

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

WDB/Region #	Western Indiana Workforce Development Board, Inc. Indiana Economic Growth Region 7
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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): Richard Burger

Title: President

Signature: Richard Burger Date: 07-01-16

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

Name (type or print): Judith Anderson

Title: Chief Local Elected Official – Vigo County Commissioner

Signature: Judith Anderson Date: 07-01-16

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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 *.**

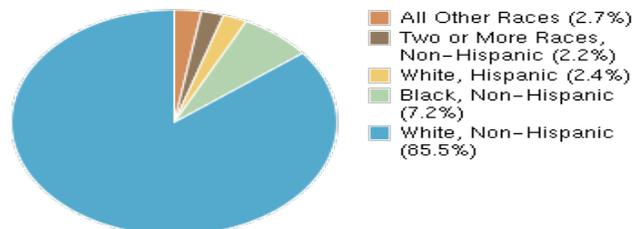
1.1* An analysis of the economic conditions including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. [WIOA Sec. 108(b)(1)(A)]

Economic Growth Region 7 is composed of Clay, Parke, Putnam, Sullivan, Vermillion, and Vigo counties in Western Indiana. The population of the region is 225,505. There are 109,811 workers are employed in Region 7. The region has a very diverse economy which helps ensure greater economic stability at those times when individual sectors are hit by severe economic downturns. The workers of the region are known for having a very strong work ethic, leading to employers ratings of high productivity. As far as WIA performance, which very much impacts the regional economy, Region 7 continually is very successful. In fact, Region 7 was the only region in Indiana PY 14 to not only meet, but exceed every WIA performance measure. This speaks highly to the partnerships and collaborative spirit of Region 7.



Terre Haute is the largest city in the region. Terre Haute and Vigo County serve as the hub of retail, manufacturing, education, healthcare, and many other services for West-Central Indiana and East-Central Illinois. Greencastle is the second largest city in the region. It is home to DePauw University, and was one of the first recipients of the Stellar Community Award from the State of Indiana. Since receiving this prestigious award, much has been completed and improved, both physically around the town square and culturally.

The population of Region 7 is not as diverse as many in the region would hope. (See chart below) Colleges and universities in the region are taking the lead in addressing this issue by activity recruiting diverse student populations and faculty to their campuses. The Terre Haute Tomorrow Strategic Plan also included the establishment of a working committee focused on diversity, which is active today.



As indicated in Table 1 (below), income remains lower in the area than in Indiana or the U.S. Earnings are especially low in the population center of Vigo County, which most heavily reflects this transition from manufacturing jobs to a lower paid service economy. The combination of lower skilled and lower paying jobs, together with the availability of extensive social services in the urban hub of Terre Haute, results in a concentration of low income individuals and families that is reflected in overall lower median earnings across education levels for Vigo County compared to all other counties in Region 7,

except Parke (see Table 1 below). Ironically, this difference is even greater at higher education levels.

Table 1: Region 7 Median Earnings in the Past 12 Months* by Education Level				
Area	Population 25+ with Earnings	High School Graduate	Some College or Associate's Degree	Bachelor's Degree
Clay	\$ 31,820	\$ 28,078	\$ 32,009	\$ 44,541
Parke	\$ 27,725	\$ 29,106	\$ 26,980	\$ 40,550
Putnam	\$ 32,427	\$ 27,991	\$ 35,177	\$ 40,075
Sullivan	\$ 32,688	\$ 27,750	\$ 33,375	\$ 50,809
Vermillion	\$ 30,973	\$ 27,399	\$ 30,597	\$ 51,763
Vigo	\$ 30,225	\$ 26,915	\$ 27,667	\$ 39,444
Indiana	\$ 33,747	\$ 28,534	\$ 32,681	\$ 45,363
United States	\$ 36,034	\$ 27,868	\$ 33,988	\$ 50,515

*in 2014 inflation-adjusted dollars

Source: U.S. Census American Community Survey 2014

Because of the region's close proximity to Illinois, a number of businesses in the neighboring counties of Clark, Edgar, and Vermillion in Eastern-Central Illinois partner closely with Region 7. We share a labor market area, and therefore workforce, making it imperative that we work together to address skill shortages and training needs. In fact this bond is so strong that students in these three Illinois counties who choose to go to Indiana State University are charged in-state tuition.

The region's primary employment sector is government. While Region 7 is home to Indiana State University, which is a public institution, the vast majority of individuals employed by the government in the region are employed in one of three state prisons and two federal prisons within the six county area. A number of employees working in the prison system serve as corrections officers. Majors in criminology are offered in area colleges and universities and many people are hired for these positions based on their military experience, which helps meet the demand for this highly needed occupation.

Nearly eighteen percent of the region's workers are employed in the diverse manufacturing base. While the percentage of population employed in the manufacturing sector in both Indiana and in Region 7 is still among the highest in the U.S., it has diminished considerably since the sector's peak (across the nation) in 1998. Even as recently as 2007 to 2013, Indiana's Manufacturing Sector lost 57,800 jobs (U.S. Bureau of Labor Statistics). Unfortunately, this means many well-paid jobs that were accessible without the need for some form of advanced education have also disappeared. It is therefore urgent that we continue to build a demand-driven system; one which meets the needs the business and provides workers with high wage-high demand jobs.

As is true across the nation, one of the largest areas of employment growth is in healthcare. From 2007 to 2013, private employment in the Health Care and Social Assistance Sector in Indiana added 43,800 jobs. Hospitals, home health care providers and doctor's offices account for more than half of these. Healthcare is the third largest employment sector in Region 7, providing jobs for 12.2 percent of the workforce.

The Retail Sector is the fourth largest source of employment in Region 7, providing jobs for 11.2 percent of the population, followed by Accommodations and Food Services. The wage rates for Retail

Trade and Accommodations and Food Services are lower than the region’s average wage rate, however there are opportunities for advancement and management positions in each of these industries. These are also good jobs for the many college students in the region and for those who feel these careers are a great fit for them. Region 7 is a retail hub for a sixty mile radius around Terre Haute and Terre Haute host a number of statewide and national collegiate athletic tournaments that require a strong retail, accommodation and food services base. Also, Parke County, which is part of Region 7, hosts the annual Covered Bridge Festival, which draws over a million of visitors annually.

Region 7 Top 5 Current Industries by Jobs

Rank	Description	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	2015 Establishments	2015 Earnings Per Worker	L.Q.	% Male	% Female
1	Government	14,832	15,479	647	4%	336	\$52,612	1.17	44%	56%
2	Manufacturing	13,837	13,747	(90)	(1%)	214	\$59,084	1.84	75%	25%
3	Health Care and Social Assistance	10,900	13,364	2,464	23%	464	\$49,977	1.01	17%	83%
4	Retail Trade	9,826	10,761	935	10%	684	\$26,949	1.14	47%	53%
5	Accommodation and Food Services	8,397	8,880	483	6%	453	\$15,260	1.02	40%	60%

As noted on the chart above, individuals holding jobs in the top three industries are populating these occupations in line with traditional gender roles. Efforts are being made at the secondary and post-secondary levels, and within the WIOA system locally to encourage people to strongly consider non-traditional careers as an option.

There are a number of additional industries that are emerging in Region 7, as is seen on the chart below. Health Care and Social Assistance is the only industry that is on the Top 5 Current Industries list and is also identified as an industry to have one of the largest projected growth between 2015 -2025. This reflects a national trend which is due to the aging population of Region 7, Indiana, and the nation. Health Care shortages are already being felt in Region 7, especially in rural areas. Rural workers experience lower wages and are more likely to be unemployed than their counterparts in urban areas. Many rural areas lack hospital facilities, and with lower reimbursement and higher insurance rates of uninsurance and underinsurance, less demand for private health care and fewer rural training sites. As a result, rural patients experience; longer wait time between appointments, having to travel substantial distance to find a provider, greater personal costs (both time and money), and specialized services and technology are not available at all. The regional is addressing these issues through organizations such as AHEC and Rural Health Innovation Collaborative, both of which are supported the Richard G. Lugar Center for Rural Health, located in Terre Haute.

While new coal regulations have negatively impacted coal mining activities in Region 7 and our neighboring counties, quarrying remains robust. As they say in the quarrying business; “If it’s not grown, it’s mined.” The urgency from the mining industry is that it is expected to lose 53% of their skilled workers by 2029.

Region 7 Top 5 Emerging Industries

Largest Projected Industry Growth by Percent Change

Rank	Description	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	2015 Establishments	2015 Earnings Per Worker
1	Administrative and Support and Waste Management and Remediation Services	4,694	6,005	1,311	28%	218	\$26,702
2	Mining, Quarrying, and Oil and Gas Extraction	876	1,083	207	24%	25	\$92,922
3	Health Care and Social Assistance	10,900	13,364	2,464	23%	464	\$49,977
4	Professional, Scientific, and Technical Services	1,463	1,790	327	22%	297	\$56,704
5	Construction	3,011	3,677	666	22%	401	\$50,875

The Hot 50 fastest growing jobs of Region 7 are as follows:

Region 7 Hoosier Hot 50 Jobs

Rank	SOC Code	2015 Job Orders in ICC	SOC Title	2012 Jobs	2022 Projection Jobs	Numeric Change
1	25-2000	11	*Preschool, Primary, Secondary, and Special Education School Teachers	2,573	2,784	211
2	29-1141	206	Registered Nurses	1,678	1,888	210
3	25-1000	20	*Postsecondary Teachers	1,256	1,438	182
4	11-1021	16	General and Operations Managers	812	903	91
5	53-3032	126	Heavy and Tractor-Trailer Truck Drivers	1,170	1,310	140
6	41-1011	25	First-Line Supervisors of Retail Sales Workers	884	1,007	123
7	29-1069	0	Physicians and Surgeons, All Other	187	220	33
8	29-2061	57	Licensed Practical and Licensed Vocational Nurses	573	680	107
9	43-1011	21	First-Line Supervisors of Office and Administrative Support Workers	653	728	75

