

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

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|---|---|
| <b>WDB/Region #</b>   | <b>Region 9</b>   |
| <b>WDB Chair</b>  | <b>Patricia Yount</b>                                   |
| <b>WDB Executive Director</b>                                 | <b>Kurt Kegerreis</b>                                   |
| <b>One Stop Operator</b>                                      | <del>Kurt Kegerreis</del> <u>River Valley Resources</u> |
| <b>Adult Service Provider(s) Name and Contact Information</b> | <del>Margo Olson</del> <u>River Valley Resources</u>    |
| <b>Youth Program Manager/Lead Staff</b>                       | <b>Kristal Biehle</b>                                   |
| <b>Youth Service Provider(s) Name and Contact Information</b> | <del>Margo Olson</del> <u>River Valley Resources</u>    |
|   |   |

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): \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Approved for the Counties of the Workforce Development Area**

**Chief Local Elected Official**

Name (type or print): \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## Optional Executive Summary.

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

### 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)]

In Indiana’s Economic Growth Region 9, strong employment demand and clear, current employer needs drive labor market activity. Region 9 experiences a consistently lower unemployment rate than both the state of Indiana and the country as a whole, and the region is currently experiencing year-over-year employment growth of 4 percent, more than double the national rate. Growth in employment demand can also be seen in job posting data: in the past 4 years, unique job posting activity in Region 9 has grown by nearly 400 percent, now totaling 7,000 active postings in the region each month.

An analysis of local occupations in high demand reveals that, for the 20 occupations with the highest current hiring levels, the following occupational groups are represented:

| <b>Occupational Group</b>  | <b>Share of Top 20</b> | <b>Total Average Monthly Hires, 2015</b> |
|--|------------------------|--|
| <i>Food Preparation and Serving Related Occupations</i>          | 20%                    | 847                                      |
| <i>Transportation and Material Moving Occupations</i>            | 20%                    | 631                                      |
| <i>Office and Administrative Support Occupations</i>             | 15%                    | 365                                      |
| <i>Building and Grounds Cleaning and Maintenance Occupations</i> | 10%                    | 231                                      |
| <i>Sales and Related Occupations</i>                             | 10%                    | 574                                      |
| <i>Production Occupations</i>                                    | 10%                    | 343                                      |
| <i>Management Occupations</i>                                    | 5%                     | 87                                       |
| <i>Healthcare Support Occupations</i>                            | 5%                     | 98                                       |
| <i>Personal Care and Service Occupations</i>                     | 5%                     | 111                                      |

Employment projections by industry indicate overall employment growth in Region 9 of 19,562 jobs over a 10 year period, or nearly 15 percent of regional employment. These growth projections by industry are as follows:

| <i>Industry</i>                             | 2012              | 2022                         | <b>Percent Growth</b> | <b>Numeric Growth</b> |
|---|-------------------|------------------------------|-----------------------|-----------------------|
|   | <b>Employment</b> | <b>Employment Projection</b> |                       |                       |
| <i>Manufacturing</i>                        | 36,589            | 41,751                       | 14.1%                 | 5,162                 |
| <i>Education and Health Services</i>        | 24,999            | 29,414                       | 17.7%                 | 4,415                 |
| <i>Trade, Transportation, and Utilities</i> | 23,659            | 27,124                       | 14.6%                 | 3,465                 |
| <i>Professional and Business Services</i>   | 12,296            | 14,487                       | 17.8%                 | 2,191                 |
| <i>Leisure and Hospitality</i>              | 14,477            | 16,433                       | 13.5%                 | 1,956                 |
| <i>Construction</i>                         | 4,552             | 5,399                        | 18.6%                 | 847                   |
| <i>Other Services (except Government)</i>   | 2,612             | 3,076                        | 17.8%                 | 464                   |
| <i>Financial Activities</i>                 | 3,704             | 4,097                        | 10.6%                 | 393                   |
| <i>Government</i>                           | 6,958             | 7,291                        | 4.8%                  | 333                   |
| <i>Natural Resources and Mining</i>         | 1,298             | 1,471                        | 13.3%                 | 173                   |
| <i>Information</i>                          | 994               | 1,014                        | 2.0%                  | 20                    |

The manufacturing industry, currently Region 9’s largest, is also projected to experience the largest employment growth. Opportunities in this industry, including with advanced and specialized manufacturing employers, can connect jobseekers in Region 9 with a number of career pathways leading to long-term growth and sustainability. Additionally, the construction and professional services industries are expected to experience the fastest employment growth through 2022. Career pathways in the professional services industry in particular are characterized by long-term sustainability and have high potential as chosen career paths for many jobseekers in Region 9.

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)]

Of the high-demand occupations mentioned in Section 1.1, 20 percent require more education than a high school diploma, generally either a Bachelor’s degree or other postsecondary credential. For example, Heavy and Tractor-Trailer Truck Drivers, which require postsecondary CDL training and credentialing, are a particularly high-demand occupation: on average, 137 new hires are made each month in Region 9 for this occupation, but employers post an average of 16 openings per hire, an indicator of an occupational skills gap.

Many of Region 9’s in-demand occupations and growth industries incorporate knowledge and skill development on the job, often combining training periods with a requirement for postsecondary credentials. Computer-Controlled Machine Tool Operators, another high-growth occupation in the region, benefit from credentials recognized by the advanced manufacturing industry including Computer Numeric Control (CNC) Machining certifications.

On occasion, high-demand occupations require more significant post-secondary education. For example, in Region 9 there are on average 175 openings for Mechanical Engineers each year, an occupation that requires a

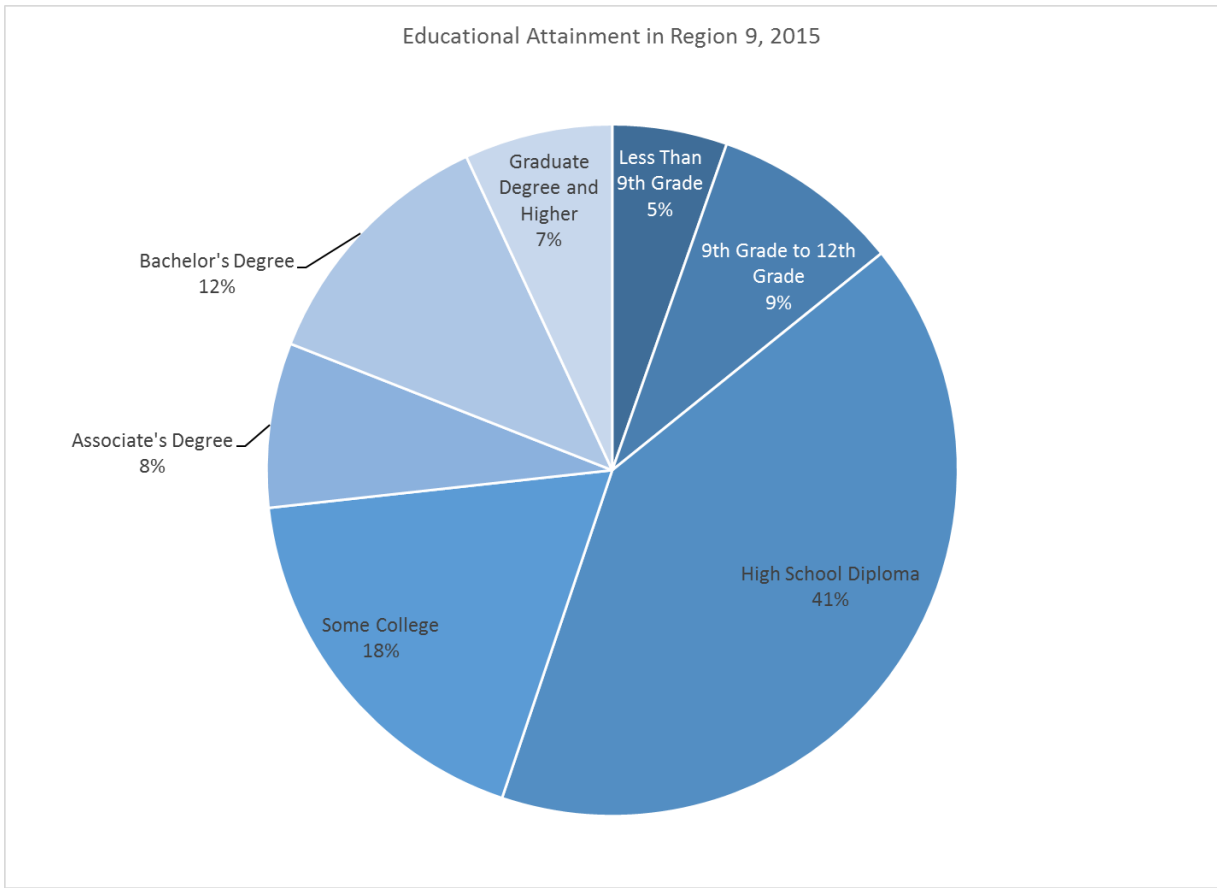
relevant Bachelor's degree at entry level. Such high-skill occupations are an exception rather than a rule among Region 9's areas of high demand.

