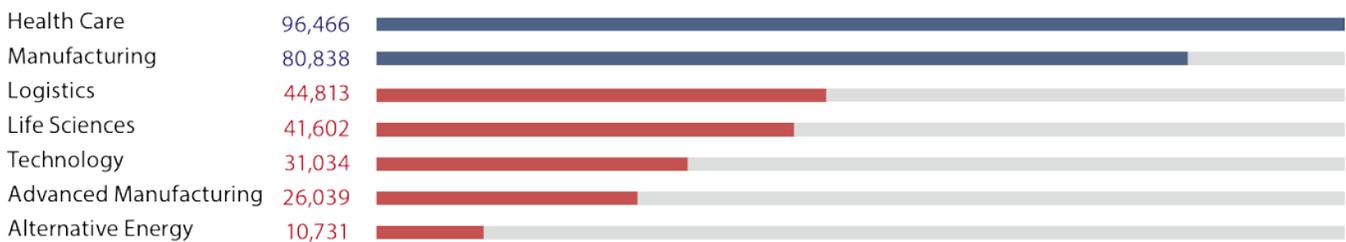
Chart 1 Central Indiana’s Wealth Producing Sectors and Clusters



Source: BEA, Indianapolis-Carmel MSA, 2010

Two large sectors, as identified within the chart, manufacturing and health care have driven the Indiana economy for several decades and will continue to drive it into the future. They will continue to dominate the Central Indiana economy and provide significant employment opportunities to residents. These two sectors account for 27 percent of the gross metropolitan product, 24 percent of all private employment, and 32 percent of Central Indiana’s total wages. In addition to these two primary sectors, new industry clusters have emerged as significant wealth producers within the regions. These clusters include technology, life sciences, technology, and logistics. The following charts indicate the total employment in Central Indiana’s key clusters, as well as a snapshot of real-time job openings within the sectors.

Chart 2: Total Employment in Central Indiana’s Key Sectors and Clusters



Source: IBRC, QCEW, 2011

Chart 3: Job Openings in Central Indiana's Key Sectors and Clusters



Source: Burning Glass RTLM, Oct. 31, 2011–Nov. 1, 2012

Through the utilization and analysis of this data and information, the key wealth-driving sectors within Central Indiana are the following:

- **Manufacturing;**
- **Healthcare;**
- **Technology – Computer and IT;**
- **Life Sciences; and**
- **Logistics**

Moving this analysis to the occupational levels – Without controlling for wage or educational level required for specific occupations, the market and economic analysts at the Indiana Department of Workforce Development indicate high-projected demand in Central Indiana for workers in the top ten occupations:

1. **Office and Administrative Support Occupations**
2. **Sales and Related Occupations**
3. **Transportation and Material Moving Occupations**
4. **Food Preparation and Serving Related Occupations**
5. **Production Occupations**
6. **Healthcare Practitioners and Technical Occupations**
7. **Retail Sales Workers**
8. **Food and Beverage Serving Workers**
9. **Material Moving Workers**
10. **Management Occupations**

While these ten occupations are projected to be the top employment opportunities over the next 7 years. That does not necessarily indicate that they are high-wage occupations in high-growth industries. In some cases they are, but in others they are not. The workforce development boards of Central Indiana have taken a more dynamic approach to identifying the occupations that represent the greatest opportunity for advancing the strength of the regional economy while providing the greatest opportunity for residents to enter into meaningful, sustainable careers. To identify those priority occupations, the workforce development boards of Central Indiana utilize a series of criteria based upon the following:

- **Wage Level** – the average wage level for the occupation is greater than or equal to a living wage for a family of four with two working adults;
- **Total Jobs** – the number of total jobs for the occupation is in the top third for the MSA
- **Employment Demand** – the demand for the occupation, utilizing annual openings plus real-

time job postings data, is in the top third for the MSA;

- **Alignment with Public Investment** – The occupation is aligned with the region’s wealth-driving sectors;
- **Educational Requirements** – The occupations require some form of post-secondary education; and
- **Advancement paths** – The occupations must be aligned with an identifiable and extensive career pathway.

The occupations identified through this analysis are included as attachments to this plan and will serve as the priority occupations-in-demand for EmployIndy and the Region 5 Workforce Board. EmployIndy’s list is titled “Where the Jobs Are” and Region 5 Workforce Board’s list is titled “Hoosier Hot 50 Jobs – Region 5.”

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 Region 5 the Hoosier Hot 50 Jobs, (HOT50) lists a variety of occupations for which workers are expected to be in demand through 2022. A complete list is available at HoosierHot50.com. All of these occupations report wages above the Regional Median wage of \$ 15.89 per hour. There are no jobs listed which only require a High School Diploma or its equivalent (HSE/D). A review of the knowledge skills and abilities (KSAs) for each listed occupation reveals the following.

The top five knowledge areas are English Language (84%), Customer & Personal Service (74%), Administration & Management (44%), Mathematics (40%) and Mechanical (26%). The top five skills needed are Active Listening (84%), Critical Thinking (72%), Speaking (56%), Reading Comprehension (54%), and Coordination (30%). Finally, the top five abilities needed are Oral Comprehension (80%), Oral Expression (66%), Problem Sensitivity (54%), Written Comprehension (46%) and Deductive Reasoning (46%). The HOT50 list includes several occupations that require training beyond the scope of the short term training focus of the WIOA programs, but awareness of the most in demand KSAs is useful in counseling job seekers and evaluating training offerings. The WDB will concentrate on preparing people for those jobs which require two years or less of training. A goal is to get people to a basic skill and ability level at which they may be employed at self-sustaining wages with long term continued employment likelihood. The WDB has targeted several sectors because of their current employment levels, growth potential and higher rates of pay. These include Health Care and Social Services, Manufacturing, Administrative Support, Transportation and Warehousing, Wholesale trade, Construction and Information Technology. While the HOT50 list cross walked with these sectors will guide investments of training dollars, additional business intelligence received in real time through the daily interaction of WorkOne staff with employers and economic development groups will also be a factor. For example although Industrial Truck & Tractor Operators (ONET 53-7051.00) does not appear on the HOT50 list, local experience is that many companies in warehousing and distribution in the logistics sector have numerous openings especially for people who are also certified lift operators, a critical position for warehousing and distribution operations.

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)]

According to the Indiana Department of Workforce Development (DWD) Labor Market Review the February 2016 EGR5 labor force was 1,000,248 of which 951,272 were employed and 48,976 (4.9%) were unemployed. EGR5 has over 30% of the workforce of the state of Indiana, the largest of any region in the state. The regional labor force continues to grow having increased by 74,115 since 2010. Growth rate has averaged over 1.5% annually for the last three years (2012-2015) Six of the nine counties in EGR5 had rates of unemployment less than the state rate of 5.4% with two above and another the same. Unemployment has constitutently gone down in the region since 2010.

EGR 5 Labor Force Estimates			
Year	Labor Force	Employed	Unemployed
2005	915,385	869,506	45,879
2006	930,572	888,566	42,006
2007	931,124	892,530	38,594
2008	945,149	896,043	49,106
2009	937,861	855,933	81,928
2010	926,133	837,645	88,488
2011	934,111	852,831	81,280
2012	939,723	864,805	74,918
2013	954,210	884,486	69,724
2014	969,397	914,049	55,348
2015	984,203	939,995	44,208
Estimates of those not counted as being in the labor force			
HOUSEHOLD DATA			
NOT SEASONALLY ADJUSTED			

As shown on the following chart as of first quarter of 2015 there were 96,020 individuals with less than a high school diploma or equivalency (HSED) which represented about 11.5% of the total workers aged 25 over on the region. The percentage of less than HSED of the workforce has increased during the last five years. Workers with only an HSED numbered 256,007 (30.7%) and their percent of the workforce was about the same as it was five years earlier (30.3%). Likewise the percent of workers with some college or an associate degree (32.4%) was nearly unchanged from 2011 (32.7%), although there were 15,719 more workers at this educational level. Workers with a bachelor's degree or higher were 211,057 or 25.3% of the workforce. This percentage is down from 2011 level of 26.9%. In summary, generally the proportion of each educational attainment segment of the workforce changed very little over the past five years. The increase in numbers of workers within each attainment level increased due to the overall workforce population growth of 55,761 people during the same period.

Educational Attainment in EGR 5									
Year/Qtr	Less than high school	Percent with less than high school	High school or equivalent, no college	Percent with high school or equivalent, no college	Some college or associate degree	Percent with some college or associate degree	Bachelor's degree or advanced degree	Percent with bachelor's degree or advanced degree	Total workers aged 25 or over
2011 Q1	78,361	10.1%	235,714	30.3%	254,421	32.7%	208,967	26.9%	777,463
2012 Q1	82,477	10.4%	241,017	30.5%	257,921	32.7%	208,393	26.4%	789,808
2013 Q1	86,667	10.8%	245,889	30.6%	262,193	32.6%	209,371	26.0%	804,120
2014 Q1	91,144	11.2%	250,423	30.7%	265,745	32.5%	209,701	25.7%	817,013
2015 Q1	96,020	11.5%	256,007	30.7%	270,140	32.4%	211,057	25.3%	833,224
Note: Includes only workers 25 yrs. or older.									
Source: Local Employer-Household Dynamics, U.S. Census Bureau									

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)]

The Vision of Region 5 Board is "An integrated approach that maximizes the effectiveness of the WorkOne system by providing high quality resources for both employers and job seekers. It is our collective vision to become an indispensable resource to all our stakeholders." Strategic Goals with respect to preparing an educated and skilled workforce in Region 5 include:

- 1.) Developing a work ready workforce. Job Applicants will have the employability and post-secondary education, skills and certifications to meet employers' needs. Training will focus on preparation for high demand/ high wage middle skill jobs requiring two years or less of post-secondary education. Efforts will contribute to increasing the number and percentage of residents with postsecondary training with the target being the state's goal of at least 60% of the workforce by 2025.**
- 2.) Creating innovative enhancements and extensions of services. Services to both employers and job seekers will be delivered in a cost effective manner and utilize current technology to reach more customers. Outreach to populations with additional barriers to employment including ex-offenders and public assistance recipients will expand the potential workforce.**
- 3.) Expanding quality/effective business partnerships. Viewing Business as our customer we will seek to engage more employers with the WorkOne services including use of offices, initial**

applicant applications, staffing agency services, work and learn opportunities such on-the-job-training, work experience and apprenticeships. Further business intelligence gathered from ongoing outreach to employers will inform the development and evolution of training for the skills most desired by employers in the region.

- 4.) Diversifying the Board's revenue base. Additional financial resources will be sought through grant applications to public and private entities. The availability of funding opportunities that are congruent with the Board's workforce preparation purposes will be monitored to pursue those that are appropriate both for Region 5 individually as well as in collaboration with other Regions. As a 501 (c) 3 entity the Board may also accept private donations. When appropriate the Board will support applications of other entities which serve to improve the quality and quantity of the labor force.

Youth: The goals for in-school youth are unique in that they are much more focused on the awareness, preparation, exploration and exposure to the knowledge, skills and abilities that are characteristic of successful and productive adults. JAG, our in-school youth program, has these core competencies:

Career Development

Job Attainment

Job Survival

Basis Competencies

Leadership and Self-Development

Personal Skills

An assessment of each JAG students' skills, interests, needs and goals is completed to create the plan to address any deficiencies or areas for improvement and/or development. Goals are then created with each student, with needed supports identified and timelines established. Ultimately, at a minimum the goals for all JAG students include gaining skills while in the program, high school graduation, entry into post-secondary training, occupational skills short term training, entrance into an apprenticeship or military service. The follow-up given to all JAG students is for a period of 12 months and ensures the retention of successful placements.

Out-of-school youth have similar goals, but if they have dropped out of school or completed school but don't yet have direction or purpose, through assessment we begin the process of helping them develop a career pathway and a vision for their success. Those youth who have dropped out of high school are first supported and directed in many ways to ensure they seek Adult Basic Education services as a first step. The WorkOne Career Service Advisors working with youth help them to prepare a plan of service to establish bench marks and short term goals with incentives built in to reward success along the pathway, no matter the starting point. Goals for out-of-school youth are aligned with the performance measures for youth: placement into employment, education, apprenticeship or the military, retention of that placement, earnings that support them, a credential if appropriate and improved skills along the pathway.

Individuals with barriers to employment will work with Career Service Advisors to identify the barriers and develop a plan to overcome them. Often, WIOA funding allows for supportive services to assist with these issues. For example, an individual who is in Adult Basic Education classes or attending a short term training program may not have the funds for transportation costs, and

WorkOne can provide gas cards to assist. Or, oftentimes uniforms or tools are needed for work that make it cost prohibitive for an individual to accept or begin a new job; again WorkOne has the ability to provide the needed assistance with those expenses. Other community resources are always an option that's explored with the individual with barriers. Not all assistance or services are available in all communities, but Career Service Advisors assist our customers in navigating those avenues to determine the best opportunities.