10	49-9071	35	Maintenance and Repair Workers, General	875	960	85
11	41-4012	22	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	608	687	79
12	49-9041	5	Industrial Machinery Mechanics	308	396	88
13	29-1051	21	Pharmacists	198	221	23
14	13-2011	8	Accountants and Auditors	489	544	55
15	53-7051	8	Industrial Truck and Tractor Operators	742	801	59
16	43-3031	3	Bookkeeping, Accounting, and Auditing Clerks	952	1,046	94
17	51-1011	12	First-Line Supervisors of Production and Operating Workers	655	704	49
18	47-2111	4	Electricians	392	446	54
19	29-1123	9	Physical Therapists	116	145	29
20	11-3031	3	Financial Managers	232	254	22
21	11-9111	3	Medical and Health Services Managers	210	244	34
22	17-2112	1	Industrial Engineers	235	260	25
23	33-3051	33	Police and Sheriff's Patrol Officers	428	459	31
24	11-3051	2	Industrial Production Managers	223	234	11
25	49-1011	0	First-Line Supervisors of Mechanics, Installers, and Repairers	299	328	29
26	17-2141	0	Mechanical Engineers	249	271	22
27	15-1121	0	Computer Systems Analysts	191	235	44
28	43-5071	4	Shipping, Receiving, and Traffic Clerks	467	507	40
29	13-1111	5	Management Analysts	190	213	23
30	13-2052	4	Personal Financial Advisors	71	117	46
31	21-1020	20	*Social Workers	374	428	54

32	11-2022	12	Sales Managers	166	179	13
33	21-1010	6	*Counselor	300	340	40
34	51-2099	109	Assemblers and Fabricators, All Other	413	472	59
35	47-1011	0	First-Line Supervisors of Construction Trades and Extraction Workers	262	297	35
36	53-1031	0	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	157	184	27
37	47-2031	4	Carpenters	354	422	68
38	51-4121	46	Welders, Cutters, Solderers, and Brazers	343	370	27
39	11-9032	0	Education Administrators, Elementary and Secondary School	151	158	7
40	41-3099	45	Sales Representatives, Services, All Other	305	351	46
41	13-1051	1	Cost Estimators	125	150	25
42	51-4041	9	Machinists	288	340	52
43	33-3012	13	Correctional Officers and Jailers	395	428	33
44	51-4011	10	Computer-Controlled Machine Tool Operators, Metal and Plastic	220	273	53
45	53-3033	9	Light Truck or Delivery Services Drivers	379	429	50
46	13-1161	0	Market Research Analysts and Marketing Specialists	139	185	46
47	53-1021	1	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	126	153	27
48	13-1071	3	Human Resources Specialists	252	274	22
49	43-3021	2	Billing and Posting Clerks	264	303	39
50	49-9021	10	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	125	148	23

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)]

The chart below defines the top 5 soft and hard skills and certifications required by the Top 5 Current and Emerging Industries of Region 7.

Industry	Top 5 <i>Soft Skills</i> in 2015 from Online Job Ads	Top 5 <i>Hard Skills</i> in 2015 from Online Job Ads	Top 5 <i>Certifications</i> in 2015 From Online Job Ads
Government	Sales and operations planning Oral and written communication skills Resource Management Integrity Marketing	Data processing Work order Electrical systems Preventative maintenance inspections Bills of lading	Driver's License HAZMAT Occupational Safety & Health Administration Certification Army Training - Special Electronic Devices Repairer Certified Public Accountant
Manufacturing	Oral and written communication skills Troubleshooting Problem solving Microsoft Office Detail oriented	Material Handling Preventative maintenance inspections Animal health Quality Assurance Quality control	Driver's License Occupational Safety & Health Administration Certification Food safety programs Commercial Driver's License HAZMAT
Health Care and Social Assistance	Oral and written communication skills Dependability Integrity Customer relations Problem solving	Pediatrics Geriatrics Critical care Quality Assurance Cath lab	Certified Registered Nurse Basic Life Support Advanced Cardiac Life Support Certification in Cardiopulmonary Resuscitation Licensed Practical Nurse
Retail Trade	Oral and written communication skills Cash registers Integrity Team-oriented, teamwork Customer service oriented	Security administration Asset protection Bilingual Preventative maintenance inspections Preventive maintenance	Driver's License HAZMAT Automotive Service Excellence Commercial Driver's License Forklift certification
Accommodation and Food Services	Team-oriented, teamwork Restaurant management Oral and written communication skills Dependability Strong leadership skills	Food preparation Quality Assurance Hazard analysis and critical control points Equipment Maintenance Maintenance repairs	Driver's License Food safety programs HAZMAT American Culinary Federation Continuing Education
Administrative and Support and Waste Management and Remediation Services	Customer service oriented	Work order	Driver's License

	Oral and written communication skills Sales and operations planning Word processing Time management	Electrical systems Equipment Maintenance Retail merchandising Pipe fitting	HAZMAT Tanker and Hazmat Endorsement Automotive Service Excellence Occupational Safety & Health Administration Certification
Mining, Quarrying, Oil and Gas Extraction	Oral and written communication skills Project Management Troubleshooting Strong leadership skills Root Cause Analysis	Electrical systems Continuous emissions monitoring systems Quality Assurance Computerized maintenance management system Instrumentation	Driver's License Accreditation Board for Engineering and Technology Petroleum Oriented Safety Training Professional Surveyor & Mapper American Concrete Institute
Professional, Scientific, and Technical Services	Oral and written communication skills Marketing Customer service oriented Team-oriented, teamwork Detail oriented	Tax preparation User Experience design Bilingual Geriatrics Electrical systems	Certified Registered Nurse Continuing Education Driver's License American Board of Dermatology Certified in Nursing Administration
Construction	Oral and written communication skills Industrial maintenance Carpentry Dependability	Power system modeling Read Blue Prints Preventative maintenance inspections Equipment Maintenance	NCCER Electrical Driver's License NCCER Instructor Led Training

Another tool used frequently by businesses in Region 7 to analyze the skills and knowledge required to meet their employment needs is Work Keys. Businesses like the customization and reliability of results they get from using Work Keys. A great number of manufacturers, along with numerous other small and medium size businesses rely on Work Keys. In fact, Work Keys is the first qualifying step for an applicant to gain entrance into a number of building trades in the area. Customers know the Work Keys skill levels required to move forward to the job or apprenticeship program they are seeking. By providing the WIN remediation system to these applicants before their assessment, they will know if they possess the skill levels necessary then or if they should move forward with adult education or other educational resources to further build their skills before sitting for an assessment.

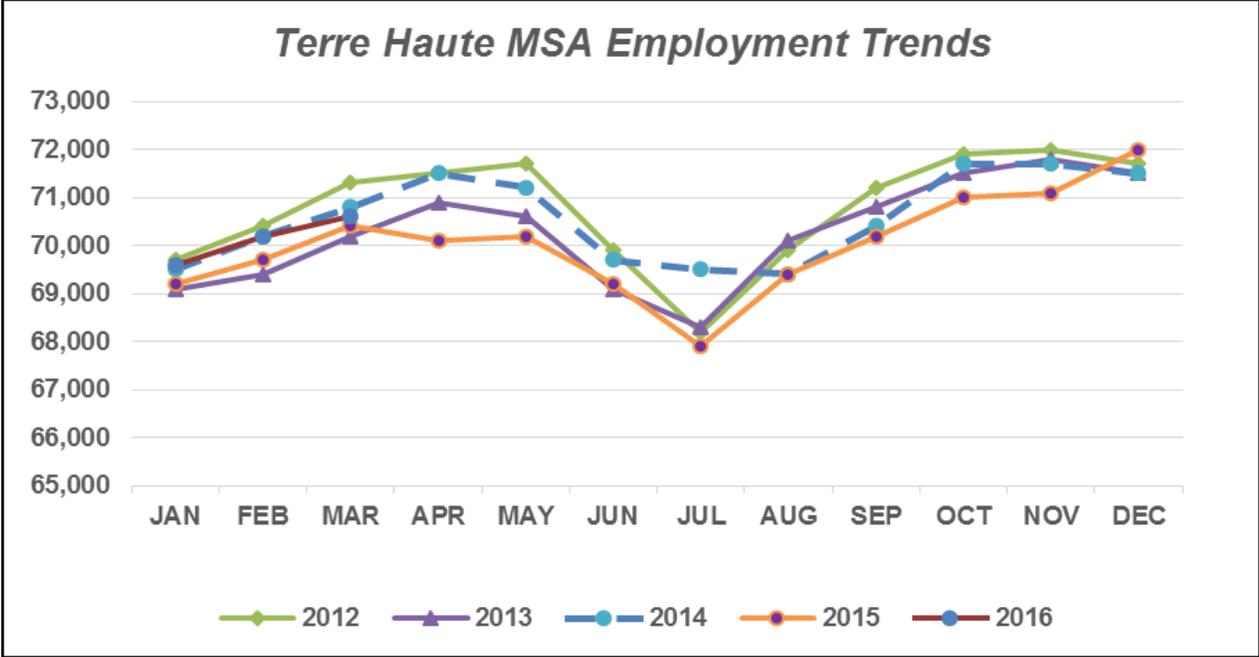
1.3 An analysis of the local workforce, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment and youth. WIOA Sec. 108(b)(1)(C)]

Competitive advantage is the edge that Region 7 has over other geographies when competing for business investment. The key to continuing to grow a strong regional economy is to strategically leverage the region's workforce and institutional assets in a framework for regional growth. Consider the fact that while Region 7 has a labor force of 109,811. However, the Region 7 labor shed extends beyond the six county framework, drawing workers from all surrounding Indiana counties, and beyond, such as Marion County and Clark, Edgar, and Vermilion counties in Illinois. Taking the labor shed into consideration, the total labor force of Region 7 grows by six times its actual size.

Another competitive advantage that Region 7 holds is the fact that we have a cluster of PhDs. PhDs are critical to economic growth because they tend to engage in research and development, which ultimately supports business innovation and growth. Across the six counties, the concentration of PhDs per resident over the age of twenty-five is .012, which is consistent with the national average. In Vigo County however, the concentration of PhDs is over 1.5 times the concentration at the national level. The region also has competitive wage rates and available workers. Finally, because we have a diverse regional economy, the region is home to a broad and diversified skill set that meets the needs of a variety of industries, such as manufacturing, warehouse/distribution, and health care.