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)]

In ~~February 2016~~ June 2018 the region's unemployment rate was ~~3.44.8~~ percent, compared to the statewide rate of ~~3.65.4~~ percent and the nationwide rate of ~~4.25.2~~ percent. At 67 percent, the labor force participation rate in Region 9 is higher than the national rate of 63 percent as well. As noted in Section 1.1, Region 9 is experiencing significant growth in labor demand, and in some cases significant resources are required for the local workforce to rise to meet that demand.

Currently, more than half of Region 9's prime-age population has less than a college degree, as shown in the below chart:

A larger share of Region 9's workforce than any other has only a high school diploma, and only 45 percent of



Region 9's workforce has at least some postsecondary education. With the growth in high-demand occupations that require more than a high school diploma, and with employers in all major industries across the nation requiring some postsecondary education for an ever-greater share of jobs, more than half of Region 9's workforce faces the threat of being left behind by the changing labor market.

While there is a significant potential mismatch between the skills needs of local employers and the educational attainment levels of Region 9's workforce, the change in these attainment levels over time is a positive sign. Over the past 5 years, the share of Region 9's workforce with postsecondary degrees has grown 2 percent, and the share with only a high school diploma or only some high-school education has shrunk 2 percent. This offset in favor of a more highly-educated workforce in Region 9 is a small but significant sign of potential for the region's future opportunity to be a robust source for skilled workers meeting the varied demands of the 21<sup>st</sup>-century labor market.

## **Section 2: Strategic Vision and Goals**

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

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

The mission of the Southeast Indiana Workforce Board is "to help Hoosiers in Southeast Indiana find and grow in careers that are productive and fulfilling as well as to help employers find the qualified personnel they need to be successful". The Board views its role as much more than overseeing WorkOne operations and related programming. Rather, it views itself as a convener of the myriad stakeholders invested in workforce outcomes, and aspires to create with these partners a comprehensive education and workforce system in the 10 county region. Where leadership is needed, the board will lead. When support or consultation is needed, the Board will assist. In short, the Board views its responsibility is to create, improve, encourage, supplement and sustain any worthwhile initiative that stands to benefit job employers, job seekers or the overall economic landscape of Southeast Indiana.

Specific Board goals are described below:

- 1.) Strengthen and Expand Partnerships with Key Stakeholders. The Board recognizes that the problems facing Region 9 are broad and interdisciplinary, which require a similarly robust network of partners. Furthermore, the funding provided by individual programs and initiatives is rarely sufficient to create comprehensive solutions, and thus partnerships must be leveraged and aligned towards similar goals.
- 2.) Attract Additional Funding and Resources for Jobseekers and Employers. The Training needs within Region 9 far exceed the funding available for individual programs. Similarly, the Region struggles with numerous social and cultural challenges (e.g. poverty, substance abuse, low attainment rates, etc) which erode the pool of eligible workers. Additional investments are necessary to ensure that every jobseeker has a pathway to success and every employer can find the talent that they require. Crucially, the Board strives to attract investments not only for its own direct initiatives, but also for any project outside the Board that stands to benefit the Region's workforce.
- 3.) Maintain a Strong Reputation for Governance and Programmatic Outcomes. The Board recognizes that its ability to attract investment in the region is directly connected to its reputation with the

funding community. Accordingly, the Board has gone to great lengths to demonstrate programmatic excellence and fiscal prudence. Included with this is the pledge to keep administrative costs as low as possible and ensure that as much funding as possible passes directly through to clients in need.

- 4.) Expand the Jobs for American's Graduates (JAG) Program and Related Efforts. Southeast Indiana, like much of the state, is facing a profound need for qualified workers. The Board recognizes that the JAG Program and related Dropout-Prevention Initiatives (such as iGrad) are particularly well-suited to assist with this pipeline issue, as well as the social and cultural challenges described above. As such, the board has pledged to sustain and expand the Dropout Prevention work in the region, in hopes of reaching every high school student in the Region.
- 5.) Expand Services to Local High Schools to Address the Worker Shortage. In addition to JAG and iGrad, the Board has adopted an aggressive strategy of outreach to all area High Schools, specifically aimed at addressing the long-term worker shortage. While Unemployment remains low, the Board has directed WorkOne staff to deliver more services outside of the office—directly to the jobseekers and employers that need them most. Additional details of this initiative are provided in section 3.7.

#### IN-SCHOOL YOUTH

As described above, the Board highly values the JAG Program, along with similar initiatives such as iGrad that provide intensive career counseling and supportive services to in-school youth. The Board has placed the full emphasis of its WIOA In-School Youth funding on these initiatives in the hopes that one day every High School in the Region will have this program available.

#### OUT-OF-SCHOOL YOUTH

Though the Region has placed a great deal of emphasis on assisting students before they leave school, we still provide a robust array of options for out-of-school youth. The Region has a thriving relationship with the Adult Education Program, as reflected in strong WorkIN performance. Throughout the past ~~two~~ four years, Region 9 has achieved the highest percentage of ABE students enrolled in WorkIN in the state. Young adults are offered robust case management services as needed, and in many cases provided with supportive services to supply transportation assistance, purchase uniforms or related equipment, etc. Additionally, as there is an ongoing worker shortage, many out-of-school youth can be linked directly into the job market via WorkOne case managers.

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 Board's vision aligneds well to the strategies outlined in the State Plan and those of the new Governor's Workforce Cabinet. The cited worker shortages reflect the same trends experienced locally, and three main pillars of Indiana Career Council's Strategic Plan (Align, Engage, Advance) are reflected in every level of the Board's work. More specifically, the Board ~~has formally~~ partnered with the Region 9 Works Council to ensure that our efforts are complimentary rather than duplicative. Thru this partnership, the Board hads as an ongoing opportunity to evaluate its initiatives in light of the State's overarching vision. This partnership continued until the Works Councils were sunset in June of 2018. A goal-by-goal breakdown is supplied below in item 2.3.