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 State Workforce Innovation Council (SWIC) strategic vision is, "Every Indiana business will find the educated and skilled workforce necessary to compete successfully in the global economy. Every Indiana citizen will have access to the information, education and skills required for career success." The Region 5 Workforce Development Board's (WDB) vision is, "An integrated approach that maximizes the effectiveness of the WorkOne system by providing high quality resources for both employers and job seekers. It is our collective vision to become an indispensable resource to all our stakeholders." The common thread between the vision of the State and the Region 5 Workforce Development Board is the recognition that both the employers and job seekers needs must be addressed and the WorkOne system will be the conduit to facilitate that. The WDB has supported and developed the Business Services Team in the Region to serve employers and gain their input as to how best to prepare job seekers to become better prepared and trained to meet employer demands. The Business Services Team frequently collaborates with employers to develop On-the-Job-Training positions for job seekers. The Career Service Advisors within each WorkOne office in Region 5 work directly with the job seekers to assess their needs and skills, and to help them prepare for the demands of the jobs available. Job seekers often are not in touch with what they need to do and how to make those preparations. The WorkOne staff help them navigate the steps and support their efforts. The Region 5 WDB say in their vision statement that they want to be the resource that all stakeholders find useful and effective in in meeting these needs in our community.

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

- **GOAL 1: SYSTEM ALIGNMENT** -- Create a seamless one-stop delivery system where partners provide worker-centric and student-centric integrated services.
Partners within the talent development system are working with limited resources as well as limited information about the services being provided by one another. Agencies have similar goals and complementary services, yet programs often operate in silos. The system should align around solutions, rather than funding streams and programs. Greater focus must be given to a true systems approach which aligns resources to maximize their impact and fundamentally transform the way in which workers and students engage with, and are served by the system. Within such an approach, agencies and organizations work together, integrating resources and services, sharing goals, strategies, and successes, and ensuring that students and workers are provided with opportunities to improve their education, knowledge, and skill levels.
- **GOAL 2: CLIENT-CENTRIC APPROACH** -- Create a *client-centered* approach, where system partners and programs coordinate in a way that each individual worker or student has a pathway to improving his or her education, knowledge, skills and, ultimately, his or her employment prospects, with a focus on in-demand careers.
The State's education, job skills development, and career training system must ensure that the talent

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

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

The National Governors Association reports:

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

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

Goal 1: System Alignment. A survey was made of WDB members and Regional Chief Elected Officials to locally prioritize the Implementation Strategies listed in the State Plan for each goal. Results of the survey reflect that for Goal 1, strategies 1.4, 1.1, 1.2 were of highest priority.

Priority 2 (4.04) - Strategy 1.4: Ensure the culture of the One Stop system promotes knowledge transfer across partner programs, such that staff embraces the "no wrong door" philosophy and is capable of providing information on services across programs and making appropriate referrals.

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>

Priority 3 (4.00) - Strategy 1.1: Develop a common understanding among partners as to what the “one stop delivery system” is in Indiana.

Priority 3 (4.00) - Strategy 1.2: Increase service integration among partner agencies within the one stop delivery system.

The WDB will focus its efforts during the first year of the plan on implementing activities consistent with these strategies for Goal 1. The vision of the WDB is “an integrated system that maximizes effectiveness.” Staff education and training about the spectrum of all partners programs will be initiated through staff and management level meetings with all required WIOA partners. This will include: WIOA; Wagner Peyser; Adult Education and Literacy; Rehabilitation Services; Senior Community Services Employment; Carl D. Perkins technical education; TAA; Chapter 41 Veterans; Community Services Block Grant; Housing and Community Development; Unemployment Insurance; Second Chance Act; and Part A Social Security Act. As appropriate there will be co-location of partners in the WorkOne offices. These meetings will be a part of the MOU development process wherein effective referral processes are agreed and established for comprehensive service of mutual clients. One such meeting has already occurred with Vocational Rehabilitation Services. Ongoing meetings will reduce the knowledge deficit about partner programs resulting from staffing and program changes. This will begin during the first quarter of PY 16 and be ongoing during the plan period. Sessions with other non-mandatory partners such as the Small Business Administration, SNAP Workfare programs, AmeriCorps and local learning initiatives may also be pursued. Staff will network locally with partners through meetings, conferences and presentations. Through enhanced knowledge of partner programs and methods of access the “no wrong door” philosophy can be effectively promoted by WorkOne staff. Additionally, each office will have printed take away partner program information as well as a listing of websites. To the extent practical workforce services for individuals will be jointly funded to maximize effectiveness and the efficient use of limited resources. For example many community foundations offer scholarship opportunities for local residents that many people are not aware of and thus fail to apply. WorkOne staff will establish informational linkages with local foundations regarding these opportunities and provide this information to job seekers.

Goal 2: Client-Centric Approach

The WDB-Elected Official priority survey results for Goal 2 indicate that strategies 2.1, 2.4 and 2.2 are seen as the highest priorities among all implementation strategies.

Priority 1 (4.17) - Strategy 2.1: Create a career pathway system that provides opportunities for students and workers across the education and workforce systems to link to Indiana high wage, high demand careers.

Priority 1 (4.17) - Strategy 2.4: Ensure that those with barriers to employment have increased access to and opportunities for employment, education, training, and support services.

Priority 2 (4.04)- Strategy 2.2: Ensure that students and workers at all levels throughout Indiana are provided with meaningful career counseling and career preparation, including information on Indiana's high wage, high demand occupations.

Within the WorkOne offices as well as at outreach locations, such as Adult Education instructional sites, providing opportunities for job seekers to engage in activities based on an individual's immediate interest and needs will be emphasized. When the first point of access is coming in for required Jobs for Hoosiers or RESEA activities, staff will work together to engage the customers in continued services beyond their mandatory participation with appointments or attendance at workshops. Well trained customer service staff will greet customers and carefully listen to what their interest is when someone enters the WorkOne office. Staff will describe all services available and invite the customer to stay and access the computer labs to sign up for the Indiana Career Connect job matching system, or other services that may be taking place, such as workshops. When there are openings in workshop schedules, anyone walking in may participate the same day in these workshops to assist them in their preparedness for gaining employment. The workshop schedule will be made available as well as other resources that will be of benefit, including hiring fairs, career fairs, job postings and websites that offer good resources for seeking employment. Staff will be available to assist the individual walking in to get into the Indiana Career Connect site as well as other employer sites to apply for job openings, and will also assist individuals with signing in to the unemployment compensation page to begin applying for benefits. At this initial visit, when feasible, the individual may meet with a career services advisor that will assess their situation more in-depth, or, schedule an appointment to do so at a later date. For individuals that are attending Basic Education (ABE) programs, WorkOne staff will meet with them during orientations or according to the schedules offered by ABE instructors. Developing a relationship with WorkOne staff is critical to the success of the individual in being able to receive the most appropriate or relevant services for that individual, to get the best outcome. It is important for WorkOne staff to work closely with the ABE instructors so as to share information and not duplicate collection of information or assessments that are given. The referral form, per the WorkINdiana policy, requires the sharing of certain information and is utilized by both ABE instructors and WorkOne staff as they make referrals back and forth, depending on the first point of access. One of the intentions of this referral mechanism is to avoid duplication of collection of information and to provide an avenue for getting in touch with the most appropriate staff to further engage the student or job seeker at the earliest time. Referral back and forth to the Vocational Rehabilitation (VR) counselors will also take place based on staff familiarity with one another, and when feasible, the VR staff will have regular or scheduled space available at the WorkOne locations. By working together, the VR and WorkOne staff will keep the best interest of each individual foremost. There will be many individuals receiving services by utilizing resources of both the VR and WorkOne. Staff will work together to provide the most comprehensive set of services available to meet the needs of each individual, as well as to ensure non-duplication of services. Staff of the WorkOne will also coordinate closely with the Family and Social Services Administration (FSSA) staff for service coordination. Other State and public and private resource sharing will be coordinated so as to focus on each individual's needs. The ultimate goal in working with individuals is to provide meaningful data on high wage, high demand occupations and access to both group and individual career counseling and career preparation. Follow-up is crucial to reaching and maintaining continued successful outcomes.

Goal 3: Demand Driven Programs and Investments. A survey was made of WDB members and Regional Chief Elected Officials to locally prioritize the Implementation Strategies listed in the State Plan for each goal. Results of the survey reflect that for Goal 3, strategies 3.2, 3.1, have lower local priority.

Priority 4 (3.83)- Strategy 3.2: Launch or expand sector partnerships in and across workforce development regions that complement the State’s priority industry sectors to provide a mechanism for Indiana’s education, job skills development, and career training system to collect information and respond to sector needs.

Priority 5 (3.65)- Strategy 3.1: Identify Priority Now and Priority Future sectors and occupations in Indiana based on the criteria set out by the Indiana Career Council in a Resolution regarding priority sectors and occupations in Indiana passed at the June 2015 meeting.

Although these strategies ranked lower in priority, the WDB will utilize demand data that is provided by the state and others to guide its training investments. It will continue to target local growing sectors including; Health Care and Social Services, Manufacturing, Administrative Support, Transportation and Warehousing, Wholesale Trade, Construction and Information Technology. With the exception of the Agriculture sector, all of the state’s “Priority Now” economic sectors identified the Align, Engage & Advance Sector Initiative Plan are included in the locally targeted sectors. As the state identifies the Priority Future sectors, the WDB will evaluate the degree to which local targeting is appropriate. The WDB will continue to consider OJT opportunities as demand occupations so long as they pay at least the level established by either the state or locally whichever is higher, currently \$10.00 per hour minimum. The WDB will continue to support local sector partnership training initiatives in the targeted sectors which currently include training in Health Care, Logistics and Manufacturing.

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 workforce boards of Central Indiana’s overall goals support the current performance accountability measures by using a data driven, intentional approach towards focusing on the needs of employers, particularly those in high-demand, wealth-building industries. This focus will directly lead to participants being placed and retained in unsubsidized employment at competitive, sustainable wages; it will ensure that participants are earning the degrees and credentials needed in order to fill open jobs in those wealth-building industries; and it will contribute towards effectively serving employers. Additionally, the region will continually push for a substantial amount of overall funding to be allocated towards direct participant training, thus ensuring that a significant number of participants have the opportunity to complete education and training programs as part of their career pathway. Through this strategic investment, the region will focus its operational efforts on empowering participants to complete their education/training, attain a credential, and transition to employment as a direct result of the training, thus leading to the regional attainment of federal performance accountability measures.

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

EmployIndy and Region 5 Workforce Board believe that there is great value in measuring performance beyond the federal performance accountability measures. They have established systemic practices that enable measurement of the relative effectiveness and overall performance of services and strategies. EmployIndy and Region 5 Workforce Board’s approach to performance management includes the following:

- **Incorporating performance standards in all contracts including pay for performance when applicable with service providers and vendors;**
- **Performance measures and key performance indicators established for each contractor that are specific to the scope of work and clientele to be served; and**
- **Monthly monitoring of all spending rates; and**
- **Operational tracking and workforce development board score cards.**

By using a continuous improvement and exception management philosophy, EmployIndy and Region 5 Workforce Board monitor the following items:

- **Training investment by industry and position;**
- **Successful completion of training (occupational skills training and work-based-learning);**
- **Attainment of core credential from completed training;**
- **Placement into industry of training;**
- **Placement in full-time employment at \$13.50 or higher for EmployIndy;**
- **Utilization of virtual tools at www.workoneindy.org by EmployIndy;**
- **Conversion of work-based-learning to permanent employment;**
- **Gains in core skills within education;**
- **Customer satisfaction from participants and employers; and**
- **Quality of service files.**

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.

The area’s strategies to train the workforce so the state is ready to meet the 1 million jobs that will be available in 2025 is focused on meeting the needs of the employers to fill open positions and train workers to meet the required skill levels for these employers, as well as focused on meeting the needs of the job seeker or student to provide a pathway to the acquisition of increased knowledge and skills. By working with all mandatory partner programs, referral mechanisms, shared case management and resources will be achieved leading to a more comprehensive service plan for each individual job seeker.

Business services staff in the area must understand the requirements of employers, both in terms of the job setting and skills needed for specific occupations, including soft skills. Business services staff will seek out new employers, and assist in the recruitment and placing of individuals for job openings, as well as small, medium and large businesses. A prioritization using a sector strategy will be utilized. Staff will be responsible for gathering business needs intelligence that may be evaluated and shared with Workforce Board and other policy makers. One-on-one visits with employers and

speaking engagements will take place, such as local Economic Development and Chamber events. Business services staff will encourage hiring fair events and partner with Economic Development, Chambers and other organizations to hold these events, encouraging employer participation of those employers with immediate openings. At these events and prior to, WorkOne staff will provide mini-workshops to provide readiness for meeting with employers so that a resume and other applicant data employers will request is available.