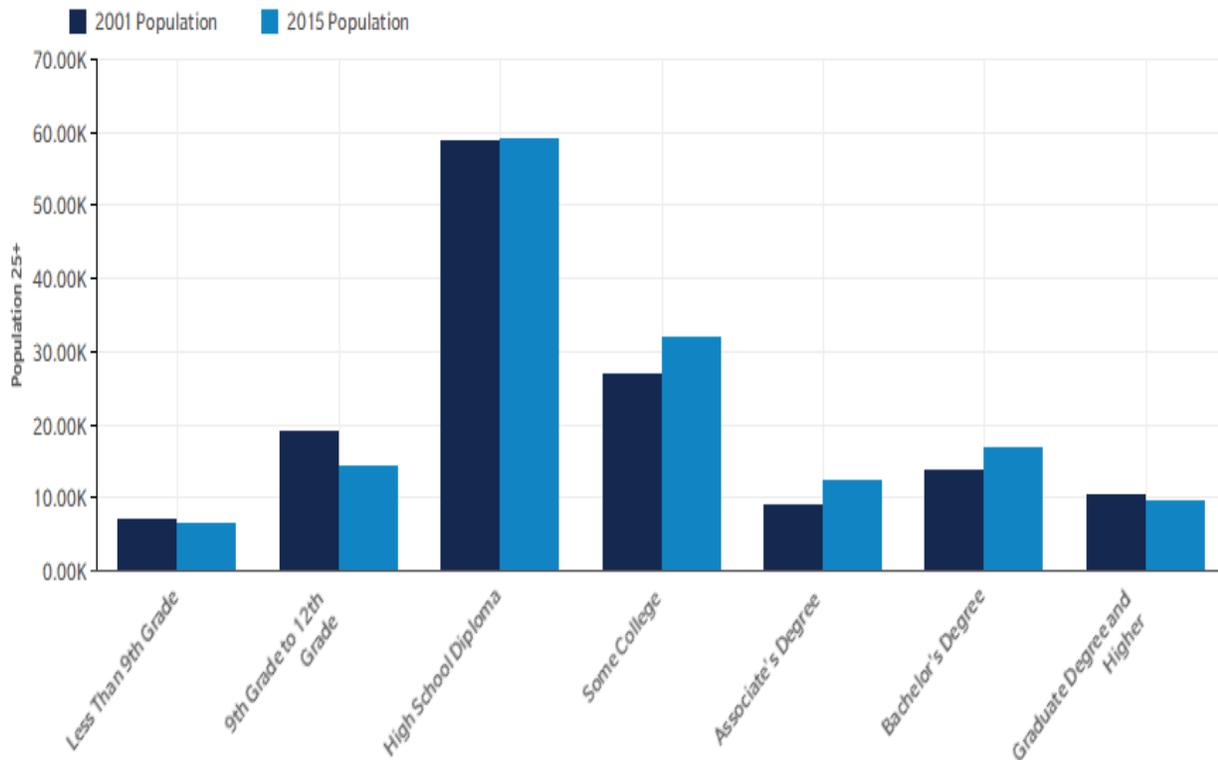
The unemployment rate in Region 7 is normally one to one and one half percent higher than that of the state. This has been the trend for about two years. The two counties in Region 7 who are often ranked among those counties with the top five highest unemployment rates are Sullivan and Vermillion. Sullivan has been impacted by the closure and layoffs at coal mines in and around the county. Vermillion County has had stagnant economic growth over the last seven to eight years, but all are hopeful that the Vermillion Rise (the old Newport Chemical Weapons Depot) will soon draw many new employers.

The chart below illustrates the ebb and flow of the unemployment usage in the Terre Haute MSA, which includes Clay, Vermillion, and Vigo counties. This trend reflects that of the region, with unemployment moving in seasonal trends, based largely on weather for outside workers.



The education level of the workforce in Region 7 has increased over the past fourteen years. As you can see by the next chart, the region has considerably fewer dropouts, and a larger percentage of people who are moving on to college. Much of this can be attributed to strong schools in the region, a very dedicated Adult Basic Education (ABE) providers and their teachers, and finally a strong partnership between the ABE program and the WIAO service provider. The Region 7 WorkINDiana

program has been ranked number two in Indiana in the percentage of ABE students participating in the WorkINdiana training program.



There are five institutions of higher education (IHEs) located in Region 7; four of which are located in Vigo County. It is no surprise, then, that Vigo has the highest educational attainment of the Region, yet at nearly 22 percent BA attainment, it is still lower than both Indiana and the nation. The dichotomy of education levels and earnings in Vigo County (from Table 1 above) is all the more problematic because it accounts for half of the Region’s population.

Area	Population	Largest City	% Bachelor’s Degree or Higher	% High School Grad or Higher
Clay	26,797	Brazil	14.2 (3,805)	86.8
Parke	17,200	Rockville	14.3 (2,460)	84.7
Putnam	37,728	Greencastle	15.5 (5,848)	87.4
Sullivan	21,227	Sullivan	13.0 (3,760)	85.6
Vermillion	15,952	Clinton	13.2 (2,106)	88.7
Vigo	108,264	Terre Haute	21.6 (23,385)	86.9
Total Region 7	227,168	Terre Haute	17.8 (40,364)	86.8
Indiana	6,596,855	Indianapolis	23.6	87.6
United States	314,107,084	New York City	29.3	86.3

Source: U.S. Census American Community Survey 2014 Estimate

Overall, the number of Region 7 residents with bachelor’s or higher degrees is nearly six percent lower than for the State of Indiana. While Vigo County continues to attract the most highly educated

populations in the form of PhDs, the chronic migration of well-educated workers away from the area is a critical issue that has a strong bearing on the welfare of the economy of Region 7 and helps to explain the discrepancy between education level and income in Vigo County. Much attention over the past two decades has been focused on strategies to keep well-educated people from leaving the area in search of better paying jobs elsewhere.

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)]

Western Indiana Workforce Development Board Vision Statement:

Vision - To expand regional economic opportunity and economic growth through the availability and employment of a highly skilled workforce.

Goal – Maintain a truly integrated system, in which services, strategies, resources, and successes are shared among all partners.

Goal – Ensure all customers are provided with the knowledge they need to make informed and individualized decisions regarding careers and career advancement.

Goal – Operate a demand-driven system by expanding sector strategies and ensuring that available training offerings are closely aligned with business needs.

Goal - Ensure that regional workforce system maintains a culture of continuous improvement.

Mission – WIOA Youth – To ensure every youth reaches their highest potential.

Goals- In-School Youth –

1. Meet the unique needs of each youth.
2. Increase partnerships with CTE programs.
3. Transition eligible state JAG youth to additional WIOA programs.

Goals Out-of-School Youth -

1. Increase OSY enrollment by 10% each year.
2. Ensure youth achieve all of their ISS goals.
3. Encourage completion of secondary and post-secondary education and training.

2.2 Describe how the board's vision aligns with and/or supports the vision of the State Workforce Innovation Council (SWIC) as set out in the WIOA State Plan. A copy of the State Plan can be found at: <http://www.in.gov/dwd/2893.htm>

The strategic vision of the State Workforce Innovation Council (SWIC) 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 vision of the Western Indiana Workforce Development Board is, “To expand regional economic opportunity and economic growth through the availability and employment of a highly skilled workforce.” Each vision, directly or indirectly, conveys the same message. First, the workforce needs of business must be effectively addressed in order for economic prosperity and growth to occur for business, the state, and the region. Second, citizens must have the right skills, at the right time to gain meaningful employment and economic security. It is the responsibility of DWD, in partnership with the regional boards, to implement a strategic system to ensure such results.

In Region 7, the board is supportive of the DWD strategic system and has a strong structure in place to drive its success. Region 7 has one of, if not the, strongest business services teams in Indiana. They are well versed on the many benefits of companies using WorkOne business services and convey the message effectively. They have demonstrated cost-savings to companies and return on investment through their business partnerships. The value-added and trust gained from building these relationships then lends itself to businesses being more open about specific training needs; skill gaps that go beyond those that may be identified through the course of assessments and/or screening of candidates for referral. The identification of significant, specific skill needs is then incorporated into local training curriculum, or in two cases locally, is used in the development of entire curriculums, with embedded portable credentials. The result of closely listening to the needs of businesses, asking the right questions when necessary, and then producing workers with identified skills leads to full and immediate placement of these individuals in jobs, where they are contributing just what their employer needs, and making a good wage while working. One more important step in the development of curriculum is continual assessment and improvement of training or processes, based on employer and student feedback.

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 students 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.

With the exception of Region 7 Goal 4 – which focuses on continuous improvement throughout the system - the goals of Region 7 mirror those of the State Workforce Innovation Council. This was done deliberately because after careful consideration, it was decided that the goals of the SWIC encompass what needs to be achieved to bring the state's workforce system to the next level, therefore it is prudent to focus locally on goals that are in tandem with state planning and vision. Therefore, the objectives to be achieved locally in support of mutual goals have been listed to explain how Region 7 is further supporting the goals of the SWIC.

GOAL 1: SYSTEM ALIGNMENT –

A strong collaborative spirit and the dedicated partnerships which exist in Region 7 are two of the area's

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>

greatest strengths. Unlike some regions that regularly have turf wars, Region 7 has a strong system of communication and relationships among partners that avoids such confrontations. We have one of the strongest WorkINDiana programs in the state because ABE staff, WIWDB members and staff, and CTE Directors in Region 7 had been working together for more than ten years before WorkINDiana was created. Unlike many regions, no introductions were necessary. This collaborative spirit also exists among one-stop partners and community partners in the region.

The Region 7 Objectives of Goal 1 define more clearly how the region aligns with and/or supports the vision of the State Workforce Innovation Council.

Objective 1 – Identify a one-stop operator who will provide proper oversight and who will communicate effectively with one-stop partners, individually and/or through regular group meetings.

Objective 2 – Develop an accurate customer referral system to ensure proper integration of services and resources is taking place.

Objectives 3 – Identify common program goals and outcomes among one-stop partners and use this as the centerpiece of goal setting and process improvement within the one-stop system.

Objective 4 – Incorporate community partners into the one-stop system as much as possible. Many community partners have similar missions, and the same or complimentary services and resources. (I.e. libraries)

GOAL 2: CLIENT-CENTRIC APPROACH –

In Region 7, the individual customers have always been at the center of our efforts. We strive to make every customer experience a positive experience. As part of their individualized plan, each customer has access to interest inventories, up-to-date Labor Market Information, assessments, career counseling, job search assistance, education and training assistance, budgeting advice, work-based learning experiences, and supportive services. Rather than selling programs, we have always worked to meet the individual needs of the customers who walk through our doors. Customer focus remains strong in our youth program.