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

- GOAL 1: SYSTEM ALIGNMENT -- Create a seamless one-stop delivery system where partners provide

worker-centric and student-centric integrated services.

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

- GOAL 2: CLIENT-CENTRIC APPROACH -- Create a *client-centered* approach, where system partners and programs coordinate in a way that each individual worker or student has a pathway to improving his or her education, knowledge, skills and, ultimately, his or her employment prospects, with a focus on in-demand careers.

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

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

The National Governors Association reports:

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

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

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<sup>1</sup> 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>



advanced. Concurrently, the State and its partners need to ensure that there are effective and meaningful forums for employers in these sectors to collaborate with each other and to work with the system's partners.

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

#### GOAL 1: System Alignment

The Board's governing philosophy embraces the concepts of System Alignment outlined in the Indiana State Plan and the Career Council's Strategic Plan. This is true of the Board's approach towards administering the WorkOne offices, but also in our approach to regional collaboration with key partners such as the EcO Network and the Governor's Regional Work Council. As reflected in the list of local Goals, the Board recognizes that there are not enough resources available for every partner to prop up their own self-sustaining operation in every community.

As Region 9 is largely rural and less populated than many other Regions in the state, we have grown accustomed to receiving smaller allocations of available resources. This certainly exacerbates the challenges facing the Region, but it has also necessitated a culture of collaboration amongst its leaders in the public, private and social sector. Within Region 9's six WorkOne offices, we have embraced both required and optional WIOA partners, and we have also greatly expanded our outreach and services to area High Schools.

Perhaps the most significant example of alignment is the Board's extensive partnerships with the EcO Network. This wide-ranging collaborative has been recognized by the Department of Labor as a best practice for sector strategies and large-scale partnership, and was ~~recently~~ awarded a \$1.8 million dollar Skill Up Grant. The EcO Network is coordinated by the Columbus Education Coalition, the Southeast Indiana Workforce Board, the Region 9 Works Council (~~until it was sunset in June 2018~~) and the Area Health Education Center, and (most importantly) is driven by the needs of 100+ employers throughout the regions. These groups have aligned their goals and resources to ensure that students, jobseekers and employers in Southeast Indiana have access to the programs and services they need to succeed.

Via these collaborative relationships, all of the tenants described in Sections 1.1-1.4 of the State Plan are evident in the Region.

#### GOAL 2: Client-Centric Approach

The Board wholeheartedly agrees that workforce solutions need to be accessible to the clients that need them and catered to them specifically. The aim is to provide a comprehensive career pathway, with a sufficient number of "on-ramps" to appeal to clients regardless of their experience, capacity and barriers. As such, the Board works closely with its partners, particularly at the EcO Network, to educate the population about High Demand and High Wage occupations and navigate them through the available options.

Particular attention has been spent on exposing secondary students to career pathways in their surrounding community, with Advanced Manufacturing being the most prevalent. In line with this, the Board has embraced the renewed interest in Work-and-Learn models. The Region has utilized On-the-Job Training, Work Experience, Internships and Apprenticeship models—which have been initiated directly through the WorkOne system, as well as via partnerships with the school systems, the Conexus initiative, and programs such as JAG and iGrad.

Generally, our regional employers are eager to participate in these initiatives, but we continue promote the benefits of these models throughout our network.

The Board’s commitment to client-centered solution is also evident in its office footprint. Many citizens of Region 9 have limited transportation options and are not comfortable with remote or online services, which necessitates local face-to-face contact. As such, the Board has negotiated for free space in several counties that do not have a formal WorkOne office, and are sending staff to these locations to serve as a local access point for clients. Due to ongoing cuts in WIOA funding, the Board negotiated reduced leases throughout the region in 2017. The Board embraces the possibilities that technology provides, and recognizes that exposing clients to modern technology should be part of its mission. However, the Board is also committed to serving clients in a manner that provides the attention and time that they need to be successful, and will provide as many face-to-face access points as funding allows. This has become the focus of fruitful discussions with the new Commissioner of Workforce Development, Fred Payne, as well as members of the Governor’s Office. The Board remains optimistic that we can maintain a lean, efficient, and effective workforce system despite the ongoing reductions in core WIOA funding.

### GOAL 3: Demand Driven Programs and Investments

The Board shares the State’s belief that employers should be dictating the direction of workforce development efforts, and that workforce solutions are meaningless without genuine demand. Thankfully, the Board has a robust relationship with employers, and the majority of its members are employers themselves. Our Key Partners, including the Governor’s Works Council (sunset in June 2018) and the EcO Network, are largely comprised of employers or are otherwise guided by demands of the employers in their network. For example, over 100 employers contribute in some manner to the EcO Network. More information on this unique regional initiative is provided below in section 3.2.

The Board applauds DWD’s Demand-Driven Initiative and ongoing support for Local Business Consultants, as these efforts greatly aid our ability to connect to regional employers and relay local conditions to the State.

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

The Board recognizes the value and significance of federal performance accountability measures, and these are actively monitored by both the Regional Operator and the Service Provider. As WIOA funds provide a substantial portion of the operating costs for physical infrastructure, there is a strong obligation to utilize these dollars in the manner set forth by the Department of Labor. Rather than pursuing outcomes metric-by-metric, the Board adopts a holistic approach to workforce development—focusing on the entire workforce and education environment, with the understanding that improvements to system overall will ultimately improve individual measures. This is reflected in the Board’s goals, which hinge on interdisciplinary partnership and collaboration. The Board views that this system-wide approach will generate longer-lasting improvements and have ancillary benefits beyond those encapsulated by the WIOA measures.

Official measures are tracked monthly by Board Staff and reviewed formally with the Service Provider on a quarterly basis (at minimum). Accountability standards are also included in the contracts with both the Regional Operator and the Service Provider.

**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)]

While the WIOA Accountability Standards provide a valuable gauge of the effectiveness of certain services, they do not offer a complete picture of the Board's work. Additional variables are monitored regularly to ensure that the Board, its staff, fiscal agent, Service Provider and Regional DWD personnel are performing to their full potential.

Additional Measures include:

- Percentage of funds applied to direct-client services. The Board uses this to ensure that overhead expenses do not have an outsized impact on our clients' opportunities for success. Naturally, the Board aims to keep this percentage as high as possible.
- Overhead Rate. Similar to the Direct-Client services percentage, the Board monitors overhead cost as a litmus test for the health of the overall system.
- Office Traffic. This data helps the Board determine where the need for services is most acute, and informs budget decisions about where funds should be invested.
- Total Funds Raised (Directly & Indirectly). The Board views this a measure of the Region's reputation, the strength of its partnerships and its capacity to attract investment. Notably, the Board tracks direct fundraising as well as regional fundraising (in which the Board is a supporting player rather than the direct recipient).
- New Programs Started & Sustained. A simple measure of the expansion of programs, particularly JAG, iGrad and Related Dropout Prevention Work.
- Relative Performance (Compared to other Regions). The Board compares performance to other regions in the state to ensure that we're being competitive and learning for promising practices.
- HS Outreach Variables. The Board tracks a number of variables related to its High School Outreach Initiative, including the number of involved schools, number of classes taught and students attending, number of resumes distributed, internships, placements, and others.