For Adult Education and WorkIndiana, close cooperation and communication will take place among staff in cross-referral, and by communicating among entities to share the progression of instruction and training, leading to the desired employment outcome for each individual. It is imperative not to allow individuals coming in to WorkOnes or Adult Education sites to “fall between the cracks” due to a lack of understanding by staff of all resources that may be utilized in the community to assist in further developing skill sets and eliminating barriers to employment. WorkOne staff will be knowledgeable of the priority for veterans and veteran services and when it is appropriate to refer a veteran to a DVOP. For the in and out of school youth programs, staff will be knowledgeable of all partner resources and referral mechanisms to allow for more supportive services, training options, and employment opportunities, to enhance the ability of an individual student or customer to achieve a successful outcome. The HIRE staff will coordinate service delivery with the business services staff and career advisors within the WorkOne offices, and resources with partner programs will be encouraged, including those resources available from Family and Social Services Administration (FSSA), such as the Vocational Rehabilitation services, and assistance with food stamps and childcare. Working together to assist those individuals that are incarcerated or recently released is crucial to reducing recidivism and allowing these individuals to enter into employment so they may become self-supporting and add to the talent pool needed for employers as they search for needed workers. For individuals coming in for required workshops and appointments as a result of the RESEA, or, Jobs for Hoosiers programs, it does provide an opportunity for WorkOne staff to sell these individuals on the importance of remaining engaged. Staff will emphasize the current labor market requirements for workers and encourage individuals to increase their skill levels through attending Adult Basic Education or training programs, as may be needed, and to motivate people to not give up in their search for a job. By encouraging people, staff can offer a variety of services to assist individuals in improving their ability to network and locate employment. Business services staff at WorkOne locations are responsible for taking the lead with rapid response activities, and assisting employers with layoff aversion, If possible, as well as with informing employers of the Trade Adjustment Assistance (TAA) programs. When individuals are eligible for TAA, staff of the WorkOnes will process them for appropriate services, which may include career pathway or other training programs, as well as other support services available. The TAA customer will be aware of all services available at the WorkOnes, and also partner services so a comprehensive approach is taken to remediate any needs they may have to assist them in returning to a good paying job. It is important for the TAA or rapid response customer to be aware of the labor market and what is desired by the employers today and into the next decade to ensure they are realistic about the pathway it will take to achieve their desired outcomes. These strategies, as discussed, will lead to a better trained workforce, so the state is ready to meet the 1 million jobs that will be available in 2025.

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 programs² 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)]

Successful relationships with community based organizations, agencies, schools, Chambers of Commerce, etc. are fundamental to the success of the workforce development system. Staff understand the exponential power of collaboration of many organizations working toward the same goals. Region 5 has had successes in working with Adult Basic Education (ABE) within our communities including provision of evening Adult Basic Education (ABE) classes in the WorkOne offices, in those counties where space is needed by the local education entities. The arrangement has allowed staff to provide information to ABE students regarding WorkOne services available. Vocational Rehabilitation (VR) counselors regularly schedule appointments with individuals seeking their assistance in the WorkOne locations.

The local board’s staff will work with the Career and Technical Education Centers in the region, including Blue River Career Center in Shelbyville, Central Nine Career Center in Greenwood, and John Hinds Career Center in Elwood and Atterbury Job Corps in Edinburgh. Specialized training programs resulting in industry recognized credentials for our customers have been a high priority throughout the years. Staff will coordinate services with The Hoosier Youth Challenge Academy (HYCA), previously located in Region 5, which serves high school drop-out youth with troubled pasts, 16-18. Staff has reached out to the HYCA to identify ways to collaborate on services to youth who will return to Region 5 upon completion of the residential phase of the program. A referral process will be developed with the HYCA Director so that youth will be contacted by the Youth Counselor from their home county, before they leave HYCA, to further develop their support system.

Region 5 will continue collaborating and coordinating with organizations that provide services to Youth, Adult, and Dislocated Worker programs in order to align resources to give our customers unduplicated services and provide them with the resources needed to begin their career pathway to employment.

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)]

In order to expand service delivery capability and align workforce development resources and activities, EmployIndy and Region 5 Workforce Board have developed key partnerships with numerous programs throughout the region. Following is a chart that identifies a number of the partners that are included within the Regions’s workforce development system:

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.

Indiana Department of Workforce Development	Adult Education Consortium
Wagner-Peyser Services Jobs for Veterans State Grant Services Unemployment Insurance Services TAA Services	Washington Township Adult Education Warren Township Adult Education Wayne Township Adult Education Blue River Adult Education
Indiana Family and Social Services Administration	C-9 Adult Education
Vocational Rehabilitation Services	Elwood Community Schools
Department of Family Resources (TANF)	Excel Centers (Goodwill Industries)
Ivy Tech Community College	Christel House DORS
OpportunINDY	YouthBuild Indianapolis
Indiana Black Expo	Operation Job Ready Vets
Indianapolis Public Schools	City of Indianapolis Community Service Block Grant Programs
Sheridan High School	Township Schools
Martinsville High School	Indy Reads
Whiteland High School	Read-Up United Way
Shelbyville High School	Madison County Literacy Program
Greenfield High School	Atterbury Job Corps
Mt. Vernon High School	
Pendleton High School	
Anderson High School	
Eastern Hancock High School	
Avon High School	

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 workforce development boards of Central Indiana are committed to collectively impacting the alignment of service provision and a reduction in unnecessary duplication of services through two strategic areas of focus: 1) Shifting the focus of evaluating of success from measuring outputs to measuring outcomes; and 2) Focusing efforts on quality, not simply on quantity. The workforce boards will take leadership in regularly communicating these areas of focus among system partners and ensure that the consistent communication of expectations occurs. As an example, EmployIndy adapts measures and benchmarks to individual contracts and agreements with partners and service providers that will allow, locally, for proactive adjustments to meet strategic and system goals. Along with these benchmarks, EmployIndy studies trends in hiring and the direction of the job market locally and within nearby regions. This places a priority on providing training for those job markets that are showing growth and a demand for a well-trained workforce. The Region 5 Workforce Board incorporates cross-training of partner staff, effective referral systems, mutual sharing of participant achievements and progress and ongoing communication as methods to align service provision and to leverage partner resources.

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 Indy Chamber of Commerce has prepared (September 2015) a Comprehensive Economic Development Strategy (CEDS) for the Indianapolis Region. In the strategy the Indy Chamber will be the lead regional economic development marketing organization. The strategy also envisions a business retention and expansion outreach program principally led by local partners. The EmployIndy and Region 5 Workforce Board will partner with these local economic development organizations (LEDOs) within their respective areas. All counties and many cities and towns have locally focused entities charged with retaining and attracting businesses and employment for their communities. Relationships are in place to connect WorkOne resources with economic development efforts at the appropriate time and manner. Information about the emerging workforce skill needs is used to guide training and recruitment efforts for business. Hiring and training incentives are marketed to assist businesses with startup and/or expansion costs. The CEDS also calls for a Regional Entrepreneurship Council to promote small to medium enterprises (SMEs) and innovation-driven enterprises (IDE). As this Council becomes operational, both boards will connect to coordinate small business ownership and microbusiness initiatives. The entrepreneurial training and microenterprise development is now promoted through agreements with entities, such as the Business Ownership Initiative, Launch Fishers, and area Maker Space locations.

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

The local area is partnering with adult education and with out of school youth regarding business services. Adult Education programs work with out of school youth as well as adult populations to assist in preparing them for the attainment of their High School equivalency and/or to achieve skill gains. An important role of the WorkOne staff is to work closely with the Adult Education program provider instructors, to identify individuals interested in and in need of additional training and employment skills. Staff partner with their Adult Education instructors and work closely together for cross-referral to make sure the requisite skills are attained and barriers are lifted. Staff will develop a plan with each individual which may include a career pathway being identified. As these students and job seekers are working with staff of the WorkOne, business services staff coordinate employer job postings and identify skill sets employers are looking for. Business services staff attend local Chamber events, and have established relationships with Economic Development executives and area employers. As business services staff identify job openings and employer skills needed, they communicate this to the WorkOne team which benefits the adult education students in their developing a career pathway, and seeking employment. In some cases it will be appropriate for an adult education student to also enter into a work based learning or work experience, as well as an on-the-job training position with an area employer. These opportunities are a direct result of business services staff and other WorkOne staff efforts as they learn of employer interest and willingness to enter into these training and/or employment agreements. At times, the WorkOne staff also look to the business services staff for advice when they are trying to determine the best work experience placement for out of school youth. Since the business services staff often have more insight as to certain employers and their willingness to mentor or provide additional guidance,

this can be helpful information for WorkOne staff working with youth in particular. It is important that the business services and WorkOne staff work in close coordination so that multiple staff aren't contacting the same employers, resulting in confusion.

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 Region 5 WDB coordinates education and workforce investment activities with secondary education through JAG programs located at 9 different high schools throughout the region. The JAG program focuses on attainment of high school diplomas, career awareness and job readiness competencies, as well as soft skills and life skills needed for a successful transition to adulthood. WorkOne staff are hired to work with JAG students in the high school classroom daily, and the students are awarded high school credit for their successful participation. Students complete tours of the local WorkOne offices and college campuses to raise awareness of the opportunities available to them. These enhanced services reach students who would not otherwise be available to take advantage of the curriculum and experience provided through the JAG classes. In each of the JAG high schools, there are no other programs that provide the training and support that is the focus of JAG.

The WorkOne staff also work with secondary education to identify high school students who have dropped out of school. Schools are required to provide the list of those who have dropped out, so that contact can be made immediately to encourage participation in ABE classes to prepare for the High School Equivalency exam, TASC.

The local board will coordinate education and workforce investment activities with secondary and postsecondary education programs that are listed on the DWD eligible training provider list. Forming sector partnerships with area employers and educational partners is a high priority, and board staff will work to develop these partnerships, applying for supplemental funding when available. Employer buy-in is crucial when developing specialized training programs to ensure those individuals enrolled in training, completing, and gaining credentials become employed in the field in which they are trained. Coordinating strategies is important and staff will continue working with Marion County's board staff of EmployIndy in pursuit of regional funding for innovative programs. By coordinating training strategies with Marion County staff, training programs that become available are more comprehensive in nature, utilizing not only the allocated WIOA funding streams, but also additional resources that may be brought into the area by a competitive proposal process. Business services staff will work to identify any unmet employer needs based on skill sets employers are seeking where there is a void with job seeker skills. Business services staff will bring these to the attention of the board staff so training providers may be approached to offer additional training programs, when it has been determined there is a need. Board staff will assist the training providers in facilitating the process to apply to be placed on the DWD eligible training provider list. Utilizing a common tracking system will enable staff to see what types of training and services are being received by an individual and avoid duplication of services. Sector partnerships in manufacturing, logistics and healthcare are identified as in-demand based on the labor market data available. Employers identify specific occupations in those sectors where there is an employer need to document the relevancy of training dollars being invested to ensure successful employment outcomes. At regularly held Workforce Development Board meetings, training provider information

and outcomes is reviewed and evaluated, and a change in direction regarding training providers being utilized and occupations being funded may occur based on input received.

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.

Efforts and resources are focused on providing services to those Adults that meet a priority of service category and, who are most in need of such opportunities, regardless of funding levels. The State policy indicates at least 50% of Adult enrollments must meet one of the priority of service category. Region 5 has set the goal of 60% of Adult enrollments must meet a priority category. An internal priority of service form was created and is completed on all Adult applicants. Local offices are encouraged to maintain a spreadsheet to track the percent of Adults that are enrolled that meet a priority of service and a monthly TrackOne report is provided to county offices reflecting the actual percent of Adult enrollments meeting a priority. By providing a monthly priority of service report, counties can plan and make adjustments accordingly. Regional Operator Staff will review the data on a monthly basis to ensure the priority of service level is met.

Veterans continue to receive priority of service in all DOL funded training programs. Region 5 has four Disabled Veterans Outreach Program (DVOP) staff. DVOPs are based in our three full service offices but do travel to express offices one or two days per week. Region 5 has recently entered into a contract with Esource Resources, LLC to deliver Veteran Transition Seminars utilizing NEG-Sector partnership funding. The seminars will walk veterans through tools and strategies for re-employment and include such topics as: transition planning, resume workshop, job search strategies, interviewing, and networking. Following the completion of these workshops, veterans will be encouraged to remain engaged in WorkOne services until a successful employment outcome is achieved.

Hoosier Initiative for Re-Entry (H.I.R.E.) delivers a curriculum which focuses on soft skills, workplace aptitude and motivation to ex-offenders. H.I.R.E. staff work with the local offices to partner with local probation offices and local department of corrections organizations to provide job search and retention workshops to assist with re-entry into employment. The H.I.R.E. Staff will coordinate service delivery with WorkOne Staff to enhance opportunities for receipt of services and a successful job outcome.

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.