The Region 7 Objectives of Goal 2 define more clearly how the region aligns with and/or supports the vision of the State Workforce Innovation Council.

Objective 1 – Understand our customer and work to create an experience that best serves these customers.

Objective 2 – Train and continually update frontline staff on the latest data and technology that can be used to serve our customers.

Objective 3 – Ensure that all customers have an individual pathway to improving their education, skills, and/or knowledge, that will enable them to pursue a career which aligns with their interest and skills or to move into a more rewarding new career.

Objective 4 - Collect and analyze customer feedback, which will then be used as part of the continuous improvement process.

GOAL 3: DEMAND DRIVEN PROGRAMS AND INVESTMENTS –

Region 7 has experience in establishing sector-based partnerships. The largest and oldest is the Wabash Valley Advanced Manufacturing Cluster. Through the work of the cluster, a number of customized training programs have been developed and the region has seen gains through increased placement of customers upon completion of training, and addressing the skills gaps that manufacturers are experiencing.

The Region 7 Objectives of Goal 3 define more clearly how the region aligns with and/or supports the vision of the State Workforce Innovation Council.

Objective 1 – Expand the number of sector partnerships and/or industry clusters.

Objective 2 – Increase collaboration and dialog between education and business in the region.

Objectives 3 – Adapt a data-driven approach to sector-based data and connect with education and training programs.

Objective 3 – Market to new businesses the benefits of working with education and the workforce development system to address skill gaps.

Objective 4 – Explore new funding streams to support industry sector partnership initiatives.

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.

Region 7 has a history of both achieving, and many time exceeding federal performance measures. The same strategic planning and effective implementation will occur under WIOA. In order to lay a foundation for WIOA program success, the federal performance accountability measures are aligned with the vision and goals established by the Western Indiana Workforce Development Board.

The federal standards measure obtainment of employment, employment retention, wage rates, demonstrated measureable gains, and earned educational credentials. Strategies aimed at meeting or exceeding such goals include, but are not limited to:

- ✓ Maintaining a strong system of communication between board staff and service provider administrative staff, so that the service provider is aware of objectives and policy, and coordinates their efforts in the direction of the board and state.
- ✓ Ensuring service provider staff understands the goals of the WIWDB, have keen knowledge of the WIOA program performance measures, are kept abreast of program performance throughout the program year, and are provided professional development opportunities.
- ✓ Facilitating a regional One Stop partner system, in which partners have trust and a spirit of cooperation and collaboration.
In Region 7, these partnerships and collaborative spirit reach far beyond the One Stop system, into agencies and organizations in communities throughout the six county region.
- ✓ Support the Region 7 Business Services Team, which has established very good relationships with businesses, which in turn leads to increased:
 - Customized training, aligned with the skill needs of areas businesses and job seekers with

earned educational credentials.

- Greater number of job opening referrals to WorkOne and higher wage rates for customers.
- ✓ Strive for continuous improvement throughout the system.

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)]

Additional indicators used to measure performance and effectiveness of the service provider:

- Number of WorkOne services being delivered.
- Number of WIOA customers served in each program.
- Number of RESEA customers participating in this and related programs.
- Percentage of customers in training and/or work-based learning.
- Number of training completers.
- Number of successful OJTs.
- Job seeker satisfaction.
- Appropriate obligation and expenditure of funding.

Additional indicators used to measure the performance and effectiveness of the one-stop delivery system: Number of referrals among partners.

- Number of successful customer outcomes based on agency collaboration.
- Percentage of referrals in which customer follow-up is achieved.
- Ability of partners to understand the system and make appropriate referrals.
- Customer satisfaction among One-Stop customers.

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

Region 7 is actively supporting the state's goal of training the Hoosier workforce so Indiana is ready to meeting the demand of 1 million jobs that will be available in 20105. Rather than addressing each program listed above on an individual basis, training programs are listed below that provide benefit to all programs administered in the region.

Region 7 has had great success in implementing a demand-driven training program. A little over a year ago, members of the Machining Group, which is part of the Wabash Valley Advance Manufacturing Cluster, sat down with Ivy Tech representatives and crafted a short-term curriculum that would meet the needs of business and would meet the criteria for WIAO training, including WorkINDiana. Businesses participate in various ways throughout the course of this training. Business people visit the classroom during training and talk to students, offer tours of their facilities, and serve as speakers at graduations honoring the completers. Students can earn up to five NIMS certifications during the course of the training. The course has a 100% placement rate of students entering employment, with the exception of two who have chosen to pursue a two year degree in machining. A welding training

program is about to get underway, using the CNC program as a model. The hope is that there will be like results.

Every year, the Plumbers and Pipefitters Local 157 adds a new class of apprentices into their union. There is strong partnership between the WIWDB, WorkOne, Ivy Tech and Local 157. WorkOne administers Work Keys assessments to new apprenticeship candidates and once accepted into the apprenticeship program, the apprentices complete an academic degree with Ivy Tech, while also obtaining their journeyman status.

Of course, each year there are also individuals that are not successful in their attempt to join the apprenticeship program. Together, the WIWDB, Ivy Tech, and Local 157 have created a pathway that will allow a select group of these candidates to participate in a pre-apprenticeship program at Ivy Tech, which will result in admission to the Plumbers and Pipefitters apprenticeship program . The program will consist of a choice of two curriculums; one resulting in a CT (Certificate) and one resulting in a TC (Technical Certificate). Both paths will integrate work experience at the Plumbers and Pipefitters training center into the curriculum.

When these students successfully complete one of these programs at Ivy Tech and they meet all other admission criteria, they will enter the Plumbers and Pipefitters apprenticeship program. Which curriculum the student completes will determine their placement in Plumbers and Pipefitters apprenticeship program. Students who complete a CT (Certificate) will go directly into the 2nd year, totally skipping the first year of the apprentice program. Students completing the TC (Technical Certificate) will be evaluated and placed into the program at an even higher level, thus entirely skipping the first year and more of the apprenticeship program. Upon completion of their apprenticeship, as journeymen, these workers will have earned an Associate's degree, and be earning an outstanding wage. The current median wage rate for this occupation is \$32.06 an hour, with benefits.

The Region 7 WIWDB staff has had strong relationships with the CTE Directors and their programs for more than a decade. CTE programs were delivering various services to WIA customers for almost as long, therefore there was very little transition to WorkINdiana when the program was implemented. These long established relationships are one key reason that Region 7 consistently ranks number two in the state for percentage of ABE students participating in WorkINdiana training and Region 7 has many HSE achievers.

A partnership between the WIWDB and the region's CTE Directors also resulted in the awarding of an EWIN grant to Region 7. This grant helped to build an outreach tool which brought greater involvement of businesses into the CTE programs. The EWIN also strengthened education and businesses partnerships through the development and implementation of the strategies aimed at building a stronger regional workforce pipeline. Finally, the EWIN grant provided a unique training strategy. The EWIN grant allowed teacher to train teachers within the region. Obvious, every school corporation provides some common and some different CTE programs to their students. All school

corporations in the region have some type of manufacturing program, so teachers in all six counties were trained on a new, hands-on “can crusher” activity, which helps students understand the concept of a production line. All teachers left with a kit so they could add this problem solving training to their own classrooms. On the other hand, not many schools at the time offered 3-D printing. So, the Vigo County School Corporation (VCSC) hosted a training on 3-D printing, and how it’s implemented in the classroom. As a result of this exposure, and number of school corporations are now offering 3-D printing at their schools.

One of the region’s newest training programs that grew out of the partnership between the Vigo County School Corporation (VCSC) CTE program and the WIWDB is robotics. The robotics training program itself is the result of a unique partnership between the Yaskawa Motoman company and the VCSC. Then with the WIWDB and VCSC working together, the robotics training program was developed for both high school student and adult learners, so both successful students and adults can leave with the recognized certification. As a result of strong collaboration and evidence that such training is demand-driven; Governor Pence awarded \$300,000 to the VCSC and \$200,000 to Ivy Tech to make the program a reality.

Finally, Region 7 has a long history of providing training opportunities to both in-school and out-of-school youth through training camps. This summer, there were seven camps related to several industries offered throughout the region. The entrepreneurship camp was through the Indiana Small Business Development Center through Indiana State University. Students had the opportunity to participate in hands-on practical implementation strategies in professionalism, business planning, and the opportunity to pitch their camp-created mini business prototype ideas (“shark tank style”) to a group of community leaders. The healthcare camp was presented by the Western Indiana Area Health Education Center (AHEC) and allowed for the exploration of careers in the healthcare field. Over 12 different healthcare occupations were introduced through lecture, lab and hands-on training experiences. Students earned a CPR credential. The Vigo County Career and Technical Education (CTE) program offered its state-of-the-art robotics and advanced manufacturing program to camp attendees. Participants completed the Yaskawa Motoman Robotics FS100 Basic Programming with material handling curriculum and had the opportunity to earn the certification. The CNC camp offered by Ivy Tech introduced and instructed students in all aspects of CNC machine operation and set-up. At the end of the camp, students were given the opportunity to earn a National Incident Management System (NIMS) Level I CNC operations certificate. The last camp of Summer 2016 offered by Ivy Tech. “Chopped” was aimed at preparing students for jobs in the food service industry. This ServeSafe training equipped and empowered youth to master certified levels in food preparation, food safety and sanitation. Employees who have the ServeSafe certification and work in the food service industry here in Region 7, make an average of \$10.00 more per hour.

Through the years, there have been a number of youth who found their life career through camp. For example, the Plumbers and Pipefitters Local 157 has hosted camps in the past. At least two individuals who attended their camp entered the apprenticeship program at Local 157. There was also a young lady who attended CNC camp. She had never done CNC or any machining type of work in the past. It

turned out that she loved CNC. She entered that pathway in high school, earned every CNC certification possible, and lines of employers wanting to hire her at graduation. These are but a few of the success stories.

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)]

If communication is strong and effective among all partners, this is the most effective way to achieve board goals and objectives, align services, and to identify possible duplication. There are meeting structures, consortiums, and system partnerships that provide the framework from which alignment of resources, and support of the board’s vision and goals will be achieved.

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.



08(b)(2)]

Please note that there are many more businesses that are partners within our workforce development system, but there was not room on the illustration to list them all.

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)].

Board members are either representatives in the organizations listed on the illustration, or staff to the board convenes groups or meets individually with members of these organizations periodically. Most of the time when staff meets with businesses it is to provide business services and/or to understand better any skill gaps they are experiencing. In turn, this skills information is conveyed to partners in education so training solutions can be developed, which in turn benefits our WIOA customers.