**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.

As described above, the Region's most aggressive and novel approach towards addressing the need for 1 Million Jobs is our effort to provide WorkOne Services directly to all the Region's high schools. This project has garnered a great deal of attention in the few short months it has been implemented, and the demand has already far outweighed our capacity. This represents a natural, but heretofore underutilized intersection of disciplines. We have found that the schools are ready and eager to address career readiness issues, but lack the specific expertise or best practices. By serving as direct provider of service, but also as a liaison between schools and relevant partners, we are ensuring that the best ideas and breakthroughs are benefitting the entire Region rather than individual schools. This influence is clearly seen not only in the rapid adoption of our High School Outreach Project, but also in the expansion of JAG from 4 to **68** schools, [including the State's first bilingual JAG Program and a successful two-school JAG collaborative between the Jac/Cen/Del and South Ripley school](#)

systems (who would otherwise not be eligible due the National JAG requirements). In 2016, the Board also supported the creation of 4 new Dropout Prevention Programs utilizing regional best practices and the expansion of the Cub Manufacturing Project in Madison and Seymour.

Naturally, the region’s WorkOne centers are also feeding the jobseeker pipeline via existing programs. Our relationship with Adult Education is thriving, as evidenced by our best-in-state implementation of WorkIN. This program is well suited to the opportunities and challenges of the Region and we have taken full advantage the State’s generosity on behalf of our clients. HIRE achieved great success with ex-offenders, with over 200 of these hard-to-serve clients achieving placements in PY15. Rapid Response is a major focus heading into PY16, and we anticipate more projects related to layoff aversion than prior years. REA, Jobs for Hoosiers and RESEA are important drivers of traffic into offices, and provide a key opportunity to expose our clients to our full range of services. Our Veterans Programs have been augmented greatly by the NEG funds, which now provide comprehensive training opportunities for returning serviceman and women. Lastly, while there ~~thankfully have been relatively few~~ has been a limited number of TAA-qualified events in Region 9, the program remains a powerful and flexible tool in our arsenal.

The worker shortage is certainly a statewide issue, but particularly so in Southeast Indiana. As reflected in the Board’s goals, addressing this need is our principal challenge, and we are encouraged by the State’s ongoing attention to the matter.

### **Section 3: Local Area Partnerships and Investment Strategies**

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

3.1 Taking into account the analysis in Section 1, describe the local board’s strategy to work with the organizations that carry out core programs<sup>2</sup> 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)]

The Board maintains extensive connections to the organizations providing core programs in the Region, and views them as the foundational components of the Workforce System in Region 9. Adult, Dislocated Worker and Youth Service are contracted directly with the Board, and the region’s Direct Service Provider, River Valley Resources (RVR) has established a reputation for excellence in these realms. An added benefit of this contracted relationship is that RVR is also an Adult Education Provider in the Region, which has allowed extensive integration of WorkOne and ABE Services. Wagner Peyser Staff are hosted in the 3 larger regional offices (Columbus, Lawrenceburg and Madison) and are fully integrated with other key programs such as TAA, Veterans Services, REA, Jobs For Hoosiers, etc. Wagner Peyser staff are functionally supervised by Regional Operator and Service Provider staff, which ensure alignment with local and state goals. Vocational Rehabilitation frequently utilized the WorkOne offices to meet client and ~~dissiminated~~ disseminate information, and a VR Representative

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<sup>2</sup> 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.

sits on the Board. Additionally, VR and WorkOne have initiative a collaboration recently in which Subject Matter Experts from each group are identified and trained so that they can return to their respective teams and education their colleagues about available services.

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

The Indiana Region 9 Workforce Board has long viewed collaboration to be the cornerstone of Workforce Development. As one of the smallest regions in the state by population, the Board learned long ago that partnership is not merely advisable, but in fact a necessity to ensure that there are sufficient resources available to address the needs of local employers and jobseekers.

This approach as only amplified in recent years. In October of 2013, the Board contracted a new Operator and Board Staff via National Able Network, with the explicit directive to renew and expand regional partnerships with Employer, Local Elected Officials and Key Stakeholders. This renewed focus was well-timed, as it aligned with the creation of the Indiana Career Council, the establishment of Regional Works Councils and the beginning of a new phase in the long-running EcO15 Initiative. Throughout 2014 and 2015, the key stakeholders in the Region (including the Workforce Board, the Works Council, the EcO15 and the Area Health Education Center amongst many others) laid the foundation for a truly-unprecedented region wide partnership, marrying the key players in the realms of Workforce Development, Educational Attainment and Employment across the 10 county region. Though National Able Network was phased out in 2017, the Board directly hired the remaining staff and these partnerships have continued without interruption.

This formalized cross-sector partnership aligns this diverse range of organizations under a shared desire to respond to the needs of regional employers, under a shared strategic framework. In this manner, each of the core partners maintains its core identity, membership and function, but also contributes to and guides broader, regional projects. Similarly, each organization benefits from the resources (including professional networks and employer relationships) of the others, which dramatically increase the scope and impact of their respective work. This all takes place under the agreed-upon umbrella of the “EcO Network”.

The potential of this new collaborative was validated in February of 2016 with the \$1.8m Skill Up Award, and the Board views this as the preferred platform for all of the major workforce and education initiatives moving forward, including the proposed Work & Learn Liaison Project. While the Board would remain the designed grantee and the work would be directly overseen by Service Provider and Board staff, the project would take place within context of the overall EcO Network structure—which will ensure that it is driven by employer demand and will leverage every available resource in the region.

About the EcO Network:

Since 2007, the EcO Network (Economic Opportunities through Education) has been bringing together hundreds of stakeholders from a ten-county region of Southeast Indiana that mirrors Economic Growth Region 9 (EGR).

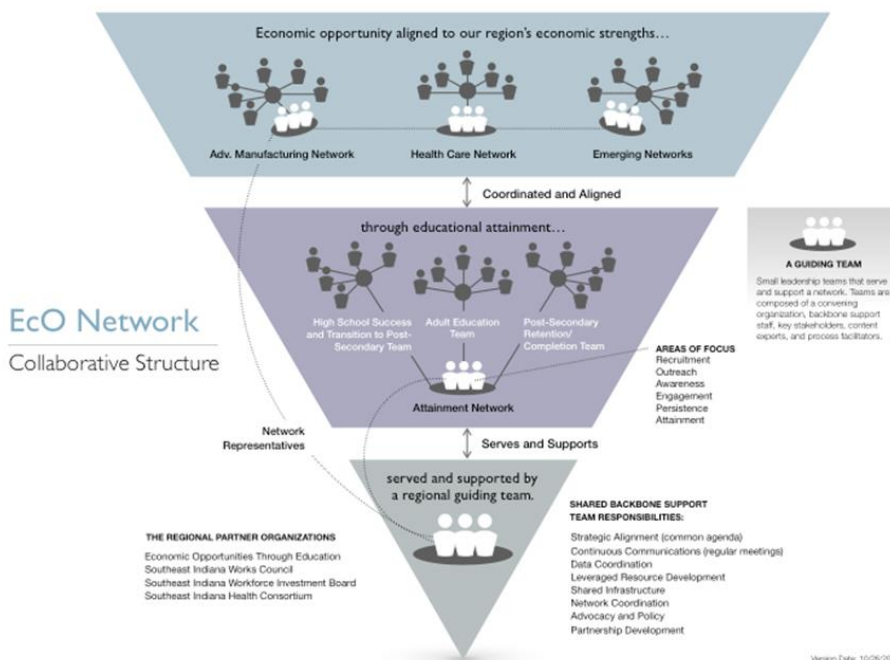
Recently, the EcO Network re-organized itself to focus its work on moving from county-based efforts to regional “Networks” that are currently targeted at increasing educational attainment aligned with the key economic sectors of advanced manufacturing and healthcare.