Central Indiana job seekers and employers have significantly benefitted from a number of healthcare and technology initiatives and grants led by the Planning Region like the HealthCare Careers Initiative, Prioritize, Employ Up and TechHire. Through these partnership programs and others, both EmployIndy and the Region 5 Workforce Board have meaningfully engaged with the Central Indiana Corporate Partnership and its sector initiatives including Conexus, BioCrossroads, and Techpoint, which directly mirror the high-demand, wealth-driving sectors of Central Indiana. The workforce development boards in Central Indiana will continue to strengthen these partnerships and further integrate strategies, resources, and services with these sector initiatives, with the shared and explicit goal of filling the workforce needs of emerging and growing employers. The Region 5 Workforce Board retains local sector partner initiatives in advanced manufacturing, logistics and healthcare.

EmployIndy has taken a sector approach at each of its three WorkOne Indy offices, utilizing best practices gleaned from past skills and sector initiatives. WorkOne Indy North is aligned and suited to best serve customers with interest in healthcare and life sciences; WorkOne Indy West is poised to serve customers pursuing technology, and; WorkOne Indy East is positioned to serve customers in pursuit of manufacturing and logistics.

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

The local board will facilitate the development of career pathways systems so that each individual worker or student has a pathway to improving their education, knowledge, skills and employment options. Board staff will ensure WorkOne staff have tools available to be knowledgeable of all career pathways structures already introduced within the state, so they can be more effective in their career counseling and Individual Employment planning with individuals. Business services staff in the region will work with employers and economic developers to continue to collect data to bring back to the local boards to evaluate employer needs and how they fit into the existing career pathways structures. Educational partners will assist in evaluating employer data and may be asked by board staff to develop specialized training programs based on the immediate and projected needs for in-demand occupations. The local board staff will work in conjunction with the Marion County board staff to share business needs and develop training programs, as may be needed to satisfy the requirements of the nine county regional area's employers. Discretionary resources that become available will be a valuable tool to allow for more career pathway development and innovation. Local boards, and board staff will be keenly aware of opportunities, and will take the lead in writing proposals to access additional funding, through strategic sector partnerships.

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. The strategy to facilitate the engagement of employers is to have dedicated staff positions assigned the responsibility to communicate with local employers to inform them about WorkOne programs and services, collect information about their workforce and skill needs, and to engage them in workforce development programs and sector training initiatives. Primary staff assigned the responsibility are the WorkOne Business Consultants. Veterans' staff (LVER positions) are also part of the business outreach efforts. There are four Business Consultants with each being responsible for one or more counties. Staff in these positions are in daily contact in person, by telephone, and/or email with local businesses. Business Consultants develop and/or facilitate On-the-Job Training and

Work Experience agreements with employers. Assistance with submitting a complete and effective job order within the state job matching system (Indiana Career Connect) is provided as needed. Information about the ACT worker profiling and WorkKeys Assessment system is explained. These opportunities enable employers to directly interact with and experience some of the benefits of participating in the WorkOne workforce development system.

B. With the workforce development system viewing Business as the customer, the identification of real business needs is key in order to address them positively. An aspect of the employer outreach is to offer opportunity for employers to serve on the Workforce Development Board (WDB) as a business representative, to participate on one or more of the WDB Committees and/or as a member of an employer advisory/ steering group for grant proposals or evaluations. The WDB membership includes representatives all of the various partners described in Section 3.3 which provides employers with direct opportunity, both formally and informally, to understand various workforce programs available and how they can benefit an employer. It also provides the opportunity to share employers concerns about their workforce quality and availability. Through understanding of the many resources available and the present employer needs, a more comprehensive matching of programs with needs can be accomplished. All Partners will be encouraged to structure their programs and services to address the expressed needs of business. With all partners considering, and factoring in how their programs address business needs, a more responsive set of services will be available.

Specific business services to be offered include but are not limited to those defined by WIOA Title I Sec 134(c)(2)(A) and Sec 134 (c)(3)(D) which include:

- **Appropriate recruitment and other business services on behalf of employers, including small employers, applicant/recipient eligibility determination, outreach, initial assessment of skill levels, and labor exchange services**
- **Occupational skills training**
- **On-the-Job Training**
- **Incumbent worker training**
- **Work based training programs operated by the private sector**
- **Skill upgrading and retraining**
- **Entrepreneurial training**
- **Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training**

C. A structure for coordination of workforce development programs with economic development partners and programs is in place in Region 5. The WDB include two local economic development representatives who participate regularly on both the Board and the Program Committee. These members are well aware of how the WDB may support local development efforts. WorkOne Business Consultant staff maintain an open and ongoing line of communication with Local Economic Development Directors in each of the counties. WorkOne staff participate in prospect presentations and provide labor market information in coordination with DWD. With mass layoffs, WorkOne staff become immediately involved to determine if there is any assistance which the workforce system may offer to avoid the layoffs. When layoffs do occur, WorkOne acts to help dislocated workers become re-employed with other area employers as quickly as possible. In some instances there are

immediate opportunities to place these workers with other employers who are in need of their skills. Re-employment lessens the adverse economic impact to both the individual and the economy.

D. Customer computers are located in all the WorkOne offices for customers to file electronically for Unemployment insurance. Unemployment staff have been removed from the offices but steps have been taken to give customers the assistance they need. Customers with unemployment issues will be given an informational packet that includes the Call Center phone number and explains how community agencies can obtain wage records. Local community agencies were notified and given directions on requesting wage records and the need to email Employerverification@dwd.in.gov to get the process started and how to register in the Last Known Employer system.

Direct-line phones have been installed in the full service offices so customers can pick up and gain access to a Call Center representative directly. Software has been or will be installed by the Call Center to remotely access full service WorkOne computers. As such, Call Center staff will be able to virtually assist claimants at WorkOne Centers with any UI issues. The State is in the process of looking at network scanners that will be placed at full service WorkOne offices for claimants to use to send any required UI documentation to the Indianapolis office.

Staff will continue to assist customers visiting the WorkOne offices with the process on how to apply for unemployment insurance, how to obtain wage screens, and give them the necessary information to get issues resolved satisfactorily.

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 local board (WDB) is currently overseeing \$133,000 of private funding granted in support of the Jobs for America's Graduates (JAG) in-school youth program and \$444,400 of TNAF funding also for the JAG program. The impact of this funding is significant in that it replaces the in-school youth resources formerly available under WIA that are redirected to out-of-school youth under WIOA. The WDB will seek opportunities to apply for related grant funding from the federal government and other sources to support the mission of workforce development for youth, adults and dislocated workers. The WDB will monitor the www.grants.gov website for open grant opportunities and pursue those which are appropriate and feasible. The WDB subscribes to various foundation newsletters which provide information about funding opportunities such as the Robert Wood Johnson Foundation. The WDB will also be receptive to partnering with other local Boards to pursue resources of common benefit. This could include taking the lead or a supporting role in the grant application and implementation. The WDB is currently doing this with the Region 12 Board in Marion County. The WDB will also seek to leverage local resources such as in-kind space and facilities to support its mission.

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

Across all programs and funding sources it is estimated that 25% of funding will be used annually for training.

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.

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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 local board will expand access to employment, training, education, and supportive services with entities carrying out core programs. This will be realized by staff having the contact information and cross training so as to fully understand the types of services and eligibility required by each entity. As VR and the State TANF and SNAP agency work with DWD to establish a vision around more integrated services, staff at the regional level will work toward the same objectives with regional counterparts for discussions on common intake and service delivery. A referral form for Adult Education providers and WorkOne staff is already in effect, per DWD policy. A referral form and/or more formalized process for working together with staff at the WorkOne, VR and State TANF and SNAP agencies will be developed, following the guidance of DWD as they work toward developing MOUs with these organizations. WorkOne staff will create and/or distribute printed material to entities, post information about services on a website, and provide one-on-one and group orientations to program services both for staff of other organizations, as well as the individuals seeking services. A minimum of 50 % of individuals enrolled in the WIOA Adult program that are to receive more intensive services, or, career services, must meet the criteria for priority of service, defined as recipients of public assistance, other low income individuals, or individuals who are basic skills deficient. Staff will utilize a client-centric approach in working with each individual, and common information about an individual's employment, training, and supportive services needs will be shared with other entities that may also be working with the individual, so as to provide the most comprehensive services and avoid duplication of services. The concept of subject matter experts will be introduced in each WorkOne and when feasible will be utilized, such as a better understanding of VR services and working with people with disabilities.

The same referral processes used with partner agencies will be utilized for out of school youth. Supportive services are used often with out of school youth and the assessment of need for those services are on-going throughout the period of participation.

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 local board will utilize co-enrollment as appropriate to maximize efficiencies and use of resources. Co-enrollments for students attending Adult Basic Education (ABE) and also accessing career pathway training offered by the WorkINdiana funded program will occur. For WorkINdiana funded training programs, each individual is to also be enrolled into the corresponding WIOA program, Adult, Dislocated Worker, or Out of School Youth. By the co-enrollment taking place, it

provides more supportive services and other funding for a more comprehensive client-centric approach. Co-enrollment into WIOA programs based on eligibility will be examined and when in the best interest of the individual will be pursued so as to provide the broadest menu of services. The percentage of individuals meeting the Adult Priority of 50 % or more of all WIOA Adult enrollees will be taken into account when determining if a WIOA Dislocated Worker is co-enrolled, or served only by the Dislocated Worker program.

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)]

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

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

The Region 5 WDB meets bi-monthly, where all performance and financial data reports are reviewed and compare actual vs planned performance and expenditures. This allows the WDB to see the big picture on a regional basis and discuss any areas for improvement and/or modification. The training providers are evaluated by those who participate, and the evaluations are submitted to IA to ensure continuous quality improvement. The WDB has also directed the bi-annual use of Net Promoter, to solicit the opinion of job seekers regarding the quality of services in the WorkOne offices. Additionally, employers who hire OJT candidates through the WorkOne offices are asked to complete satisfaction surveys and Work Experience Supervisors are asked to do so as well.

The WDB also reviews the monitoring, data validation and audit reports that are provided by the State DWD monitoring team on an annual basis. The reports identify deficiencies that are to be addressed, as well as best practices. All of these avenues of information provide the WDB with the tools required to determine if the needs of employers, and workers, and job seekers are being met, and gives them the knowledge to provide direction to the service providers.

- 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)]

Flexibility of staff, going on-site to provide WorkOne services has been a great asset in remote areas. In areas where there is no WorkOne office, or in rural areas, access to services are provided by offering workshops in selected locations, and these are advertised to the public using: workonecentral.org, newspapers, LinkedIn, Chamber of Commerce email blasts, and flyers. The Martinsville itinerant office has recently been closed, and staff is going to Martinsville providing WorkOne services and conducting job search related workshops once or twice a month. Staff from Madison County go to Elwood two or three times a week to provide WorkOne services, such as: application, job search activities, counseling and one-on-one services for interested individuals. WorkOne/Fishers will soon have staff going to Ivy Tech in Noblesville two or three days per week to

provide WorkOne services. The State’s new tracking system, that will begin in October, 2016, will allow individuals to learn more about WorkOne services with the addition of WIOA information. This system is a virtual one-stop that integrates all components of WIOA seamlessly into a unified, web-based system. This will greatly enhance services to customers in remote areas.

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

All entities, including the WorkOne offices and Workone partners will comply with WIOA Section 188 and the applicable provisions of the Americans with Disabilities Act to ensure inclusion and universal access to programs, facilities, services, technology and materials. An array of marketing materials are provided to the WorkOne offices by DWD, which include the appropriate language and images to promote universal access and equal opportunity for all individuals with disabilities. WorkOne offices display a variety of take away brochures to explain and promote the services offered through the WIOA programs, and each will contain the type of information and images that will promote universal access.

All WorkOne physical facilities are surveyed using a checklist to determine compliance with the ADA, as required by DWD. Modifications for accessibility will be made if it is determined that a more efficient or accessible arrangement would best serve those with disabilities.

Those who seek services within a WorkOne office are asked if they have a disability as part of the application/intake process. It is explained that they are not required to disclose a disability but if accommodation is needed, we need to be aware and that such disclosure is confidential. If appropriate, a referral is made to Vocational Rehabilitation (VR). VR Counselors make regular visits to the WorkOne offices to meet with staff and clients. This arrangement has given common clients easy access to the VR Counselor at the WorkOne sites.

One of the WorkOne full-services offices, located in Plainfield, has an X-tation, which is a fully-accessible work station. More recently, DWD will provide additional technology equipment for use in the other full-services offices, Anderson and Franklin.

Training for staff regarding how to best serve those with disabilities is an on-going process and we rely on DWD to assist with this. We will seek opportunities to provide staff with the latest and most relevant training related to providing quality services to people with disabilities.

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)]

The workforce development boards of Central Indiana do not have current MOUs that specify resource contributions of the one-stop partners. Both EmployIndy and the Region 5 Workforce Board are awaiting the final WIOA regulations, guidance, and policy from the United States Department of Labor, Employment and Training Administration and DWD before establishing WIOA-based MOUs, resource sharing agreements, or infrastructure cost-sharing among core one-stop

partners. The anticipated roles and resource contributions of the one-stop partners based on final guidance, are as follows:

Adult Education – The role is the provision of instruction to increase basic skill levels and lead to the successful completion of a High School Equivalency (HSE). Referral to WorkOne services should take place by the Adult Education instructors for employment services and to access career counseling and tuition and supportive services for career pathways and other educational opportunities. The Adult Education resource contribution is non-monetary. There may be space available at some of the instructional sites to allow WorkOne staff to meet with students to begin their relationship for the receipt of WorkOne services.