Besides working closely with our education partners in the development of just-in-time training, many of our education partners host JAG programs; which builds strong relationships. The CTE Directors oversee the Adult Basic Education program. Board staff and these directors talk often and we often work together on grants to address regional needs. The WIWDB also works closely with counselors at the schools, speaking to classes regarding job search and career opportunities, and staff provides labor data and information.

Board members and/or staff update our local elected officials as needed, and invite them to each quarterly board meeting, along with sending them the corresponding board packet electronically. We also encourage them to refer businesses that can benefit from WorkOne Business services to the Business Services Manager. We also partner very closely with economic development organizations, which will be discussed in greater detail in question 3.5

It is the belief in Region 7 that if communication is strong and effective among all partners in the system, it is much easier to achieve board goals and objectives, align services, to identify possible duplication. And, if there are gaps in services or ways to improve system delivery or customer services the conversation are involved and cooperative. Region 7 prides itself on the strengths of its partnerships.

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)]

[Click here to enter text.](#)

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)]

WIWDB is a member or partner of every economic development organizations in Region 7, including the regional economic development organization “Accelerate West Central Indiana.” Staff represents the WIWDB on many of the board of directors of these organizations. The Executive Director of the WIWDB is currently the Vice-President of the Terre Haute Economic Development Corporation (Vigo County L.E.O.), and is slated to serve as the organization’s first female President next year. The WIWDB Business Services Manager serves on the board of directors of the Greencastle/Putnam County Development Center, which is the L.E.O. for Putnam County. The WIWDB is a charter member of

Accelerate West Central Indiana, and serves as the Treasurer for this organization. The WIWDB is a source of action to address regional training needs, of information, and services to support businesses.

Both the WIWDB Executive Director and Business Services Manager serve on the advisory board of the Western Indiana Small Business Development Center (WISBDC), which is a key driver of entrepreneurial skills training. We also partner with the WISBDC by serving as a referral agency that can provide new businesses with valuable WorkOne business services.

The WIWDB is also a partner of Launch Terre Haute, which serves as a space to develop new businesses.

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

The Region 7 Business Services Team is an outstanding partner to adult education and out of school youth. The Business Services Team meets with individuals and groups of participants in these programs. Team members discuss things they know or have learned from the field, such as, expectations of employers, interviewing, the specific tasks and duties of different occupations, etc. When possible, they meet one-on-one with participants who are job ready, so that the business consultant can develop a work-based learning experience or job – based on individual need, or refer them with a job opening that already exist. Employment Specialist/Case Managers in Region 7 are also expected to be proficient in Indiana Career Connect so they can partner with their participant and business consultants regarding available job opportunities.

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

The board is in close communication with all of the CTE directors of Region 7, and area post-secondary institutions, which includes; Ivy Tech Community College, Indiana State University, ST. Mary-of-the-Woods College. In fact, a couple of CTE Directors and post-secondary officials are on the WIWDB Executive Director's speed dial.

In Region 7 there is an understanding between educators and WIWDB staff. We understand that we need each other if workforce development is going to continue to be successful in the region. The WIWDB needs training providers (educators) that are responsive to the identified needs of business and who can create training programs that will result in well-paid, meaningful career placements for completers. The educators need the WIWDB, first, because we have the data that can support the development or not of certain training programs, and educators come to us for this information. Second, the WorkOne system has many people who have come to us to obtain a well-paying career. If the result of a training program is that completers gain such employment, people are at least interested in knowing more. We must have many demand-driven training opportunities so that we are able to meet the needs and interest of our customer, and resulting in good jobs that go unfilled today, being filled tomorrow.

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

The board will focus efforts and resources on serving priority of service populations. In particular, efforts will be focused on providing services to those Adults who meet the priority of service category and, who are most in need of such opportunities, regardless of funding levels. The local policy is in line with state policy, in that 50% of Adult enrollments must meet one of the priority of service categories. The WIWDB did add a local priority of service category; that is, dropout of a post-secondary institution.

The priority of service is being managed on an ongoing basis. As part of the enrollment process, local policy states that case managers are not to check the box “Meets state priority of services” if a person is being enrolled based on local priority of service criteria.

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.

One of board’s most established sector partnerships is with the manufacturing sector. The WIWDB facilitates the Wabash Valley Advanced Manufacturing Cluster (WVAMC), and a Machining Group that has spun off of the WVAMC. These groups are focused on workforce development. Through this partnership, and in response to the expressed need for more mid-skill workers, a number of courses have been added to the Ivy Tech offering of training in areas such as Certified Production Technician, welding and CNC operator. These courses are strongly supported by WIOA customer interest and enrollment in the high wage, high demand areas of study. The WVAMC also has a long history of launching activities and campaigns to help improve the image of manufacturing, not the least of which are annual activities related to National Manufacturing Day, the first Friday in October.

By virtue of delivering outstanding business services to a local aggregate company, the board has established a very good sector partnership with the Indiana Aggregate Association. Building on excellent customer service provided by a Region 7 Business Consultant, the Executive Director and Business Services Manager were given an opportunity to meet with the Executive Committee of this state association. After our discussion, committee members felt that WorkOne business services was a value added that their membership should know about. Since then, both the DWD Commissioner and Director of Business Services have addressed the membership at their annual conference at the J.W. Marriot in Indianapolis. The Indiana Aggregates Association also provides a free booth to WorkOne, as part of the exhibit area. The two Business Consultants from Terre Haute man this booth. And finally in Region 7, the Aggregates Association allow two WorkOne staff people to be part of a week-long training to educate teacher about occupation in the mining industry and just how mining operates.

Finally, we have started a sector partnership with the healthcare industry in Region 7. There are five hospitals in Region 7 and numerous clinics, so there are many high demand, high wage jobs available to residents if they have the appropriate training. One of the most effective ways to demonstrate how individuals can join the healthcare field is to establish comprehensive career pathways. At the current time, there are pathways designed for either secondary or post-secondary institutions, which illustrate how to complete a pathway within a particular school, college, or university. Development of all-inclusive Career Pathways is one of the first goals to be achieved by this newly formed sector partnership.

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 in order to provide a clear course of action for those seeking to achieve career goals. Critical data will be gathered by the Business Services Team from employers and economic development professionals to help ensure correct, timely information is received. Our partners in education will help evaluate gathered data. This data will be compared against the collective internal pathways which may have been developed by various educational institutions in isolation. Such evaluation may also uncover gaps in the current system, which will require educational institutions to update current curriculum, or in some cases create all new courses. Collectively, the separate institutional pathways will be updated and merged, based on current data, into one up-to-date, clearly defined pathway. This is a critical part of strategic sector partnerships. The board is hopeful that resources will become available to aid with this important undertaking.

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)]

Strategies and services that are being used successfully to engage employers includes facilitating the establishment of sector partnerships, meeting which sub-groups of the partnerships as needed and meeting with small groups of businesses not associated with an organized effort. That is the easy part. The hard part is assuring that after every meeting, the group feels that their time was well spent – that something was accomplished. And, not long after a few meeting of accomplishment, there needs to be been some success related to the discussions. The success achieved can be anything from improving the image of a sector with the public, to receiving to one-on-one valuable WorkOne business services, to developing a customized training program that is on point to meeting the skill gaps of a sector.

The board also supports its strategies through the implementation of on-the-job training programs, work-based learning programs, apprenticeship models (such as the Local 157 apprenticeship model), and soon the implementation of incumbent worker training programs.

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 Region 7 WIWDB is always looking for outside funding to supplement the formula funds. The

WIWDB received funding from the Duke Energy Foundation to increase the skills of incumbent workers by paying for 50% of the tuition for workers to get training in industrial maintenance. Classes were taught at Ivy Tech and more than 50 people received training.

Region 7 WIWDB was also awarded an EWIN grant. This grant allowed the region to strengthen the knowledge and skills of school counselors and CTE teachers, and build stronger partnerships between business and education.

Region 7 WIWDB also received a \$3,000 check from Fifth Third Bank to support our local JAG programs.

Staff monitors foundation websites, businesses grant programs, and www.grants.gov for possible additional grant opportunities.

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

It is projected that 25% of WIOA, and 90% of WIA Incentive and WorkINdiana, will be used for training on an annual basis.

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.

The Region 7 WIWDB often partners with businesses in Clark, Edgar, and Vermillion counties in Illinois. Manufacturers in Clark and Edgar counties are members of the Wabash Valley Advanced Manufacturing Cluster. Manufacturers from Illinois have participated in a private grant in the past, and are at the table when discussing skill gaps and solutions to address these skill gaps, because we all share the same labor force. The Chamber and businesses in Danville, IL have shared their best practices with us. We also recruited a machining company for from Danville to speak at a Conexus event in Covington, Indiana. Of course, Danville, Covington, norther Vermillion County in Region 7 share a common workforce to the north, so it was in the machining companies best interest to be a speaker.

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)] Include Attachment B to SWIC.

The local board, along with entities carrying out core programs, will expand access to employment, training, education, and supportive services to eligible individuals through implementation of the "Workforce Fit" program, first in Vigo County, then throughout the rest of the region. "Workforce Fit" is headed by the Western Indiana Workforce Development Board.



Numerous Terre Haute community leaders came together and developed a community plan to support workforce development.

The reasons cited to the focus on workforce development?

- Driver of business attraction, expansion, and retention.
- Driver of increased wage levels = quality of life.
- Today's workforce demands are greater than ever before, and these demands will only increase over time.

The focus of "Workforce Fit Terre Haute" is middle skills jobs. The fact is, there are 100s of middle skill jobs in Western Indiana/Eastern Illinois that remain unfilled, while too many residents lack the skills to secure meaningful and lasting opportunities in these high paying careers. The target audience for the program includes; unemployed, underemployed, college/high school dropouts, Veterans.

Recruitment will occur through:

- Some marketing, and establishment of a website.
- Referrals from partner agencies and organizations. This includes WorkOne partners, but reaches beyond to organizations, such as the public library, Boys and Girls Club, YMCA.
- Outreach to students who have not returned to local colleges or universities.
- Presentations at local schools to parents, along with training of classroom teachers about the benefits of "Workforce Fit" to student's parents.
- Employer notices to non-selected candidates includes a referral to "Workforce Fit."