Today, there are over fourteen programs and seamless pathways projects that are in various stages of implementation across the region. Central to the work is the bringing together of the united voices of manufacturing and healthcare leaders, working alongside educators and community representatives to recruit students into manufacturing and healthcare while providing knowledge about the industries and forming deeper, long-term relationships with parents, teachers, and counselors in their communities.

The opportunity to apply the learning acquired through the current seamless pathways work, while incorporating a deeper level of relationship and program development is exciting for our region. In fact, since November of 2014, EcO, the Southeast Indiana Workforce Investment Board, Region 9 Works Council, and a healthcare leadership consortium (including educators from Ivy Tech Community College, Indiana University-Purdue University Columbus, Columbus Regional Health, and East Indiana Area Health Education Center (EIAHEC) representatives) have shared their respective goals and areas of focus, and have agreed to work together collectively with the shared purpose of creating a coordinated and aligned learning system.

In 2017, the EcO Network was one of 17 cities designated as a Talent Hubs by the Lumina Foundation. This was particularly noteworthy given that EcO Network was one of only two rural areas represented.

Additional detail on the EcO Network, including a directory of Manufacturing, Health Care and Attainment Network members is included as Attachment D. Additionally, a number of key partners have ratified a formal EcO Network Partnership Agreement, including the signed endorsements from the leadership of the following guiding organizations:



- Batesville Tool & Die
- Center for Coalition Building
- Columbus Regional Health
- Community Education Coalition
- Decatur County Community Schools
- Duke Energy
- East Indiana Area Health Education Center Indiana Region 9 Workforce Board 17
- Indiana Region 9 Works Council
- Indiana University-Purdue University of Indianapolis
- Ivy Tech Community College
- Ohio County Community Foundation

In addition to the wide-reaching Eco Network collaboration, the Board maintains strong ties to other key WIOA Partners, including:

- Adult Education and Literacy
  - This work is conducted by three organizations: River Valley Resources (RVR), McDowell, and the Jennings County School Corporation. As RVR is the Board's contracted WIOA Adult, DLW and Youth Service Provider, we have been able to fully integrate WorkOne and Board work with Adult Education. This is evidenced by our consistently strong performance with WorkIN.
- Wagner-Peyser
  - Wagner-Peyser staff are integrated seamlessly into our 3 larger offices (Columbus, Lawrenceburg and Madison). While these are technically DWD employees, they are functionally supervised by Board and Service Provider staff.
- Vocational Rehabilitation
  - We have a robust partnership with Vocational Rehabilitation. A VR Representative sits on our board and their staff frequently utilizes WorkOne facilities to meet with clients. We are presently working with them on the cost-sharing aspects of WIOA. Additionally, the Region has a Disability Employment Specialists who works closely with VR for the Ticket to Work Program.
- Temporary Assistance for Needy Families
  - The Region has embraced DWD's utilization of TANF funds to supplement the JAG program, and due to strong performance we've been able to expand our JAG offerings to 2 additional schools in the past year. The WorkOnes frequently education and refer clients regarding TANF and the related IMPACT program administered by ResCare.
- Supplemental Nutritional Assistance Program
  - WorkOne frequently refers clients to the Department of Health Services for the SNAP program. This is particularly robust in Madison, which is co-located with a food pantry as part of the Clearinghouse Project.
- Carl D. Perkins Career and Technical Education Act of 2006
  - We have strong relationships with the Career and Technical Education providers in the Region: the Southeastern Career Center and C4. The Board's Director sits on the Governor's Works Council with the Executive Director of each of the sites. All Board meetings are held at the Southeastern Career Center and we are in discussions about co-locating WorkOne staff on campus.
- Senior Community Service Employment Program (SCSEP)
  - Though the Workforce Board ceased National Able Network's contract as Regional Operator and Board Staff in 2017, the relationship is maintained as it relates to the SCSEP program, which National Able still operates. Able staff is present in two WorkOne offices, as and the region also hosts SCSEP "staff participant" case managers.

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

The Board and its partners have embraced a culture of transparency and cooperation throughout the Region. Key staff from each agency are in continuous contact, within the context of formal meetings (i.e. Workforce Board, Works Council, EcO Network Meeting, and others) and informally via remote communication. These groups have also developed shared goals, and formalized their support of each other in the aforementioned EcO Network Partnership Agreement. The unprecedented degree of connection enables each entity to maximize its available resources, leverage outside programs and ensure that every individual initiative takes place within the context of a regional workforce system.

While the coordination is robust, the group is always looking for ways to improve. The Steering Committee of the EcO Network has ~~recently proposed~~conducted a Regionwide Workforce Summit ~~for the Fall of~~in November 2016 to ensure that word of our collective work is disseminated throughout the entire system. Additionally, the partners groups have hosted combined meetings and are presently exploring the option of adopting concurrent or complimentary meeting schedules to ensure that all members (particularly employers) are able to participate in as many regional activities as possible while minimizing the logistical burdens.

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)]

The Board recognizes that its goals are closely aligned with those of the Economic Development Agencies in both our Region and Indiana as a whole. There are two Local Economic Development Officers (LEDOs) on the Board (representing Ripley & ~~Switzerland~~Dearborn County) and the Board’s staff is regularly in contact with others throughout the Region. The Board is often asked to provide data for site inspectors or collaborate on pitches for incoming businesses. Additionally, we are ~~co-located with the One Dearborn Economic Development group in Lawrenceburg.~~ in conversations with Dearborn County to explore co-locating our WorkOne office with the local Economic Development group. This Workforce and Development Hub would be attached to a local Ivy Tech office, and allow us to deepen our relationship and provide logical connections to our respective client and employer networks.

Additionally, through the Skill Up Initiative and the EcO Network, the Board has supported innovative programming such as the Cub Manufacturing project at Madison Consolidated High School. This class-based project entails students designing and manufacturing an actual product on site, which will then be marketed and sold to consumers. This teaches entrepreneurial skills and expose students to a range of relevant occupations. With the aid of Skill Up Dollars, this initiative ~~is set to expand~~ed in the 2016/17 school year and Seymour High School has started their own on-site manufacturing project.



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

The Board has contracted with River Valley Resources (RVR) to provide WIOA Adult, Dislocated Workers and Youth Services. On major benefit of utilizing this contractor is that they are also an Adult Education Provider in the Region. As such, they can seamlessly connect all aspects of the WorkOne system, including our Business Services efforts, into their ABE work. Additionally, they have developed a strong partnership with the other ABE providers in the Region (McDowell and Jennings County School Corporation), which ensures that they are informed about WorkOne operations and everyone is pulling in the same direction.

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 maintains a strong working relationship with secondary and post-secondary programs. Naturally, ~~We~~ we have strong ties to our 84 JAG schools (Brookville High School, Jac-Cen-Del, Jennings County, Lawrenceburg, Madison Consolidated, ~~and~~ Seymour, South Dearbon and South Ripley); ~~since the inception of the program, but were extremely grateful to add Lawrenceburg High School as a 5th during the 2015-16 school year.~~ JAG schools have a Service Provider staff member on site every day of the school year, which provides an ideal way to connect the schools to WorkOne programs.

In the past year, the Board has introduced a wide-reaching High School Outreach Initiative, with the expressed aim to add more high school students to the pool of available workers. This involved surveying all 27 high schools in the region to assess their current Job Readiness programming and offer WorkOne Services. Additionally, WorkOne staff are collecting student resumes to disseminate to employers. Though this work did receive a modest investment of Eco's Skill Up Funding (\$17k) it became immediately evident that demand for services far outweighed capacity. To date, over....