Literacy programs provide reading and writing instruction to enhance the skills of the individuals they are working with.

Literacy programs do not provide monetary resources for the WorkOne operations.

Wagner Peyser programs provide staff that work in an integrated environment with service provider funded staff to offer a wide variety of employment and training services. This may include general labor exchange, career counseling, case management, Trade Adjustment Assistance funded training, business services and delivering workshops, as well as assisting with the RESA and Jobs for Hoosiers programs.

Resource contributions include Wagner Peyser staff that work in the WorkOne system. There is a financial contribution included in the Integrated Services agreement to cover the cost of the space that is occupied at the WorkOne, and some material costs.

Vocational Rehabilitation (VR) roles include staff that specialize in the delivery of services to individuals with disabilities. The VR staff work with the staff at the WorkOnes for cross-referral to meet the needs of their customers. In some cases services will be offered by both entities, and other times it will be determined the most appropriate resource is either solely by the VR staff, or, the WorkOne staff.

Resource contributions include the VR staff and the services provided. There are no monetary resources available to contribute to the cost of the WorkOne operations. Free space is available as may be arranged at each WorkOne location.

Temporary Assistance for Needy Families (TANF) and Supplemental Nutritional Assistance Program (SNAP) services are provided by the Family and Social Services Administration (FSSA). This includes cash assistance and food assistance programs. Cross-referral is made by FSSA staff to the WorkOne service delivery system, and by WorkOne staff to these programs offering this needed assistance.

Resource contributions include the assistance provided by the FSSA staff in working with the individual in need to assess their need and provide case management. Eligible individuals are able to receive cash and assistance with food. There are no monetary resources available to contribute to the cost of the WorkOne operations, and FSSA staff operate from completely separate dedicated spaces in each community, rather than in the WorkOne locations.

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)]

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

Technology is used to deliver WorkOne services in Region 5. Each WorkOne office has: wireless public Internet access; personal computers for public use; personal computers for instructional labs & workshops; copiers; scanners; fax machine/s; and telephones. Mobile pc labs for onsite activities such as rapid response are available.

The internet access allows individuals to job search online, register in the state job matching system (Indiana Career Connect), and file unemployment claims. Online learning courses may also be accessed. The regional website: www.workonecentral.org enables individuals to view a calendar of activities and services scheduled for the month at each of the seven WorkOne offices. Upcoming job fairs and hiring events in the region and nearby are posted. Each office has a Twitter account which is used as an informational bulletin board for new job openings, job fairs, workshops and other employment related services and activities. Offices use orientation videos and PowerPoints to present the menu of WorkOne services to interested individuals. Email is commonly used by WorkOne staff to communicate and follow-up with program participants. Individuals are assisted with setting up email accounts as needed.

A key to maximizing the benefits of technology is to develop the individuals' technology competency. Thus, classes in basic computer operations and common business software applications will continue to be offered. With the advent of the cloud based servers accessible to the public, instruction in the use of these services will be piloted, such as training in Google Docs. Use of this system and/or similar systems can provide job seekers with access to necessary job search documents (resume, work history, certifications, diplomas, etc.) from anywhere. As mobile versions of current programs are developed this access method will be promoted among customers. In outlying areas, staffing of evening open labs for online learning after hours will be explored to increase the access to services for individuals who do not have a PC/internet access at home or who cannot schedule a time at another public lab such as a library.

Technology equipment such as computers, printers, scanners, smart screens and boards will be gradually upgraded as resources permit.

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)]

There are a variety of services available to adults and dislocated workers to assist in their education, training and employment opportunities. Workshops to assist individuals with being more prepared to locate, obtain and retain employment will include resume preparation, interviewing skills, social media employment search such as using Twitter, networking, basic computer skills, and financial

literacy. Assisting individuals with using computers to complete the employer application process, and register for the Indiana Career Connect job matching system will also be available. Individuals will be encouraged to attend hiring fairs held in WorkOne and other locations. Basic education instruction will occur by referral to Adult Education and literacy programs specializing in providing instruction. A blended funding stream approach provides a strength in the system, as individuals working toward a High School Equivalency may begin a career pathway program at the same time, funded by WorkINDiana resources. Training beyond an initial career pathway short-term credential program may be appropriate and funded by WIOA, leading to a technical certificate or associate degree in a high-wage, high-demand occupation. Employers will be contacted by WorkOne business services staff to find on-the-job training and work experience and other employer options for individuals seeking to gain more work based skills, as well as permanent employment. An incumbent worker policy may be adopted, based on guidelines set by state policy. Training that would be received as a part of incumbent worker funding would allow for skill upgrades with the specific employer, as the employer would commit to retain the workers that are able to learn the requisite skills needed by the employer to increase productivity and profitability.

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 Jobs for America’s Graduates program and curriculum is the model used in Region 5 for in-school youth programming. Currently, there are eleven programs operating in nine local high schools, including: Anderson (2), Eastern Hancock, Greenfield Central, Mt. Vernon, Martinsville, Pendleton Heights, Shelbyville (2), Sheridan, and Whiteland

The classroom curriculum for JAG is based on prioritizing high school graduation, preparation for post-secondary education and/or work readiness. Thirty-seven core competencies are identified and clustered into six areas: Career Development, Job Attainment, Job Survival, Basic Skills, Leadership and Self Development and Personal Skills. All of the WIOA Youth Program Elements are available through the JAG program and fit within the goals of the JAG curriculum:

Tutoring and study skills training, and evidence-based dropout prevention and recovery strategies, etc. The JAG program is a drop-out prevention program and career readiness program by its very nature. All of the curriculum and all activities and services support this, from the individualized attention of the JAG Specialist, trips to college campuses, guest speakers from the business community and tours of employer facilities. All effort is focused on high school graduation and preparation for adult life after high school.

Alternative secondary school services, or dropout recovery services. Students who are participating in alternative schools through the local high schools may participate in the JAG program if appropriate. Also, if a JAG student does drop out of high-school during their period of participation in JAG, they will continue to receive services from the JAG Specialist outside of the normal classroom. The Specialist encourages and supports the student in efforts to be begin ABE classes, or return to high school if possible.

Work Experience that includes academic and occupational education as a component. JAG Specialists work with the students to assess and determine interests related to work. Many students seek out and find work on their own, while others need the assistance to gain first time employment. The Specialists seek out those employment opportunities that begin to fill the gap for many students, whether that is developing an understanding of the importance of good work habits, or gaining exposure to an employment area of interest for the student. The Specialists are able to help students relate the importance of academic success with career success.

Occupation skill training. One of the goals of the JAG program is preparation for post-secondary education. All JAG students are required to complete two college applications, and field trips are taken to college campuses. JAG Specialists work with students on financial aid applications and help prepare them in all aspects for occupational skill training at the post-secondary level. JAG funds have been used for college application fees, deposits for housing, and other related costs for students preparing for training but do not yet have the financial aid needed.

Education offered concurrently and in the same context as workforce preparation. When needed financial assistance is offered to students who are working on post-secondary training or credits while still in JAG. For example, students interested in nursing (or related medical field) may complete a Certified Nursing Assistant program during the summer, either their junior year in high school, or immediately after graduation, with plans to enter college in the fall. The CNA certification then gives them some earning potential to work part-time while in college, all the while gaining valuable experience related to their career interest.

Leadership development opportunities. All JAG students have abundant opportunities to develop their skills through activities such as JAG sponsored community service, local, state and regional competitions, and participation in **JAG Career Association**. The JAG Specialist look to develop leadership skills in all JAG students.

Supportive services. All students have supportive services available to them. A supportive service payment chart outlines how the payments may be used for items such as: transportation costs, clothing, child care, books and other needs that may be identified. The supportive service funds are utilized to ensure that students who want to participate and take advantage of offering, have the means to do so.

Adult Mentoring. The JAG Specialist looks to identify others who may serve as mentors for youth, and helps guide the student to accept the mentor. Students in the JAG program need the individualized attention they receive from their Specialists, and the Specialists need assistance from others outside of the classroom to support the positive progress the students make while in the JAG program. The Specialists try to identify family members, supporters of school activities, parents of the friends of our students, or supervisors in a work environment. Mentors may come from a variety of circles within the students' lives, and our intent is to have them connected to positive adult role models.

Follow-up services. All JAG students have 12 months of follow-up from their Specialist. This is achieved through phone calls, texts, visits back to the classroom, social media, etc. The JAG students are not only offered that an as availability, but it is impressed upon them as an expectation and requirement from the first time they become involved in the program. The JAG program has a very heavy emphasis on the importance of the 12 month follow-up.

Comprehensive guidance & counseling. The JAG Specialists are not professional counselors, but they know when and how to make referrals for students who need such. Each community has some availability of these services, and if needed JAG funds may be used to pay for them.

Financial literacy education. The JAG curriculum encompasses the financial literacy element. Students are even offered incentives for developing and demonstrating key elements of financial literacy, including budgeting, opening checking and/or savings accounts, etc.

Entrepreneurship education. We are developing a program and have sought the expertise of the Director of the Small Business Development Corporation and Junior Achievement. We anticipate a program that will expose JAG youth to the concepts and possibilities of self-employment and many of the lesser known aspects of that, including both the advantages and disadvantages.

Labor market and employment information/in-demand industry sectors. The JAG curriculum is supplemented by the DWD website and the excellent information provided, such as the hot jobs list. This gives the Specialist the opportunity to engage the students in conversation about the jobs that may be available locally and how to prepare for them. Other resources such as ICE and ICC are incorporated into the classroom training and give the students updated labor market information regarding in-demand industry sectors.

The desired outputs and outcomes of the JAG program in Region 5 are: high school graduation, either post-secondary education with part-time employment OR full-time employment/military/apprenticeship with average wages at \$8.50 per hour, and skill gains while participating in the JAG program. The program is evaluated based on the actual performance indicators vs goals, and the ability to recruit the required number of students per class (40). The JAG program has proven to be a valuable, structured model program that engages in-school youth in a meaningful and often life-altering way. The one weakness of the program is that we are limited in the number of schools that we can engage because of the cost, and that the model is not cost-effective with fewer than 35-45 students. Smaller schools have difficulty referring adequate levels of students to make it a feasible program. The JAG program operate on a school year calendar, but the Specialist remains in contact with students throughout the summer. 25% of WIOA youth funds are targeted for the JAG program in Region 5.

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 WIOA Out-of-School (OOS) Youth program is very different from the in-school programming, in that it is very individualized (rather than one model) based on the needs and interests of each youth. Each county WorkOne office has at least one Youth Career Service Advisor (CSA) to recruit and serve youth. The assessment begins at the time of enrollment and is an on-going process throughout the period of participation. Basic skills assessments (TABE), as well as interviews with the youth allow the CSA to gain valuable information about the skill sets that need to be developed based on the career interests of the youth. The CSA's immediately begin the referral process to ABE for any OOS youth who has dropped out of high school. If a youth tests as basic skills deficient, but is a high school graduate, the CSA begins appropriate remediation programs, many of which are on-line programs. While some youth are reluctant, the CSA works with the tools available through the DWD website as well as others to demonstrate to the youth the positive impact the HSE (and proficiency

in basic skills) can have on career opportunities and their earning potential. The CSA also explains that incentives in Region 5 are available to them when goals are met. For instance, a youth who obtains their HSE is awarded \$150. Their supportive service needs are also discussed with them to assure them that we can provide assistance, if needed, while they attend ABE classes. CSA's take a comprehensive approach to the career planning process with youth, not just a plan addressing their obvious educational or training needs.

The CSA begins the planning of the "next step" with each youth as goals are met, and works with the individual to determine the best career path for them. The fourteen WIOA youth elements are all considered for each youth in relation to their needs. For OOS the WIOA elements would be considered in the following ways:

Tutoring, study skills training, and evidence-based dropout prevention and recovery strategies, etc. For youth who have not yet received a high school diploma or HSE, this is most provided through ABE programs. If there is an identified need for more intensive tutoring, through the WIOA program we ensure that is provided.

Alternative secondary school services, or dropout recovery services. This service would only be considered for youth who may have the option of returning to high school, but that is not common in the OOS program.

Work experience that includes academic and occupational education as a component. Work experience is used for a variety of reasons with the OOS youth program. Many youth have no work experience at all when they come to us for assistance. They may be placed in work experience, often concurrently or after attending ABE classes, to explore and experience the work environment and get the "hands on" knowledge of having a job. Others may be placed in a work experience after completing a certification program, such as dental assisting or CNA training, to give them the opportunity to practice the skills they've acquired. Work experience is an invaluable part of programming with OOS because it helps to build the experience and confidence that many need.