Assisting individuals who have dropped out of post-secondary education is a priority for the program. Too often when a student drops out of post-secondary education, they don't know where to turn for guidance and direction to complete a career goal. The counselors at their high school are no longer an option, and often they end up in a low skill, low wage job with no future. The goal is that WorkOne will be seen as that beacon of direction and hope. Many of these former students will be of age for the WIOA out-of-school youth program.

Program referral from so many sources will cast a very large net, which should reach people that might not otherwise be reached, which will in turn vastly expand the access of employment and related services. Partner agencies have also offered some space for recruitment and possible activities.

Workforce Fit Elements

"Workforce Fit" is a concerted workforce development initiative capable of closing the local skills gap and bolstering Terre Haute's economy. "Workforce Fit" will provide substantive training programs and support that will lead to family sustaining wages and a globally competitive local workforce.

1. **Boot Camp** – This program will be constructed around a model that looks a little like the fitness center/trainer approach and the coaching model becoming popular in industry. This approach will include assessment, education, work simulation to build skills, coaching, addiction services, and career counseling to provide financial literacy and work etiquette, to place participants in actual job settings, and an outcome-driven process.

2. **Training** – Training opportunities will include both short-term and long-term training, and work-based training, or a combination of these options. Training which is customized to the specific needs of a company or group of companies is an option, and whenever possible, training will result in an industry-recognized, portable credential.
3. **Entrepreneurial** – “Workforce Fit” will partner with organizations that support entrepreneurial efforts, and refer participants who have a desire to begin a business to these support people.
4. **Leadership Development** – The capacity for leadership is innate in everyone, whether they work in a small office or are part of large team. Leaders are essential to community growth. Therefore, qualities and traits of leadership will be interwoven into training and activities of the “Workforce Fit” initiative. Program leaders will support and partner closely with successful leadership programs already underway, such as Young Leaders and the Wabash Valley Leadership Institute.
5. **Community Engagement** – Community-based organizations touch the lives of numerous people throughout the community. Community-based organizations will serve as partners in the referral and support of program participants.
6. **Community Image** – This will include a two-fold strategy. First, promotion of the “Terre Haute Workforce Fit” program, to both encourage and support participation. Diversity will be an important part of the Community Image element. An effort will be made to place non-traditional workers in demand-occupations throughout the community. Second, Community Image will encompass the promotion of the city itself, along with the many workforce successes of Terre Haute, such as unique training programs, workforce availability reflected in WorkKeys scores, and the number of credentials and degrees earned here annually.

The “coaches” for Boot Camp will be provided thorough internships of college and university students majoring In related fields, such as human resources, social work, sociology, psychology and teaching.

Along with the “Workforce Fit” initiative, businesses and organizations throughout Terre Haute and Vigo County have also come together to make the **New and Emerging Automation and Technology** or **N.E.A.T.** trailer. This trailer holds a number of hands-on activities related to technology and automation that can be found in many of today’s workplaces. There are two levels of activities; Level One aimed at elementary students and Level Two for middle school students to adults. Besides the many activities, career pathways and corresponding wage rates are posted inside the trailer. This is not only information for older students, it is also for adults who are accompanying there students, who might find a career that would interest them. The N.E.A.T. trailer travels to schools throughout the region, and this summer is making appearances at county fairs. The enthusiasm for this learning opportunity has been overwhelming.

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. The use and success of co-enrollment is evident by the fact that Region 7 has the highest percentage of ABE students enrolled in WorkINdiana, and a person must be co-enrolled in both ABE and WIOA in order for this to occur. Of course, co-enrollment in any WIOA program is always considered, along with any other appropriate funding source. The board recognizes that co-enrollment is a more client-centric approach to services and encourages the use of co-enrollment whenever possible and appropriate for the customer.

The fact that Vocational Rehabilitation is co-located with the WIOA service provider at the Terre Haute Work One comprehensive center, lends itself to co-enrollment of appropriate customers. Also, our partners in education are always good to lend support to in-school and JAG youth whenever possible.

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

[Click here to enter text.](#)

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

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

In order to ensure that the Region 7 service provider (Vincennes University) is focused on continuous improvement and meeting the needs of local employer, workers, and job seekers, several methods are employed. First, the Leadership Team meets on a weekly basis. The Leadership Team consists of the four staff to the board (Executive Director, COO, CFO, and Business Services Manager), the System Manager – employed by the service provider, and the state manager of the Terre Haute Comprehensive Work One center. At these meeting all aspects of the system are discussed, including, but not limited to, enrollments, training, finances, business services, work flow, and special grants and/or initiatives. Then quarterly, the board Planning Committee meets and they are brought up-to-date on programs, services, performance, etc. This is followed by review and presentation to the full board on a quarterly basis. Additional checks include annual monitoring of the service provider by board staff, annual monitoring by the state, and review of audits of the service provider.

- 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)]

Along with the one Work One comprehensive center in Terre Haute, Region 7 has three full time Express offices, and two part-time Express offices. The Express offices all serve very rural counties, and have minimal overhead costs. Here all WIOA programs are available to customers. These offices also serve as a technological link to training and career services because these remote areas lack internet access. Through technology customers will be able to access services, such as on-line training modules and Indiana Career Connect, which provides access to job leads, resume development, budgeting, and on-line tutorials.

Adult basic education staff is co-located in four of the six WorkOne offices in the region. Therefore, customers have access to adult basic education, HSE certification training, and WorkINDiana training programs. This helps support outreach regarding WorkINDiana, and has also contributed to the high percentage of ABE students who participate in WorkINDiana and their high completion rates.

Finally, Title IV Vocational Rehabilitation staff is co-located in both the Terre Haute comprehensive WorkOne office and all five of the express offices that serve remote areas. Co-location provides for a

more holistic approach to the customers who can benefit from the services of both programs.

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)]

Region 7 was an active member in DWD’s pilot Disability Employment Initiative (DEI) grant in providing effective and meaningful participation of persons with disabilities in the workforce. Through this grant operators and partners were able to improve the accessibility, capacity and accountability of the WorkOne system to service customers with disabilities resulting in education and career pathways that lead to employment and self-sufficiency. Multiple staff attended three (3) different training seminars that directly led to the knowledge and ability to comply with WIOA section 188, the American with Disabilities Act of 1990 and all other applicable regulations. Trainings occurred on September 24, 2014, May 14, 2014, May 14, 2015 and March 24, 2016. The March 2016 training provided a 257 take-home handout, reference manual entitled “The Successful Recipe for Disability Inclusion Recipe Book”.

In addition, the region is fortunate to have Vocational Rehabilitation offices co-located in the same building as the Terre Haute WorkOne Full Service location. This proximity makes for a true hands-on working “partnership”. All one-stop partner MOUs also include assurances for EO, Accessibility & Reasonable Accommodations, and Obligation to Provide Notice assurances.

The region also benefits from a very active chapter of the Wabash Valley Business Leadership Network, coordinated by personnel from the prestigious Hamilton Center, Inc. headquartered in Terre Haute. This group meets quarterly at the WDB office with the purpose to encourage local employers to hire persons with disabilities and to support them when they do. Members of the group represent service providers, employers and disability-mission-driven not-for-profits. This group also facilitates on-demand training resources when necessary.

The Terre Haute, Sullivan and Greencastle WorkOne locations offer ADA accessible stations made possible by DWD and the DEI grant with technical support from Easter Seals.

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)]

Adult Education and Literacy – This partner provides basic education, HSE tutoring, and adult education instruction. There is a mutual referral system in place from partners to Adult Education and Literacy, and from Adult Education and Literacy to a partner programs.

Title III Wagner-Peyser Employment Services – This partner provides staff to work in the integrated WorkOne system. Specific services that can be provided include; case management, career counseling, labor market exchange, RESEA and Jobs for Hoosiers programs, TAA funded training, delivery of workshops and business services.

Title IV Vocational Rehabilitation – This partner provides staff that specializes in serving individuals with disabilities. Support that vocational rehabilitation is multi-faceted, depending on the individual needs of their customers.

FSSA / TANF – SNAP These partners provide cash assistance (TANF) and food assistance (SNAP) programs. TANF, at the state level, provides funding to support the state JAG program. The local TANF and SNAP offices and services are not co-located in the One-Stop system in Region 7.

In general, each partner brings to the one-stop system their subject matter expertise, and avenues for optimal delivery and referral. In addition to continual open lines of communication, the WDB hosts an annual day-long One-Stop Partner meeting in which each partner participates in resource presentations, work groups and collaboration. MOUs are attached. ¹ 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.

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

[Click here to enter text.](#)

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

The WorkOne locations are vital to bringing technology options to customers; noting that service delivery is limited by both the region’s unreliable access to internet service, customer limited ability to purchase technology and the below-average customer skill level. Service delivery staff becomes proficient in all phases of the new case management system, Indiana Career Connect, web-based WorkKeys testing and TracOne. Staff continues to move towards a paperless system where possible. The WorkOne System Director also fosters the sharing of best practices between all service delivery staff. WIWDB staff and WorkOne staff work in concert to prepare transferable power-point presentations that are regularly shared with customers, business partners, one-stop partners, board members and local elected officials. The WIWDB also commits to supporting technology through iPads, mobile phones, upgrading of computers and software, and continual training.

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 numerous adult and dislocated worker workforce development activities available through Region 7. These services are strong, but Region 7 always strives for continuous improvement, so services are assessed on a regular basis. Services and include, but may not be limited to, career counseling - including Indiana Career Explorer, assessment, and workshops – topics include resume’ preparation, interviewing, job search and networking, financial management, mathematics for

manufacturing, and basic computer skills. Additional customer services include, case management, Indiana Career Connect job matching system, adult basic education services, WIN remediation system, on-line training modules, and numerous job fairs. People attending Adult Basic Education may choose to participate in WorkINdiana program. Training beyond those previously mentioned may include short-term and long-term training. All training results in a portable certification, credential or a degree. Training is dependent of the availability of funds. Co-funding of training with other programs is sought whenever possible. Job search and placement is aided greatly by the efforts of the Business Service Team. They meet customers that are job ready and work hard to place them in well- paying jobs with local employers. The board is considering the adoption of an incumbent worker policy, but this consideration is on hold until the final WIOA regulations are released.