An additional project involving high schools was the Expansion of Dropout Prevention Programs, also funded by Skill Up. This project involved contacting local high schools that were interested in starting new Dropout Prevention Programs (similar to JAG or iGrad) and providing them seed funding and consultation. Schools were asked to split the costs of Year One implementation and were 100% responsible for ongoing sustainable. Utilizing this method there ~~will~~ were ~~be~~ 4 new programs in place for the PY16-17 school year (Switzerland County, Madison Consolidated, Brownstown and South Ripley High School).

Regarding post-secondary partners, the Chancellor of Ivy Tech's Lawrenceburg campus sits on the Board, ~~chairs the Region 9 Works Council and participates in the Eco Network Steering Committee—all of which involve and works closely with the~~ ~~work~~ the Board's Director. IUPUC also participates in the Eco Network Steering Committee ~~latter~~ along with the Eco Attainment Network. Additionally, the Board has ~~recently~~ connected with Hanover College to discuss prospective degree programs, and this led to integration with our network of employer partners and the Eco group.

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.

All WorkOne staff are trained to recognize and honor priority of service clients, including Veterans, recipients of public assistance, other low income individuals as outlined in WIOA T1 (134) – P2, and individuals who are Basic Skills Deficient. The majority of current WorkOne clients fit into one of these categories—as of April 2016, the rate for WIOA clients was 91%.

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.

The EcO Network collaboration has been cited by the State Workforce Board as a best practice for Sector Strategies, and was also the recipient of a \$1.8mil Skill Up Grant designed for that purpose. While, the EcO Network has 3 main branches (Manufacturing, Health Care, and Attainment), the Manufacturing team is by far the most robust. This includes dozens of local manufactures (including both Cummins and Honda) working in collaboration with the Board, the Works Council and other local leaders to address the workforce and education needs in the Region.

This structure is highly formalized, with stakeholder meetings held every-other month and large scale group meetings at least once a year. A regional Workforce Summit has been scheduled for November of 2016 to publically demonstrate the aims and outcomes of the collaborative.

More information on this collaborative is provided in above in section 3.2.

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/jcc/files/Indiana\\_Pathways\\_Definitions\(1\).pdf](http://www.in.gov/jcc/files/Indiana_Pathways_Definitions(1).pdf) [WIOA Sec. 108(b)(3)]

The Board is committed to the creation of Career Pathways in the Region, as evidenced by our work with all age groups and skill levels. This is also an explicit goal of the Columbus Education Coalition and the EcO Network, and the Board views our ongoing collaboration with them to be the principal expression of this commitment. Over 120+ years, the Board, the Columbus Education Coalition and its partners have worked to align the education system with the Region’s economic opportunities. An infographic included as Appendix A provides a good synopsis of the current state of Seamless Pathways in the Region.

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

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

This may include the implementation of incumbent worker training programs, on-the-job training programs, work-based learning programs, apprenticeship models, customized training programs, or utilization of effective business intermediaries and other business services and strategies that support the local board's strategy in 3.1.

[WIOA Sec. 108(b)(4)(A&B)]

A. Employers are engaged directly thru participation in the Board, Region 9 Works Council (until it was sunset in 2018) and the separate components of the EcO Network. Additionally, we are frequently provided ground-level employer feedback from our Local Elected Officials and the ongoing work of the WorkOne Business Services Team. BST Members are in daily contact with employers as they are investigating job needs, exploring available positions and connecting available jobseekers.

While most of this work is conducted informally during face-to-face meetings or remote communications, the Board also supports and conducts formal surveys as needed. For example, as part of the Skill Up Initiative, the EcO Network ~~is~~ conducting a formal survey of regional employers to ascertain their current and future IT needs. The results of this project will dictate what responses, if any, are required of the Board, WorkOne and its partners.

B. The Board and WorkOne staff support a comprehensive, demand-driven workforce development system by convening and engaging directly with the relevant stakeholders, participating in regional projects and initiatives (regardless of whether they are Board-led) and serving as a liaison between these stakeholders, their projects, and the broader community of partners and funders. The Board interprets WIOA as a mandate to invest its time and resources to support any project that stands to benefit the Region's workforce. This work is approached with a great sense of obligation, but no demands of ownership or control. The Board views this as the only way to address the substantial challenges that the Region (and indeed the state) faces in regards to worker development, talent attraction and educational attainment.

C. As described in Section 3.5, the Board engages directly with Economic Development partners, both in and outside of the formal Board Meetings. The Board hopes to expand on this via the aforementioned co-location ~~project~~ in Lawrenceburg, but also through encouragement of a proposed region-wide meeting amongst the 10 LEDOs. Such a meeting would be of great benefit, as it would allow partners to collaborate, share best practices, and better align their individual strategies.

D. Historically, the WorkOnes have enjoyed a close relationship with the Unemployment Insurance (UI) Program, as they are co-located in 3 of the 6 regional offices. Related staff work together on a daily basis, particular with programs designed to expose UI Claimants to the services the Workone offers (including Jobs for Hoosiers, REA, UCREA, RESEA, and others). It is a known issue that many in the general public still associate the WorkOnes with the Unemployment System—this limited view as persisted despite substantial efforts to contrary—but at minimum this association reflects how interconnected these services have become.

Recent changes to the implementation of UI have reversed this trend, as more claimants are onboarded into the UI system remotely via Indiana Career Connect and the UI Call Center. There remains, however, a strong demand for local assistance, and WorkOne staff continues to experience a high level of demand for navigational support and over-the-shoulder assistance. The Board expects this need to continue, as technology adoption and literacy continues to lag in rural areas.

The pending changes to the RESEA program will also provide an opportunity to connect UI Claimants to WorkOne services, as Service Provider staff will now directly oversee both functions. This is a positive development that will enable an even deeper level of integration.

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

The Board has been very successful at attracting additional allotments of established program funds such as WorkIN, JAG TANF, NEG, Work Incentive etc. ~~Since the~~From the fall of 2013 ~~to June fo~~ 2016, the Board ~~has~~ received \$1.7 million in extra program funds (which does not include base allocations). Furthermore, the Board was a key partner in the Eco Networks \$1.8 million dollars Skills Up Award in February 2016. Since that time, the Board remains amongst the largest recipients of WorkIN funding and JAG funding in proportion to its size. With this ~~All these~~ being said, these funds are almost exclusively DOL, DWD or Indiana dollars, and the Board aims to diversify its funding as much as possible. Though small grants have been received in the recent past (including \$27k from Duke Energy and \$5-10k Investments from local Community Foundations) the Board and its partners are well positioned to raise funds from Private Foundations and other segments of the Public Sector.

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

The Board has gone to great lengths to ensure that that as much funding as possible is directed to direct-client services, including training. After adopted a new structure in the fall of 2013, it successfully reduced administrative costs by 30% and the percentage of direct-clients services funding tripled. In PY15, this percentage peaked at 30%, but this is expected to decline somewhat in light of two consecutive years of severe cuts in the Region 9's WIOA allocation. As such, the Board is estimating a goal of 25% in the coming program years, and will aim to keep the fund percentage dedicated to training as high as possible.

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 Board believes that collaboration should not be bound by the borders of our Economic Growth Region. In ~~recent months~~past years, we have partnered with Region 5 to run a procurement for the NEG Veterans Grant and conduct WorkOne office certifications, which not only saved time but also allowed for a higher level of scrutiny of the available bidders. While each region made their awards and issued contract separately, both benefited from the expertise of the others, and have agreed to share outcome data and lessons learned throughout the duration of the projects.