Occupational skill training. Youth who are pursuing a career pathway that requires certifications are provided assistance with occupational skill training. Short term certification programs are often used for training such as: CNA, pharmacy technician, phlebotomy, office administration, IT, etc. Longer training such as Associate Degrees are also funded if the career path requires it.

Education offered concurrently and in the same context as workforce preparation. Youth who are working, whether through work experience or other employment, are often participating in workshops or one-on-one counseling with their CSA to help understand how to handle work issues that may arise. Youth are often unprepared and have difficulty handling unanticipated situations that may arise in the real world of work. The CSA can help them understand appropriate responses and actions to take in those circumstances.

Leadership development opportunities. All OOS youth are given the opportunity to participate in a variety of activities to develop leadership skills. Again, because services and activities are individualized, these are varied based on the given characteristics of the youth, but could include: discussion and exploration of post-secondary training options, financial literacy training, classes designed to give exposure to certain occupational areas, entrepreneurship exploration, and other life skills training.

Supportive services. The supportive services needs assessment of all youth is an on-going process as their participation begins in activities and services. As an example, any youth who is participating in ABE classes, who does not have the funds for gas to travel to those classes, is given that financial assistance to ensure their participation. Another example, is a youth who obtains employment may

not have the funds to purchase required uniforms or special shoes such as steel toed boots. In those instances, the supportive service funds are available to provide the needed assistance. Other types of assistance may be provided for child care, books needed for training, bus passes, etc.

Adult mentoring. The CSA working tries to help any youth in need of an adult mentor to identify that person in their life who may serve in that capacity, or get them involved in a mentoring program that may provide the assistance. The mentor may be a family member, the parent of a friend, or it may be an employer who has taken the youth “under their wing.” Identifying a mentor who will have a consistent presence is important to help the youth in reaching their goals.

Follow-up services. All youth are provided follow-up services for a period of 12 months. Before the youth exit the program, the CSA gets as many contact numbers as possible from family members to ensure they can reach the youth during this period. If it is determined the youth needs any additional supportive services to stay on a positive track, they can be provided.

Comprehensive guidance and counseling. The CSA’s are not professional personal counselors, so if they determine that a youth needs that type of guidance, they locate those resources within the community. If needed, financial assistance is made available to youth for this purpose.

Financial literacy education. The financial literacy education element has been added to the scope of training make available to youth this program year. The on-line resources through DWD have been very helpful and provide a good starting point to begin those conversations/education with youth. Budgeting, checking and savings accounts, as well as retirement are areas discussed. Those elements have been incorporated into the incentive system to reinforce their importance and to entice youth to begin establishing good money habits.

Entrepreneurship education. Resources such as Jr Achievement and the Small Business Development Corporation have been tapped for their expertise and input into the development of this element. We will be developing workshops and education modules that can be provided to youth who already show an interest in starting/owning a business. For others, the training will be used to ensure they are aware of those opportunities. Business owners will be sought as guest speaker and presenters to give first-hand information regarding pros and cons of business ownership.

Labor market and employment information/in-demand sectors. All of the information on the DWD website, as well as other information is used to provide youth with a realistic picture of the labor market in which they will be competing for work. Resources such as the hot jobs, ICE and ICC are a few of the resources used to give youth this information. This give the CSA the opportunity to reinforce what skills and training are needed for the youth to pursue their chosen career path.

Just as every aspect of the OOS youth program, the length of program participation and schedule is individualized and based on the identified needs and plan to address them for each youth. The period of participation may be only two months, or it may be one+ years. The desired outputs and outcomes of the program are: increasing skills during the participation period, attainment of credentials, placement into employment, education or training, retention in employment, education or training and the earnings after exit. The program is evaluated by comparing planned vs actual goals and the numbers served. The strength of this program model is that by design, it is meant to address the individual needs of each youth we serve, rather than try to fit them into a program that may or may not suit their needs. The weakness of the program is that it is staff intensive to provide more individualized services, and have youth enter and exit the program throughout the year.

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)]

Both the in school and out of school youth programs have been very successful in the past, meeting and or exceeding most performance standards set. Under the WIA common performance measures, for the past two program years, the performance has been as follows, with PY 14 showing gains over PY 13:

Placement	Goal	Degree or Certificate	Goal	Literacy & Numeracy	Goal
72.5%	66.0%	67.4%	62.0%	43.5%	43%
69.6%	66.0%	65.7%	62.0%	39.9%	43.%

Additionally, the JAG in school program has met all national “5 of 5” performance indicators set by JAG for the past three years and the region as a whole has been recognized nationally for outstanding performance. Individual JAG Specialists and JAG Administrative staff have received awards for outstanding performance the past three years and two JAG students have been recognized by JAG as “Ken Smith Scholars,” selected from hundreds of applicants. Two students have also competitively taken first place honors at the annual National Leadership Development Conference in Washington, D.C. The JAG program in Region 5 has been tremendously successful.

The out of school program has also succeeded in serving many youth with multiple barriers to employment. Youth who seek our services are often young parents, high school dropouts, have disabilities, have few job survival coping skills or simply have no direction or adult role models.

A best practice that has been recognized by DWD monitors most recently has been the incentive/award system developed to reinforce positive activities and achievements. Just as adults are often rewarded in some form for their efforts, participants in both the in school and out of school program earn monetary rewards for their actions. For example, a youth may earn a \$50 incentive for maintaining employment for 30 days, or they may earn \$100 for high school graduation. The incentive system has proven to be a great motivator to give that added “nudge” that’s sometimes needed.

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)]

Classroom occupational skill training is directly linked to in-demand industry sectors via the Eligible Training Provider data base. Programs approved for inclusion on the data base list must be in-demand occupations within the Region 5 and/or Region 12 areas. Staff develop Individual Employment Plans (IEPs) for all participants receiving financial assistance for training and support. Participants are informed of in-demand occupational sectors via current labor market information such as the regional Hot Jobs list prepared by the Department of Workforce Development (DWD). The IEP process requires participants to evaluate various providers who offer the field of training for the in-demand occupation they want to attain. Staff counsel participants to evaluate all the various factors such as availability, schedule, quality of training outcomes and certifications, overall costs

and financial assistance available. The participant may then make their own informed selection choice.

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)]

Regions are notified of a large lay-off or closure through WARN notifications sent by the Rapid Response team from Department of Workforce Development. WorkOne offices often hear about lay-offs through other means, such as: Chamber of Commerce, newspaper articles, local connections with employers, and even through customers visiting the WorkOne offices.

Rapid response services will be provided by Business Services staff, as well as coordinated with other WorkOne staff, to ensure the menu of services are all represented to the employer, union and workers to be displaced. Business Services staff will be trained to ask pertinent questions to determine if there are opportunities to avert a lay-off. DWD has assisted in providing training and an excellent resource guide regarding layoff aversion. The orientation for workers will be planned at the time of the initial on-site meeting so the appropriate information may be conveyed regarding the lay-off, including access to Unemployment Insurance, potential for Trade Adjustment Assistance benefits, WorkOne services, and a listing of other community programs that may be useful, along with contact information. The services to be provided will take place on-site when the opportunity exists, to include job search workshops, such as resume assistance, networking and electronic job search, as well as registration for the Indiana Career Connect program (ICC) which is presently mandatory when filing for Unemployment Insurance. If time and resources permit prior to the lay-off, computer literacy and basic skill remediation will be available at the employer site. Business Services and WorkOne staff, working together in a collaborative approach with the employer and union representatives, will provide the most comprehensive and appropriate services for their affected workers, as described above.

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 Department of Workforce Development has taken the lead to begin the Re-Employment Services and Eligibility Assessment (RESEA) in late April, 2016. When the program begins, Jobs for Hoosiers (JFH) will only include the remaining claimants not selected for RESEA. Without unemployment insurance staff in the offices, REA/JFH/RESEA participation brings claimants into the WorkOne offices where they discover all the opportunities and services available. Weekly lists are pulled, transfers are worked and sent, and letters are sent to claimants to attend to an Orientation session. Orientation sessions include: requirements for REA/JFH/RESEA, WorkOne services, including WIOA services, a one-on-one assessment interview, work search review, the development of an individual re-employment plan (IRP), and next steps are given to claimants. Any staff, regardless of funding source, may work with RESEA participants. Full services offices set aside multiple staff to perform assessment interview duties to keep claimant time in office down and engagement up. Claimants assessed or requesting more individualized services or training will be referred for WIOA services.

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

Even with significant differences between Marion County and the surrounding counties, the workforce development boards of Central Indiana plan to coordinate transportation and supportive services as follows:

- Service providers for the region will all use the State of Indiana-provided case management system and will ensure that participants have a single record in that system that is shared between all service providers and that service providers will use that joint record to ensure that “double dipping” on travel and supportive services does not happen;
- The Region 5 Workforce Board and the EmployIndy workforce development board will share best practices to ensure that the entire region has access to more effective ways to deal with transportation and supportive service issues; and
- Both areas will work closely with their community and faith partners to maximize the effective delivery of services to their common participants.

While both workforce development boards are firmly committed to coordinating efforts in the provision of supportive services, both recognize the existence of significant geographic and community differences that may hinder close correlation of policies and practices concerning customer transportation and supportive services. For example, Marion County is the largest metropolitan area in the state. It has a dense population that encompasses the entire county even reaching into the fringes of the surrounding counties. It has public transportation in the form of buses and there has been and continues to be talk about light rail systems. This public transportation system is almost exclusively limited to Marion County with some minor exceptions into the fringes of Hamilton, Hendricks and Johnson counties. The other eight counties have no fixed schedule public transportation suitable for traveling to training. In addition, Marion County has a very large number of community-based organization and faith-based organizations that provide a wide array of supportive services ranging from food and clothing to rent and utility assistance. Many of these organizations also assist with job search and training. While these organizations exist in the other eight counties, the number of such organizations is generally much lower. The bottom line is that more of the supportive service funds for transportation for those counties end up coming from WIOA. This makes identical transportation and support services policies impractical.

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)]

Interlocal Association is currently under contract for the period July 1, 2015 through June 30, 2017 to provide WIOA Adult, Dislocated Worker and Youth services and Regional Operator/ Board support. The contract has an optional third year extension through June 30, 2018. Interlocal Association subcontracts for adult, dislocated worker and youth services in Madison County. Interlocal will utilize a formal Request for Proposal (RFP) process to procure any other services needed by the Board. To the extent required by state and federal guidelines, the Region 5 Workforce Board, Inc.

will utilize a formal Request for Proposal (RFP) process to select an entity or entities to provide One Stop Operator and program services for periods subsequent to June 30, 2018. The RFP would be issued not later than March 31, 2018 in the third quarter of Program year 2017.

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

Attached as 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).

Youth Committee: Role is to provide information and assist WBD with planning, operational and other issues related to provision of services to Youth.

- Monitor program operations and outcomes
- Develop and recommend youth program policies
- Provide input on outreach and recruiting of youth participants including JAG
- Participate in Regional JAG Career Development Events

Program Committee: Role is to provide information and assist WBD with operational and other issues related to service delivery with the WorkOne system.

- Monitor program operations and outcomes for adult and dislocated worker programs
- Approve OJT position requests
- Review DWD Monitoring Report and local response
- Assist with local plan development
- Develop and recommend program policies
- Assist with operating and other issues related to WorkOne delivery system

Finance Committee: Role is to monitor accountability for use of funds and make recommendations for full Board approval.

- Review Monthly Financials
- Recommend approval of regional budgets
- Monitor expenditures and use of funds
- Initiate RFP process for auditor selection
- Review audit reports and resolutions
- Review DWD monitoring reports and resolutions
- Recommend grant budget modifications to full board

ByLaws Committee: Role is to recommend required or desired modifications of Region 5 Work Board, Inc., Bylaws.

Executive Committee: Role is to deal with issues as directed by the Chair.

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

Equal Opportunity Officer: Cindy Gosser, Interlocal Association, 836 S. State Street, Greenfield, IN 46140, 317-467-0248 x303, cgosser@workonecentral.org

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

The Chief Elected Officials have designated Interlocal Association as their Fiscal Agent. At the direction of the Region 5 Workforce Board, Inc. Interlocal Association is responsible for disbursement of grants funds received from the Department of Workforce Development for workforce system activities.

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)]

On April 15, 2016, DWD issued a policy regarding Memorandums of Understanding (MOUs) with One-Stop-Partners which states "The State will facilitate an umbrella MOU between the WDBs..." for Vocational Rehabilitation. This MOU will likely cover the topics addresses in the "replicated cooperative agreements" referenced in WIOA. Region 5 has already conducted joint staff training with VR staff and WIOA Service provider staff regarding common customers and the practice of braiding financial resources to serve them fully.