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 most significant portion of the Region 7 focus on in school youth is through the Jobs for America's Graduates (JAG) curriculum model. The WIOA limitation stating that 25% of total youth expenditures can be spend on in school youth requires that a significant portion of WIOA in school youth funds are spent in support of JAG programs. Currently six programs are being implemented in Region 7 at Terre Haute North High School, Terre Haute South High School, Northview High School, Riverton Parke High School, Sullivan High School and Turkey Run High School. Through JAG, emphasis is placed on high school graduation, preparation for post-secondary education and work readiness. Remaining WIOA in school youth funds are centered on providing employment and training service through our WorkOne offices. Staff is continually working to remain up to date with issues pertaining to youth with disabilities, which includes most recently attending statewide disability etiquette training, as well as partnering with the local Wabash Valley BLN (Business Leadership Network) on disability awareness events in Region 7.

In school youth participants work hand in hand with their Career Advisors in the development of an Individual Service Strategy (ISS), to identify each youth's unique goals. As part of their participation, all enrolled youth are offered the following 14 youth program service elements:

1. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies.
2. Alternative secondary school services or dropout recovery services as appropriate.
3. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, including summer employment and other opportunities throughout the year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities.
4. Occupational skills training
5. Education offered concurrently with and in the same context as workforce preparation activities.
6. Leadership development opportunities.
7. Supportive services.
8. Adult mentoring for a duration of at least 12 months.

9. Comprehensive guidance and counseling.
10. Financial literacy education.
11. Entrepreneurial skills training.
12. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area.
13. Activities that help youth prepare for and transition to post-secondary education and training.
14. Follow-up services for not less than 12 months after the completion of participation.

The incorporation of five new elements through WIOA legislation will also play an important role in helping each youth reach their highest potential. Collaboration with other community agencies and organizations allow these elements to be provided seamlessly by WorkOne staff. The five new elements are implemented in Region 7 as follows:

Financial literacy education: As part of their Individual Service Strategy (ISS), youth work with Career Advisors to establish realistic budgets that correlate to their designated life goals. Financial literacy is a key component of the JAG model, however, as they transition to post-secondary, youth have access through WorkOne services to a wide array of financial literacy programs and webinars.

Entrepreneurial skills training: In conjunction with the ISU Small Business Development Center, Entrepreneurship Education camps have been developed that will facilitate hands on practical implementation of strategies in the areas of professionalism, entrepreneurship education and business planning. Students have the ability to meet entrepreneurs from various industries, create viable prototypes, create business plans and pitch their ideas to a group of community members.

Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area: Participating youth are provided with access to a wealth of career information such as the Hoosier Hot 50 Jobs list, Indiana Career Explorer (ICE) and Indiana Career Connect (ICC). These resources keep youth up to date on the latest labor market information and in-demand industry sectors.

Activities that help youth prepare for and transition to post-secondary education and training: WorkOne staff provide assistance to youth with the financial aid and college admission processes, resources for providing skills related to study habits and time management, and the soft skills required to guide them through their post-secondary experience.

Education offered concurrently and in the same context as workforce preparation activities: Transition youth are offered financial assistance, if needed, as they work toward post-secondary training or credits while still in JAG. The requirement of WIOA that a minimum of 20% of total local area funds must be spend on work experience, makes this one of the most important of all youth elements.

Through the implementation of these key elements, Region 7 strives to ensure that participating youth achieve a high school diploma or equivalent (HSE), are encouraged to explore and engage in post-secondary educational activities, and attain the skills required to ensure meaningful employment and self-sufficiency.

Identified strengths include: Services are tailored to the individual youth served, rather than trying to lump them into a program that may not meet their unique needs.

Identified weaknesses include: The requirement that 20% of funds must be spent on work experiences can be difficult, in that it is often hard to find employers that are willing to participate. Additionally, a key element of work experience component is matching the youth with an experience that will grab their attention and keep them interested, as a possible career choice.

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)]

WIOA requires that at least 75% of total youth expenditures must be spent on out of school youth. In Region 7, these funds will be spent on providing employment and training services to eligible participants through the WorkOne offices.

WorkOne staff work toward recruiting and serving out of school youth by first determining their level of academic competency and work readiness through an intensive screening process, and attaching these to each youths individual goals. Once determined eligible, all WIOA youth will participate with a Career Advisor to develop their own Individual Service Strategy (ISS). As part of their participation, all youth are offered the following 14 basic program service elements, which are then specifically tailored to the out of school population:

1. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies. Youth who have not received a high school diploma or HSE are provided assistance through the ABE programs. WIOA also allows for additional tutoring, if it is determined needed to aid in obtaining the diploma/HSE. Also included is a recognized certificate of attendance or similar document for individuals with disabilities, or for a recognized post-secondary credential.
2. Alternative secondary school services or dropout recovery services as appropriate. A local partnership with area post-secondary institutions will put the local WIOA provider in contact with recent dropouts.
3. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, including summer employment and other opportunities throughout the year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities. Work experience is possibly one of the most valuable components in serving out of school youth, who in most cases, have not had the opportunity to build the confidence needed to excel in the workplace.
4. Occupational skills training for out of school youth, Region 7 offers several short-term certification training programs that align with each youth's chosen career pathway.
5. Education offered concurrently with and in the same context as workforce preparation activities including training for a specific occupation or occupational cluster.
6. Leadership development opportunities.
7. Supportive services may be provided for a youth who is participating in ABE classes, but who is unable to pay for gas to travel to the classes. A youth who participates in CNA training may be provided funds to purchase the required uniforms, or a youth participating in a construction apprentice program may receive assistance with special shoes or steel-toed boots.
8. Adult mentoring for a duration of at least 12 months. Mentors may be a friend, family member, employer or a representative of another agency who serves to provide stability and help the youth achieve their goals.

9. Comprehensive guidance and counseling. WorkOne staff looks to determine if youth counseling beyond their scope of expertise is needed, and then make referrals to other appropriate agencies. If needed, financial assistance may also be given for these additional counseling services.
10. Financial literacy education. Online resources provided by DWD are utilized to educate youth who may not have had prior experience with budgeting, checking or saving accounts, or establishing habits that will lead to self-sufficiency.
11. Entrepreneurial skills training. Partnerships with agencies such as the Small Business Development Center are being looked at to provide additional training opportunities.
12. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area. Resources such as the Hoosier Hot 50 Jobs list, Indiana Career Explorer (ICE) and Indiana Career Connect (ICC). These resources keep youth up to date on the latest labor market information and in-demand industry sectors.
13. Activities that help youth prepare for and transition to post-secondary education and training. Coordination with ABE providers to assist with the college admission and financial aid processes, mentoring referrals, help with study skills and time management and career research are just a few resources provided to out of school youth participants.
14. Follow-up services for not less than 12 months after the completion of participation. Upon program exit, staff works to obtain as many possible contact telephone numbers as possible including family members and friends, so that they can stay in touch during this follow-up period.

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)]

Region 7 is proud to maintain successful programs for both in school and out of school youth, while meeting and/or exceeding federal performance standards for a number of years.

The in school JAG program has a long-standing record of achieving all national “5 of 5” performance indicators set by JAG. Graduation rates continue to grow each year, with an increase in the number of youth entering post-secondary education. Currently JAG programs are in place at Northview High School, Turkey Run High School, Riverton Parke High School, Cloverdale High School, Sullivan High School, Terre Haute North High School, and Terre Haute South High School. Region 7 hopes that through possible additional funding, an 8th JAG site may be added during coming school years, which will lead to opportunities for youth.

Please note above the successful JAG 5 of 5 measures for Program Year ‘15.

- Graduation Rate – JAG Goal 90% Region 7 Actual - 97%
- Job Placement – JAG Goal 60% Region 7 Actual – 77%
- Positive Outcomes – JAG Goal 80% Region 7 Actual – 85%
- Full Time Placement – JAG Goal 80% Region 7 Actual 82%
- Total in Full-time Jobs – JAG Goal 60% Region 7 Actual 66%

While not established as a goal, the “JAG Participants Unable to Contact – 0%” speaks highly to the quality relationships and respect that is established between the JAG Specialist and their students.

Work experience opportunities for youth have given youth participants an opportunity to obtain valuable skills and gain experience that can be included on a resume and in many cases lead to job offers. Integrating WIOA

youth services with Adult Education has led to an increase in basic skills, increased employment and improved student retention once enrolled in post-secondary education.

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)]

The board ensures that training provided is linked to in-demand industry sectors or occupations through the requirement that all proposed local training must be on the Region 7 Demand Occupation List. This list is vetted by members of the WIWDB Planning Committee, whose members not only have great perspective from their own professional knowledge, but are also provided appropriate labor market information related to in-demand industry sectors and occupations. Planning members include the President of Human Resources at Union Hospital, the Putnam County Economic Development Executive Director, the Vice-president of Columbian Home Products, President of a real estate firm, the Vigo County School Corporation CTE Director, and the former Dean - now professor from the Indiana State University College of Technology. A better group for this task could not be created.

The service provider assesses and ensures that a person has selected training that aligns with his or her skills and knowledge and that the person will benefit from such training. Choice of training vendors is made by the customer from the state's IN Training list of approved providers.

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

The Region responds to layoff notifications through WARN notices or layoff information received by Business Service Team, WorkOne staff, news media and local elected officials and economic development partners.

Co-ordination of rapid response services will be done by the Business Service Team to integrate all WorkOne staff and community partners to maximize assistance to all dislocated workers. Business Team members have knowledge on what programs and services can assist employers in averting a possible layoff. Incumbent worker training to avert a layoff or reduce worker dislocation will be discussed.

Contact will be made with employers affected by closures to immediately create a detailed time orientated plan to provide dislocated workers with the information and tools needed to transition back into the workforce. Orientation sessions will discuss unemployment compensation benefits, menu of workshops and tools available to meet workers re-employment needs. If the affected worker's spouse is not engaged in the workforce they also will be invited to attend the information sessions. Community resource partners and educational institutions will discuss opportunities and programs that will benefit the workers both short and long term, the possibility of Trade Adjustment Assistance benefits will be provided. Resource guides for re-entry into the workforce will be provided to all session attendees. The guides will highlight Indiana Career Connect, WorkKeys, National Career Readiness Certificate, WIN, training opportunities, financial planning and stress management workshops, labor market data, Veteran's information, and unemployment benefit guidance.

All partner agencies will be engaged if their services may assist the impacted individuals to more efficiently re-enter the workforce.

Customized recruitment events will be held for the affected dislocated workers with employers who have immediate hiring needs and match the skill set of the affected workforce.