Another key partnership exists with the Workforce Boards in Southwest Ohio and Northern Kentucky. This formal partnership, known as Employers First, included for Workforce Development Boards, and aims to align workforce solutions across 3 states to better address the needs of employers—whose needs are not restricted to State lines or specific EGRs. In the wake of WIOA, this group created a new tri-state Strategic Plan to ensure that we were taking advantage of the flexibility and innovation that WIOA provides. Additional details are provided at <http://www.employersfirst.org/>.

#### Section 4: Program Design and Evaluation

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

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

The local board will expand access to employment, training, education, and supportive services with entities carrying out core programs through several strategies. Staff undergo cross-training covering the types of services and eligibility required by each service entity, and establish clear points of contact with each entity for further information sharing, service referrals, and ongoing collaboration. The local board will work in support of the statewide vision of integrated service delivery, collaborating with the Department of Workforce Development (DWD), the Family and Social Services Administration’s Vocational Rehabilitation program, Supplemental Nutritional Assistance Program (SNAP), and Temporary Assistance for Needy Families (TANF) program, and their regional counterparts to promote discussions and progress on common intake and service delivery practices. A standardized referral format for Adult Education providers and WorkOne staff is already in effect, and the local board plans to establish such a standard for Vocational Rehabilitation, SNAP, and TANF referrals following the guidance of DWD as they work toward developing MOUs with these partners. WorkOne staff will create and distribute printed material to partner entities, post information about available services on the Internet, and provide one-on-one and group orientations on available services both for staff of other organizations and for the individuals seeking assistance. A minimum of 50 percent of individuals enrolled in the WIOA Adult program that are to receive intensive or career services must meet the criteria for priority of service, defined as recipients of public assistance, other low income individuals, or individuals who are basic skills deficient. Staff will utilize a client-centric approach in working with each individual, and common information about an individual’s employment, training, and supportive services needs will be shared, as feasible without violating the client’s privacy, with other entities that may also be working with the client to provide the most comprehensive services and avoid duplication of services. Subject matter experts will be identified for staff in each WorkOne office and when feasible will provide guidance and context to best practices in providing integrated services, for example how to best serve individuals with disabilities and efficiently connect with Vocational Rehabilitation services.

The local board will also work to adapt the referral format for partner agencies to serve out of school youth. Out of school youth often benefit from supportive services from partner entities, and the assessment of need for those services are on-going throughout the client’s period of participation.

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

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

School Youth. This co-enrollment strategy provides more supportive services and resources that allow for a more comprehensive client-centric approach. Co-enrollment into WIOA programs based on eligibility will be pursued when in the best interest of the individual so as to provide the selection of services most beneficial to the individual. Direct service staff will also take into account the percentage of clients meeting the priority of service guidelines for WIOA Adult enrollees when determining if a WIOA Dislocated Worker is co-enrolled, or served only by the Dislocated Worker program.

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

[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)]

Region 9’s Workforce Development Board, the Southeast Indiana Workforce Investment Board (SEIWIB) meets bi-monthly. During these meetings all performance and financial data reports are reviewed and the board compares actual and planned performance and expenditures. This ongoing effort allows SEIWIB to see the “big picture” of service delivery on a regional basis and to discuss any areas for improvement or modification. The training providers are evaluated by individuals who participate in those programs, and SEIWIB uses these evaluations to ensure continuous quality improvement. SEIWIB has [reviews the Customer Satisfaction data compiled regularly by DWD.](#) ~~also adopted a customer feedback questionnaire used by regional operator National Able Network to solicit the opinion of job seekers regarding the quality of services in WorkOne offices.~~ Additionally, employers who hire candidates through On-the-Job Training (OJT) and supervisors of Work Experience participants through the WorkOne offices are also asked to complete satisfaction surveys.

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

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

WorkOne clients in Region 9, who often live in remote or rural locations, have benefitted greatly from service staff flexibility in providing WIOA services. In areas where there is no WorkOne office, or in rural areas, staff provide access to services by offering workshops in selected locations accessible by the public or in space

borrowed from a partner agency. These offsite workshops are advertised to the public using workonesoutheast.org, local newspapers, LinkedIn postings, Chamber of Commerce email blasts, and physically-distributed flyers. For example, staff from the full-service Lawrenceburg office travel to Ohio County ~~two or three times a month~~ly to provide WorkOne services such as application assistance, job search activities, counseling and one-on-one services for interested individuals. The Indiana DWD's new online data system, available in October 2016, will allow individuals to learn more about WorkOne services and gain information about WIOA. This virtual one-stop system, integrating all components of WIOA seamlessly in a unified, web-based platform, will greatly enhance services to customers in remote areas as well.

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

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

All WorkOne physical facilities are surveyed using a checklist to determine compliance with the ADA, as required by DWD. All offices are fully compliant with the Americans with Disabilities Act and with other equal opportunity laws. Modifications for accessibility will be made if the local board or DWD determine through the checklist or through other means that a more efficient or accessible arrangement would best serve those with disabilities.

Those who seek services within a WorkOne office are asked if they have a disability as part of the application/intake process. During this process clients learn that all disclosure is voluntary, that any disclosure is kept strictly confidential, and that disclosing a disability may help WorkOne staff to better provide fully accessible services and opportunities. If appropriate, a referral is made to Vocational Rehabilitation (VR) programming. VR Counselors make regular visits to the WorkOne offices to meet with staff and clients. This arrangement has given clients participating in both programs easy access to the VR Counselor at the WorkOne sites.

Training for staff regarding how to best serve those with disabilities is an ongoing process and benefits greatly from assistance and guidance from DWD. The local board seeks opportunities to provide staff with the latest and most relevant training related to providing quality services to people with disabilities.

D. \*Describe the roles and resource contributions of the one-stop partners. NOTE: *The state has not issued MOU or infrastructure funding policy. Any MOUs in place should be described and*

attached. [WIOA Sec. 108(b)(6)(D)]

The Board ~~will~~ submitted all required MOUs by December 31, 2016 in accordance with the MOU guidance issued by DWD on April 16, 2016. The MOUs will describe the roles and resources contributions of each partner. The Region partners are listed in Section 3.2 of this plan. It includes the EcO Network collaboration which is a strong partnerships in Region 9.

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

[Click here to enter text.](#)

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

Technology is used to deliver a variety of WorkOne services in Region 9. Each WorkOne office has wireless public Internet access, personal computers for public use, personal computers for instructional labs & workshops, copiers, scanners, fax machines, and telephones. Mobile PC labs for onsite activities such as rapid response are available.

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

A key to maximizing the benefits of technology is to develop the technology competency of individuals receiving WIOA services. To accomplish this, classes in basic computer operations and common business software applications are offered through WorkOne offices. With the advent of the cloud-based software accessible to the public such as Google Docs, instruction in the use of these services will be piloted. Use of this or similar systems can provide job seekers with access to necessary job search documents (resume, work history, certifications, diplomas, etc.) from anywhere on-demand. Training and awareness content will also extend to mobile access to and versions of cloud-based and other technology, in order to incorporate a popular emerging access method for this technology. In remote areas, the availability of evening after-hours open labs for online learning will be explored to increase the access to services for individuals who do not have a PC or internet access at home or who cannot schedule a time at another public resource center such as a library.

Technology equipment such as computers, printers, scanners, smart screens and boards will be upgraded as resources permit on an ongoing basis.