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)]

Members of the public, including representatives of business, labor organizations, and education were given an opportunity to provide comment on the plan via email. The plan was posted at www.workonecentral.org on May 10, 2016 in advance of its submission to DWD by July 1, 2016. A Notice of Opportunity to comment was published in the Indianapolis Star on May 14, 16 & 17, 2016. Notice of the local plan availability for review and comment was emailed to local stakeholders, including Economic Development Executives, Labor Organizations, Post-Secondary Education and Chief Elected officials. In developing the plan, input was directly solicited from WDB members who represent collectively the required partners and stakeholders. Input for the plan was also received from the Chief Elected officials at their March 17, 2016 meeting. At its regular full board meeting on April 20, 2016 the plan was discussed by the Region 5 Workforce Board, Inc. The final review and approval of the plan by the WDB was on June 15, 2016. The Chief Elected Officials subsequently reviewed the plan at their June 23, 2016 meeting.

No dissenting comments were received during the 30 day comment period.

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.

Staff that have any customers requesting direct cost dollars are required to send application packets to the MIS department for review and confirmation of eligibility. This process occurs on a daily basis. These files are reviewed for application accuracy, completeness, specific eligibility requirements for the specified program, services reported, and case note entries. Each quarter a random monitoring is conducted for Adult, Youth, and Dislocated Worker programs, which would include enrollments for job-to-job customers. Most files can be monitored by desktop through the State’s tracking system, TrackOne. If desktop monitoring cannot be completed, files will be requested to be sent to the MIS department for review. Other monitoring methods used are: on site monitoring visits, field staff monitor their own files and submit files to MIS with the completed worksheets, and MIS “monitors their monitoring”. MIS staff conducts the monitoring, and training of staff is provided in local training sessions, webinars on new systems, and State initiated training. Third quarter monitoring has been completed and the fourth quarter monitoring will be completed by the end of June, 2016. A sample report is attached, along with the monitoring worksheet that is used.

Attachments: Sample Monitoring Form used for Review Process and Sample Monitoring Report

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.

Much of the professional development plan for in school youth staff occurs during the summer months when staff are not in the classroom with their JAG students. Staff meet weekly with the JAG Managers and Coordinators to cover training topics relevant to their programs. For example, the month of June and July will include training on:

CPR

Follow-up services

Community service

Classroom management techniques

21st century skills, teaching beyond the desk

IYI Counseling Institute

DWD State Training for JAG Specialists

Best practices and how to prepare for the classroom

Lessons for G competencies and beyond

JAG National Training Seminar

Planning Region Initiation and Installation ceremonies

DWD Training for new specialists

The training will be delivered in a variety of ways, some from other entities such as IYI, DWD and JAG National. Much of the training on day to day tasks will be delivered by JAG Managers and Coordinators with the use of on-line resources.

Out of school youth staff meet on a monthly or bi-monthly schedule and training needs are addressed at that time. The fiscal and MIS staff from Interlocal Association are often used as resources to provide instruction on the data management system and fiscal processes and procedures for participant services. All youth staff are encouraged to participate in the annual IYI Kids Count Conference in December and other IYI offerings as appropriate. The RO often seeks out

additional third party trainers to meet identified training needs. Many web based training sessions are made available and offer the convenience of not having to travel to attend.

Professional development is an on-going process and as needs or opportunities become available, staff are encouraged, and sometimes required to participate. Maintaining skills as well as acquiring new ones is a concept that we promote not only to the participants we serve, but the staff who serve them.

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

Region 5 WDB Regional Policies Index		
Policy #	Subject	Effective Date
	WDB Statement	07/01/15
	WIB Travel Policy	06/17/15
2010-02	Definition of Self-Sufficiency	09/15/10
2010-03	Grievance Complaint	Revised 1/6/16
2010-04	Managerial Structure & Functional Supervision	10/20/10
2010-05	Conflicts of Interest & Disclosure	10/20/10
2011-01	Veteran Priority of Service	01/19/11
2011-02	Record Retention & Shredding Policy	02/23/11
		Revised
2011-04	Policy Approval & Distribution Procedures	6/05/2013
2011-11	WIOA Adult Direct Service Funding/Limited Funds	Revised 1/12/16
2011-12	Residency Criteria	Revised 1/12/16
2014-01	Prohibition of Weapons	07/01/13
2014-02	Monitoring Policy and Procedures	07/01/14
2015-01	Employer Based On-the-Job Training	07/01/15
2015-02	Youth Program	12/17/15

Regional Procedures Index		Effective Date
	Subject	
		06/08/15
	DWD WIOA (181)-P1 Participant Drug Screening	07/01/15
	Selective Service Registration	07/01/15
	Procurement Procedures	07/01/15
	Job Search Waiver (When Receiving UI)	07/01/15
	ITA & Supportive Services	07/02/15
	DWD Interim Guidance on WIOA Title I Adult Priority of Service with Attached WDB WIOA Adult Priority of Service Checklist, dated 7/23/15	12/01/15
	Customer Flow	12/23/15
	Adult & Youth Work Experience and Internship Procedures	

Hoosier Hot 50 Jobs - Region 5

RANK	HOT JOB	2012 EMPLOYMENT	2022 PROJECTION	2022 GROWTH	2022 % CHANGE	2022 OPENINGS	EDUCATION	2014 WAGE
1	Registered Nurses	20,988	25,362	4,374	20.84%	8,443	A	\$61,496
2	*Preschool, Primary, Secondary, and Special Education School Teachers	16,897	19,254	2,357	13.95%	6,341	B	\$48,159
3	Heavy and Tractor-Trailer Truck Drivers	14,835	17,197	2,362	15.92%	4,735	C	\$41,965
4	General and Operations Managers	9,600	11,117	1,517	15.8%	3,313	B	\$97,918
5	*Postsecondary Teachers	8,187	9,946	1,759	21.49%	2,989	D/P	\$64,343
6	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	9,645	11,137	1,492	15.47%	3,372	T	\$58,943
7	Accountants and Auditors	7,335	8,515	1,180	16.09%	3,351	B	\$65,487
8	Licensed Practical and Licensed Vocational Nurses	5,879	7,454	1,575	26.79%	3,010	C	\$42,727
9	First-Line Supervisors of Office and Administrative Support Workers	8,181	9,489	1,308	15.99%	3,249	T	\$48,893
10	Bookkeeping, Accounting, and Auditing Clerks	11,959	13,752	1,793	14.99%	2,892	T	\$37,321
11	Maintenance and Repair Workers, General	9,054	10,237	1,183	13.07%	2,922	T	\$36,627
12	First-Line Supervisors of Retail Sales Workers	8,443	9,555	1,112	13.17%	2,949	T	\$38,944
13	Physicians and Surgeons, All Other	2,415	3,021	606	25.09%	1,210	D/P	\$192,790
14	Software Developers, Applications	2,999	3,996	997	33.24%	1,381	B	\$82,006
15	Sales Representatives, Services, All Other	4,974	5,866	892	17.93%	2,250	T	\$48,650
16	Computer Systems Analysts	3,051	4,087	1,036	33.96%	1,515	B	\$72,317
17	Electricians	3,986	4,833	847	21.25%	1,598	T	\$53,401
18	Medical and Health Services Managers	2,630	3,265	635	24.14%	1,274	B	\$86,072
19	Market Research Analysts and Marketing Specialists	2,431	3,383	952	39.16%	1,285	B	\$49,816
20	Financial Managers	2,839	3,282	443	15.6%	975	B	\$104,668
21	Carpenters	3,928	4,837	909	23.14%	1,393	T	\$42,071
22	Management Analysts	2,992	3,636	644	21.52%	1,108	B	\$68,805
23	Insurance Sales Agents	3,996	4,503	507	12.69%	1,447	T	\$50,864
24	Pharmacists	2,076	2,402	326	15.7%	822	D/P	\$116,123
25	Computer and Information Systems Managers	1,755	2,205	450	25.64%	694	B	\$104,111

Education Key | HSE = High School Diploma or Equivalent | O = On-the-Job Training, HSE NOT Required | T = On-the-Job Training (with HSE) | C = Certification (with HSE) | S = Some College, No Degree | A = Associate Degree | B = Bachelor's Degree | M = Master's Degree | D/P = Doctoral or Professional Degree

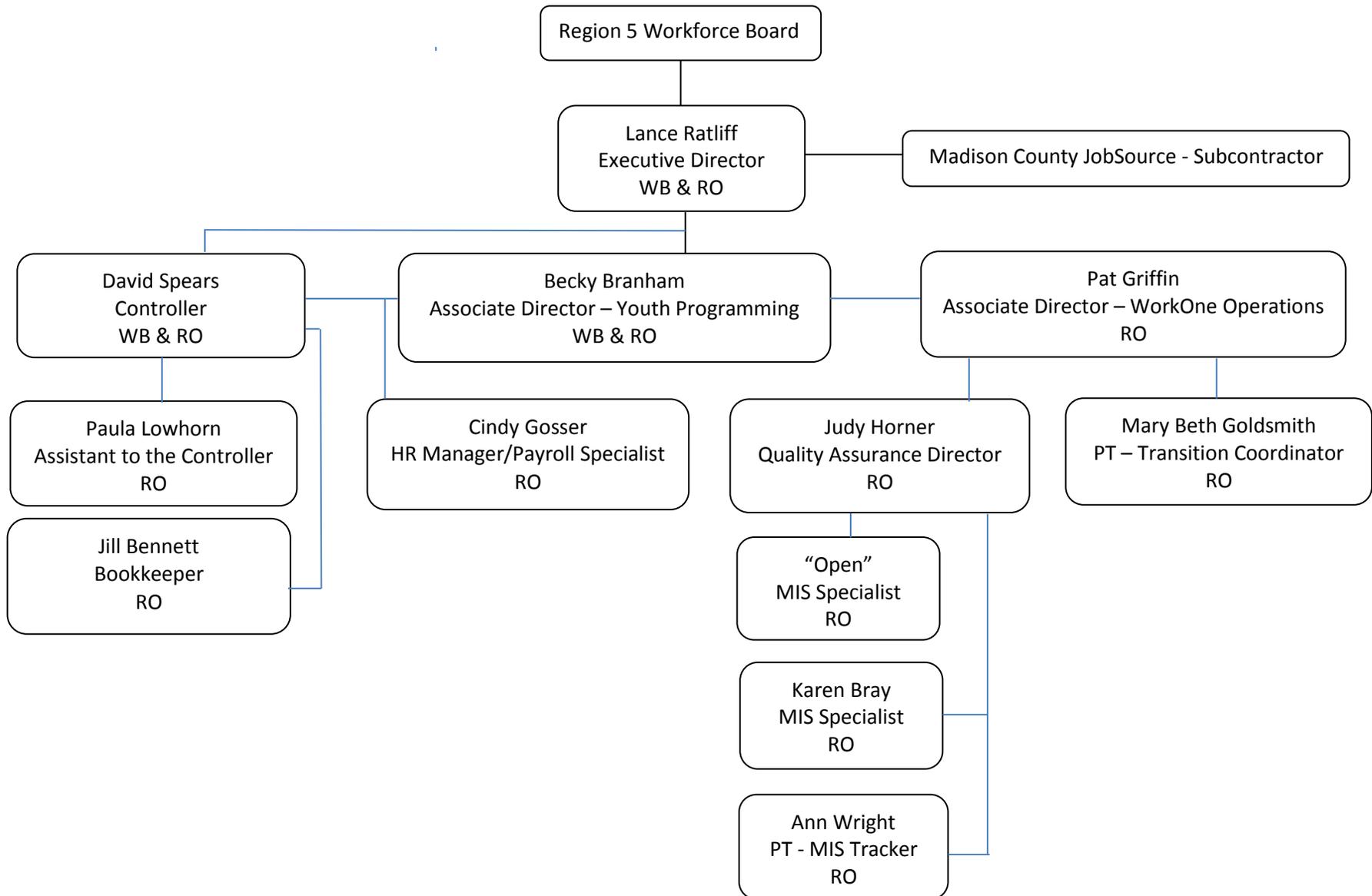
RANK	HOT JOB	2012	2022	2022	2022	2022	2022	EDUCATION	2014
		EMPLOYMENT	PROJECTION	GROWTH	% CHANGE	OPENINGS		WAGE	
26	Automotive Service Technicians and Mechanics	3,756	4,342	586	15.6%	1,536		T	\$44,359
27	Lawyers	3,205	3,582	377	11.76%	890		D/P	\$96,141
28	*Social Workers	3,527	4,172	645	18.28%	1,392		B	\$40,809
29	First-Line Supervisors of Construction Trades and Extraction Workers	2,689	3,300	611	22.72%	901		T	\$63,134
30	Industrial Machinery Mechanics	2,128	2,817	689	32.38%	1,304		T	\$47,009
31	First-Line Supervisors of Mechanics, Installers, and Repairers	3,182	3,606	424	13.32%	1,285		T	\$56,717
32	Sales Managers	2,377	2,713	336	14.14%	846		B	\$101,467
33	Dental Hygienists	1,586	2,097	511	32.22%	917		A	\$67,789
34	Police and Sheriff's Patrol Officers	3,236	3,577	341	10.54%	1,356		T	\$50,862
35	Computer User Support Specialists	2,525	3,301	776	30.73%	1,173		S	\$45,346
36	Physical Therapists	1,435	1,938	503	35.05%	856		D/P	\$82,146
37	Operating Engineers and Other Construction Equipment Operators	2,432	2,977	545	22.41%	1,085		T	\$56,788
38	Personal Financial Advisors	1,478	2,021	543	36.74%	782		B	\$78,169
39	Plumbers, Pipefitters, and Steamfitters	3,493	4,200	707	20.24%	1,141		T	\$52,306
40	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	2,214	2,623	409	18.47%	841		B	\$75,079
41	Network and Computer Systems Administrators	2,335	2,756	421	18.03%	788		B	\$69,848
42	First-Line Supervisors of Production and Operating Workers	4,398	4,822	424	9.64%	1,043		C	\$55,029
43	Nurse Practitioners	983	1,341	358	36.42%	549		M	\$91,348
44	Human Resources Specialists	3,133	3,572	439	14.01%	1,011		B	\$50,428
45	Mechanical Engineers	2,079	2,304	225	10.82%	934		B	\$75,591
46	Architectural and Engineering Managers	1,084	1,254	170	15.68%	436		B	\$112,628
47	*Counselors	2,500	3,016	516	20.64%	1,047		M	\$42,747
48	Software Developers, Systems Software	1,096	1,409	313	28.56%	453		B	\$78,874
49	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	1,947	2,306	359	18.44%	894		T	\$52,216
50	Machinists	2,764	3,193	429	15.52%	1,062		T	\$39,695

*Denotes state wage used where region wage not available.