Each closure will be overseen by Rapid Response team members to provide the most appropriate services to the different sectors of workers impacted by a layoff.

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.

Jobs for Hoosiers/REA activities in Region 7 will be overseen by the WIWDB and carried out by the local service provider – Vincennes University. Jobs for Hoosiers will only include claimants not selected for RESEA. There will be one full-time REA staff person stationed at the Terre Haute comprehensive WorkOne center, and WIOA staff in the outlying counties will charge time to the REA grant as such services are delivered. Lists will be pulled; letters will be sent claimants instructing them to attend orientation. Claimants will be directed to the county office of their residence, which based on past feedback, should be a positive step. By allowing staff to provide REA services in county office, the staff will immediately meet the claimants for orientation and personally welcome them to this opportunity.

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)]

Region 7 will work to ensure coordination of services, first by using the new case management system and checking to be sure that customers are not receiving supportive services from other WIOA service providers. WIOA staff will also ask customers during enrollment if they are enrolled in other related programs, and if so, inquire as to just what types of services/supportive services are being received. One other check would be though the One-Stop partner referral system. Our referral system does not yet have the capability to cross-match customers between system partners, but this is something the partners will pursue.

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)]

The WDB will follow federal, state and local procurement regulations, policies and procedures regarding the selection of services. Competitive procurement will be accomplished utilizing a Request for Proposal (RFP) process. RFPs will be developed as the need for services are identified. When this occurs the WDB will: (1) notify potential respondents from the regions Inventory of Service Providers of the proposal request and (2) publish

legal notification to inform other organizations not in the Inventory of Service Providers of the availability of the RFP. (See Exhibit 1)

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

The organizational chart can be found as Exhibit 2 at the back of this document.

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).

- I. Executive Committee: The Executive Committee shall be comprised of the President, Vice-President, Secretary, Treasurer and the chairperson of each of the standing committees: (1) Personnel, 2) Budget, Finance and Distribution, and 3) Planning. Said committee shall report on the actions it takes at the next meeting of the full Board. The committee shall be charged with the following responsibilities:
 - A. Establish agenda for Board Meeting.
 - B. Assign matters to the Board committees.
 - C. Act on behalf of the Board between meetings of the Board. Actions of the Executive Committee shall be reported at the next meeting of the Board.

- II. Personnel Committee: The committee shall be charged with the following responsibilities:
 - A. Review of Personnel Policies as needed, and recommend changes to the full Board Including classifications, compensation and benefits.
 - B. Review and recommend to the full Board the organizational structure of the Corporation.
 - C. Serve as the review committee when hiring the Executive Director. The committee shall also recommend an applicant for Executive Director to the Board for approval.
 - D. Hear employee grievances in accordance with a Board approved grievance procedure.
 - E. Recommend personnel budgets to the Budget and Finance Committee.

- III. Budget, Finance and Distribution Committee: The committee shall be charged with the following responsibilities:
 - A. Review the financial reports.
 - B. Furnish brief reports to the full Board on the highlights of all financial affairs.
 - C. Review in detail the annual audits of all programs.
 - D. Provide advice and counsel to the Executive Director on financial challenges.
 - E. Identify community resources to supplement federal funding and to generate local match of federal funds, if available.
 - F. Review and recommend total budget to the Board for approval.
 - G. Recommend to Board an independent financial auditor to audit and/or monitor the operations for the Corporation.

- H. Recommend to Board banks, trust companies, or other depositories for the funds of the Corporation.
- I. Serve as the Board’s chief liaison with the program auditors assigned to the Corporation.
- J. The creation of a distribution timetable as needed, maximizing the effectiveness of the grants endowed by the Board.
- K. The approval for distribution of grant funds to training providers certified by the Board.

IV. Planning Committee: The committee shall be charged with the following responsibilities:

- A. Develop and recommend action to the full Board on planning documents, including, but not limited to, updating the organizational strategic plan and the Local Workforce Investment Plan.
- B. Establish and/or review, and recommend WIOA program policy to the full Board.
- C. Work to ensure that local programs are aligned with regional needs and Workforce Development Board goals.
- D. Develop and recommend marketing activity of the board.
- E. Establish as necessary, monitor and evaluate Workforce Innovation and Opportunity Act programs.
- F. Review and recommend for approval all One-Stop Partner Memoranda of Understanding, as necessary.
- G. Evaluate certified One-Stop Operators in order to ensure that established performance standards are achieved and regional resources are being used as efficiently as possible.
- H. Responsible for seeing that Board development/training takes place as needed.

AD Hoc Committee

V. Youth Committee:

- A. Coordinate youth-serving programs and organizations.
- B. Participate in strategic planning, especially as it relates to youth.
- C. Support board strategic planning.
- D. Provide support and ideas to youth activities.
- E. Promote the WIOA youth programs.
- F. Collaborate with businesses, schools, and local organizations regarding youth activities.

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

Mary Helen Weisheit

Western Indiana Workforce Development Board

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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 Local Elected Officials have designated the Western Indiana Workforce Development Board as their fiscal agent. The board then is responsible for the disbursement of the funds received by the Department of Workforce Development for workforce services in Region 7.

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)]

April 15, 2016 the Department of Workforce Development issued a policy regarding memorandums of Understanding (MOUs) with One-Stop Partners that stated, basically, that the State will facilitate an umbrella MOU between the WDBs and Vocational Rehabilitation. It is assumed that this MOU will cover issues that one would find in a replicated cooperative agreement, such as enhanced services, cross training, and cooperative efforts with employers. While it is an ongoing process, we are beginning/refreshing cross training efforts now.

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 community, including representatives of business, labor organizations, and education will be given an opportunity to provide comment on the plan through email. The Region 7 Local Plan notice was posted on the www.workonewest.com website on May 31, 2016, providing over thirty days in advance of its submission to the Department of Workforce Development on July 1, 2016. Notice of the plan was sent to Local Elected Officials and members of the Western Indiana Workforce Development Board, who represent business, labor organizations, and education. On June 1, the Local Elected Officials met in person and the plan was reviewed, and then approved. Members of the board's Planning Committee met on June 7, 2016 and reviewed the Local Plan and made a recommendation to approve the Local Plan. And, the full WIWDB gave final approval of the plan on June 16, 2016. --- As of July 1, 2016 no comments regarding the Local Plan were received. Nearly 2,000 people visited the "workonewest" website during the month of June.

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.

Monitoring of program activities, services and program administration performed by sub-recipients/contractors are formally reviewed annually through on-site visits and/or analysis of program data. This review is to insure compliance with all current local, state and federal regulations/policies, and the terms of any sub-agreements entered into under a grant or contractual agreement. The monitoring team is made up of the WDB Chief Operating and Finance Officers in coordination with the Financial Service Provider; monitoring/oversight information gathered by the team is delivered to the board largely on a quarterly basis. All monitoring of program activities, services and program administration is under the oversight of the WDB Executive Director. All receive training through subject matter webinars, conferences, and the continual review of State and Federal regulations. Current annual monitoring is planned for completion June 2016. Informal periodic monitoring occurs on a continuing basis through Team Leadership meetings with WDB staff and service provider(s).

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.

Youth staff will receive on going professional development training throughout the program year. These trainings include local policies and procedures, case management, serving youth with disabilities, program specific changes, data management and service provision.

New staff will attend an in-depth comprehensive training on local policies and procedures as well as the electronic case management system as part of the on-boarding process. Additionally, newly hired JAG Specialists will complete the on-line Endms tutorial.

The JAG Coordinator will meet with the JAG staff weekly to provide additional programmatic support and guidance throughout the year. JAG staff will also attend trainings offered by DWD, IYI and JAG National during the summer months.

Out of school youth staff will meet on a monthly or bi-monthly schedule and training needs will be addressed at that time. Additionally, out of school youth staff will attend trainings offered by such entities as DWD, IYI, the Hamilton Center, and other appropriate training vendors.

Professional development will be delivered in a variety of methods to include but not limited to in-person, web-based or self-guided tutorials.

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

Current Policy & Procedures

15-01 Adult and Dislocated Worker Eligibility

15-02 Youth Eligibility

15-03 Confidentiality Procedure

15-04 Accessibility Procedure
15-05 Grievance/Complaint Procedure
15-06 Assessment Procedure
15-07 Participant Drug Screening
15-08 On-the-Job Training Procedure
15-09 WorkIndiana Procedure
15-10 Work Experience Procedure
15-11 Supportive Services
15-12 Youth Service Delivery
15-13 Classroom Training
15-14 Program Exit and Follow-up

WIWDB Personnel Policy
WIWDB Procurement Policy
WIWDB Travel Reimbursement Policy
WIWDB Employee ID Policy
WIWDB Bonus Payment Policy
WIWDB Monitoring Policy
WIWDB Property Management Policy
WIWDB Contractor Record Retention Policy
WIWDB WIOA Priority of Service for Adult Participation Policy
WIWDB WIOA On-the-Job Training (OJT) Policy
WIWDB WIOA Customer Orientation Policy
WIWDB WIOA Information Workshops Policy
WIWDB WIOA Assessments Policy
WIWDB WIOA Post-Exit Follow-up

Exhibit 1 – Current Sub-Grants/Contracts

Vincennes University

Service Delivery Period: July 1, 2014 through June 30, 2017

WIB507 Workforce Innovation and Opportunity Act July 1, 2015 through June 30, 2016

WIB507 Workforce Innovation and Opportunity Act July 1, 2016 through June 30, 2017 (to be executed)

WIAIN407 Grant For The Provision Of Employment and Training Services (Workforce Investment Act) January 1, 2015 through June 30, 2016

Career Learning and Employment Center for Veterans, Inc. Operation Job Ready Vets

SPDWG507 Sector Partnership July 1, 2015 through June 30, 2017

Crowe Horwath

Financial Services Provider July 1, 2014 through June 30, 2017

Audit Services and Annual Tax Preparation

New RFP – Mid-Summer 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	1,000	691,008				691,008	691	
Dislocated Worker	200	385,637				385,637	1,928.19	
Youth (in-school)	445	152,223	350,000			502,223	1,128.59	*240 JAG, 85 WIOA, 120 JAG follow-up
Youth (out-of-school)	200	608,894				608,894		
ABE	800							
WorkINdiana	110					187,792	1,707.20	
WP	6,000					807,208	134	
Veterans Overall	125							

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

Organization Chart WorkOne Region 7