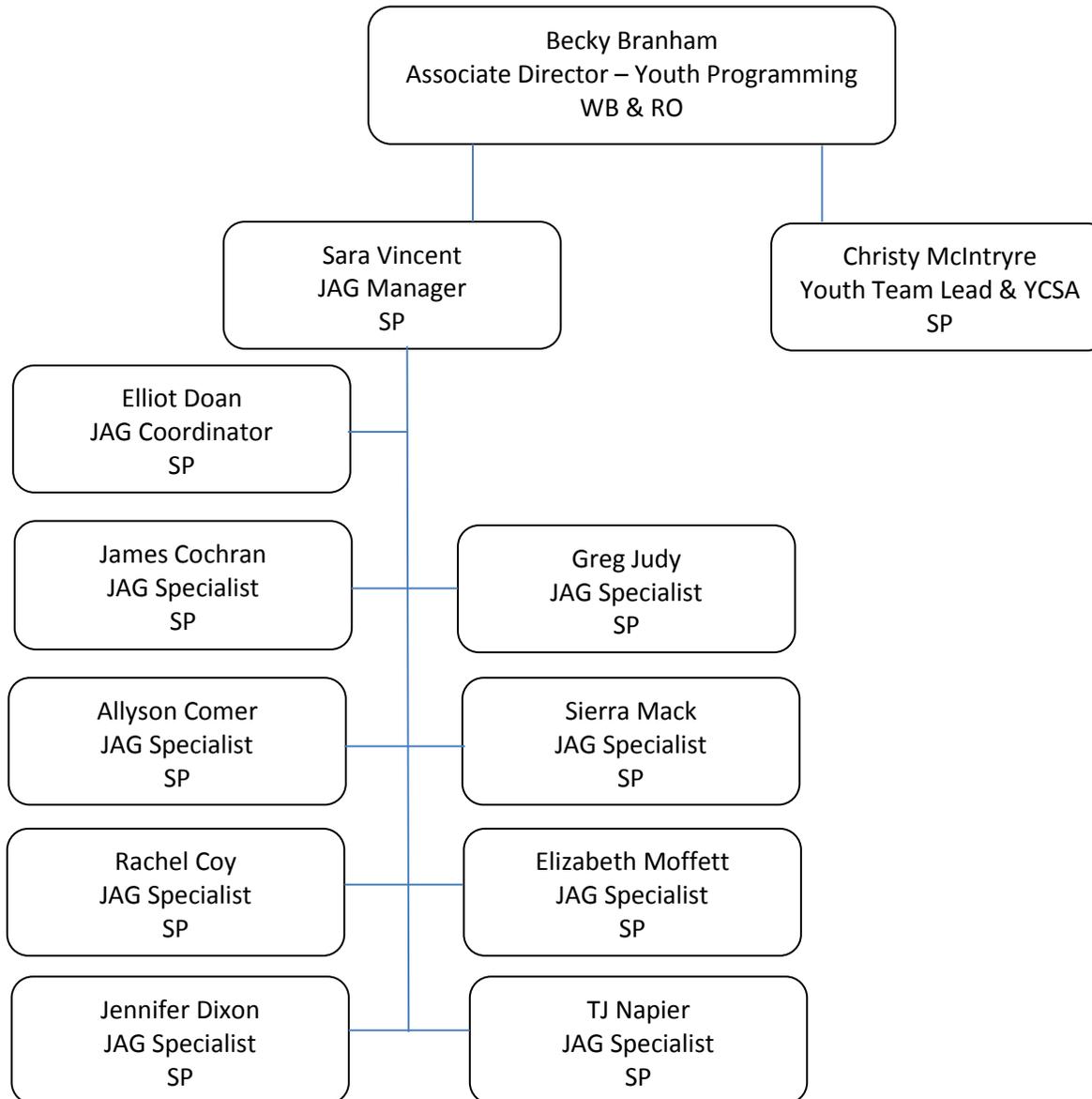
Visit HoosierHot50.com for more information

1.1 Exhibit – Page 2 of 2

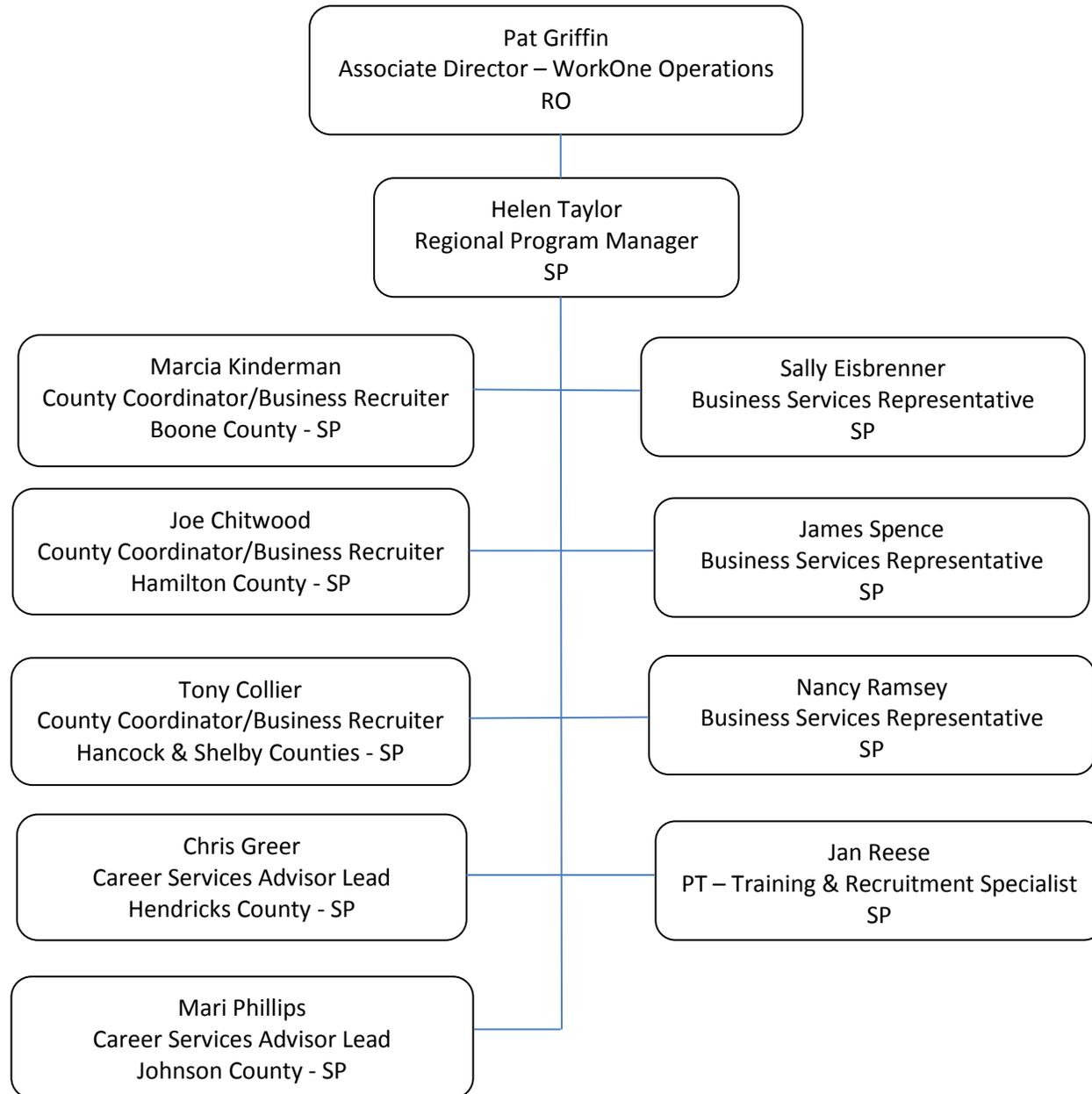
Interlocal Association - Organizational Chart
WorkOne – Region 5
PY 2015 - 2016



Interlocal Association - Organizational Chart
WorkOne Region 5
PY 2015 - 2016



Interlocal Association - Organizational Chart
WorkOne Region 5
PY 2015 - 2016



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	1360	\$ 1,402,018	0	0	0	\$ 1,402,018	\$ 1,031	1
Dislocated Worker	765	\$ 1,116,162	0	0	0	\$ 1,116,162	\$ 1,459	2
Youth (in-school)	460	\$ 311,595	\$ 292,681	\$ 329,300	0	\$ 933,576	\$ 2,030	3
Youth (out-of-school)	520	\$ 934,786	0	0	0	\$ 934,786	\$ 1,798	4
ABE	2783	\$ 1,536,442	\$ 580,245	\$ 57,042	0	\$ 2,173,729	\$ 781	5
WorkINdiana	102	0	\$ 208,671	0	0	\$ 208,671	\$ 2,046	6
WP	8547	0	0	\$ 713,723	0	\$ 713,723	\$ 84	7,8
Veterans Overall	850	0	0	\$ 406,226	0	\$ 406,226	\$ 478	8

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

1. \$200K transfer from DW
2. \$200K transfer to Adult
3. Max 25% In-School WIOA
4. Min 75% Out-of-School WIOA

5. AE Program Director estimates
6. WIN Plan PY16
7. Enrolled Full Service offices (3)
8. WIOA funding part of Adult, DW

PY15 WIOA ADULT/YOUTH/DISLOCATED WORKER MIS MONITORING WORKSHEET (Circle One)

Career Services Advisor: _____

App Date: _____

Date: _____

MIS Staff Initials: _____

CID: _____

OrgID: _____

Client Name: _____

EDIT PARTICIPANT:

- "Interested Others" are reported
- Case Manager(s) activated/inactivated accurately
- ID scan in Client Files contains acceptable documentation and is labeled accurately

WORK HISTORY:

- Hours per week and Classification are consistent
- Past employments closed if applicable
- oNet code reported accurately in Work History

MILITARY HISTORY:

- Military History is complete and DD-214 in ID scan

INCOME: (If applicable)

- Family size is determined accurately
- # of weeks for each period of employment calculated accurately
- If eligibility is based on income, Income on calculation sheet recorded accurately in application
- Income is reasonable for the number of persons being supported by it
- Social Security benefits are labeled and included/excluded accurately

APPLICATION:

- Selective Service registration reported accurately
- ID scan in doc storage, pulled into app, including DW lay-off date, if applicable
- Weeks Unemployed calculated accurately
- If unemployed at time of app, # of weeks employed plus # weeks unemployed = 26
- DW lay-off date documentation contained in ID scan, if applicable
- Public Assistance documentation meets requirements
- Staff, Client and "other" signatures and dates are consistent and meet requirements
- Priority of Service calculated and reported correctly

SERVICES:

- Training services have accurate oNet code reported
- Monthly Check-ins reported accurately
- Drug screen service date/case note date match & complies w/ DWD Policy WIOA T1(181)-P1
- ISS/IEP reported/documented at: A/DW-point of direct cost services; Youth-as of application date

CASE NOTES:

- Homeless case note documents that situation meets "Homeless" definition, if applicable
- Case notes reflect if receiving any form of public assistance
- All barriers are documented
- Every service has an adequate case note with matching dates
- Enrollment case note contains education, employment, career goals, family and income status

EXIT SCREEN:

- "Training Related" reported for all job entry exits
- If actual exit date is applied, exit screen is not blank
- If exited with employment, follow-up contacts are reported accurately

CREDENTIALS:

- Credentials attained during enrollment are scanned into document storage
- Credentials attained during enrollment are reported on the exit screen

TEST SCORES:

- Test scores contain scale score and grade level
- Testing reported for Reading, Combined Math, and Language