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)]

A variety of services are available to adults and dislocated workers to assist in their education, training and employment opportunities. Workshops to assist individuals to prepare to locate, obtain and retain employment will include resume best practices, interviewing skills, social media job search skills (e.g. using Twitter or LinkedIn), networking, basic computer skills, and financial literacy skills. Assistance in using computers to complete employer applications and to register for the Indiana Career Connect job matching system will also be available. Individuals will be invited to and encouraged to attend hiring fairs held in WorkOne and other locations. Basic education instruction will occur by referral to Adult Education and literacy programs specializing in this instruction. A blended funding stream approach provides systemic strength, as individuals working toward a High School Equivalency may begin a career pathway program at the same time and take advantage of WorkIndiana resources. Training beyond an initial career pathway short-term credential program, leading to a technical certificate or associate degree in a high-wage, high-demand occupation, may be appropriate for certain WIOA clients as well. Employers will be contacted by WorkOne business services staff to facilitate on-the-job training and work experience opportunities, other employer options for individuals seeking to gain more work-based skills, and permanent employment opportunities. An incumbent worker policy may also be adopted based on guidelines set by state policy. Training available for incumbent workers would allow for skill upgrades benefitting the specific employer, paired with employer commitments to retain the workers who complete training and learn the requisite skills needed by the employer to increase productivity and profitability.

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

There are two program models used in Region 9 for in-school youth programming: a WIOA In-School Youth (ISY) program, and the Jobs for Americas Graduates (JAG) program.

The WIOA ISY program is individualized based on the needs and interests of each client. Region 9 WorkOne offices offer this program for youth attending high schools that do not offer the JAG program but who could benefit from intensive case management to ensure they meet their academic and employment goals.

The JAG program and curriculum is the most-used model used in Region 9 for in-school youth programming. Currently, there are five programs operating in five-eight local high schools: Madison, Seymour (2 programs), Lawrenceburg, Jennings, South Ripley, South Dearborn, Jac-Cen-Del and Brookville.Franklin.

The classroom curriculum for JAG is based on prioritizing high school graduation, preparation for post-secondary education, and work readiness. Thirty-seven core competencies are identified and clustered into six functional areas: Career Development, Job Attainment, Job Survival, Basic Skills, Leadership and Self Development, and Personal Skills.

Core elements for WIOA ISY and JAG programming are as follows:

Tutoring and study skills training, and evidence-based dropout prevention and recovery strategies

- The JAG program is a combined drop-out prevention and career readiness program. The curriculum, the

one-on-one attention of the specialist, and the exposure to employment and education opportunities all focus on high school graduation and preparation for adult life after high school.

- WIOA ISY may include intensive tutoring or completion incentives when a need for additional support is identified as well as individual case management in support of obtaining a high school diploma.

#### Alternative secondary school services, or dropout recovery services

- Students who are participating in alternative schools through the local districts may participate in the JAG program if appropriate. Also, if a JAG student does drop out of school during their period of participation in JAG, they will continue to receive services from the JAG Specialist outside of the normal classroom. The Specialist encourages and supports the student in efforts to begin ABE classes, or return to high school if possible.
- WIOA ISY serves youth in alternative schools with an identified need, who participate in their local high school program or ABE center if preferred but continue to work with a case manager to set goals for completion or return to traditional school.

#### Work Experience that includes academic and occupational education as a component

- Both Youth Case Managers and JAG Specialists work with students to assess and determine interests related to work. Many students seek out and find work on their own, while others benefit from staff assistance to gain first time employment. The Specialists and Youth Case Managers seek out those employment opportunities that begin to fill a gap for many students, whether in developing an understanding of the importance of good work habits or in gaining exposure to an employment area of interest for the student. The Specialists and Youth Case Managers are able to help students relate the importance of academic success with career success.
- All WIOA ISY students participating in work experience opportunities complete a 6-module workshop called Skills to Pay the Bills, geared towards teaching the youth the soft skills that promote employment. Modules are: Communication, Enthusiasm and Attitude, Teamwork, Networking, Problem Solving, and Professionalism.

#### Occupational skills training

- One of the goals of the JAG program is preparation for post-secondary education. All JAG students are required to complete two college applications, and field trips are taken to college campuses. JAG Specialists work with students on financial aid applications and help prepare them in all aspects for occupational skill training at the post-secondary level. JAG funds have been used for college application fees, deposits for housing, short term trainings and other related costs for students that do not have the financial aid needed.
- WIOA ISY students pursuing a career pathway involving industry-recognized certifications are provided assistance with occupational skill training. Short term certification programs are often used such as CNA, CDL, or Welding, but longer term associate degrees are also funded if the career pathway requires it.

#### Education offered concurrently and in the same context as workforce preparation

- When needed, financial assistance is offered to students who are working on post-secondary training or credits while still in JAG. For example, students interested in nursing (or a related medical field) may complete a Certified Nursing Assistant program during the summer, either their junior year in high school, or immediately after graduation, with plans to enter college in the fall.
- WIOA ISY students may participate in a 'mini' work experience opportunity designed to help them attain soft skills and focused on gaining work experience for their resumes. Some youth clients pursuing a

specific focused career pathway may participate in a longer 6-week work experience or OJT allowing them to practice skills they have acquired and gain the experience and confidence needed to continue on that specific career pathway.

#### Leadership development opportunities

- All JAG students have abundant opportunities to develop their leadership skills through activities such as JAG sponsored community service, local, state and regional competitions, and participation in the JAG Career Association.
- All WIOA ISY students are given the opportunity to participate in a variety of individualized activities to develop their leadership skills. Examples include life skills training, financial literacy training, community service participation, or discussion and exploration of post-secondary education and training opportunities.

#### Supportive services

- All students (JAG and WIOA ISY) have supportive services available to them. The supportive service funds are utilized to ensure that students who want to participate and take advantage of available services and curriculum have the means to do so.

#### Adult Mentoring

- The JAG Specialist and Youth Case Manager look to identify other adults who may serve as mentors for youth participants, and help guide the student to accept the mentor. Students in both programs need the individualized attention they receive from their Specialists, as well as from these individuals outside of the classroom to support the positive progress the students make while in these programs. The Specialists and Youth Case Managers identify family members, supporters or boosters of school activities, parents of students' peers, or supervisors in a work environment. Mentors may come from a variety of circles within the students' lives, representing positive adult role models in numerous capacities.

#### Follow-up services

- All students (JAG and WIOA ISY) receive 12 months of follow-up services. This is achieved through multi-modal communication including phone calls, texts, visits back to the classroom, outreach over social media, and others. Students are not simply notified these services are available; follow-up and ongoing communication are established as an expectation and requirement from the first time they become involved in either program. Additionally, the JAG program independently has a heavy emphasis on the importance of follow-up services extending for 12 months.

#### Comprehensive guidance & counseling

- The JAG Specialists and Youth Case Managers are not professional counselors, but do know when and how to make referrals for students who need counseling services. Each community served has access to professional guidance and counseling, and if needed supportive service funding may be used to pay for them.

#### Financial literacy education.

- The JAG curriculum encompasses financial literacy elements. Students are offered incentives for developing and demonstrating key elements of financial literacy, including budgeting, opening checking and/or savings accounts, and other foundational steps.
- Financial Literacy education elements have been added to training offered to WIOA ISY students this year. Participants' levels of financial literacy are gauged through the intake process, and staff connect them to the necessary curriculum on an individual basis. Additionally, all youth participating in work

experience complete 6 financial literacy workshops covering: Budgeting, Borrowing, Earnings, Investing, Services, and Insurance.

#### Entrepreneurship education.

- Both WIOA ISY and JAG students are provided several resources for entrepreneurship education. Youth can utilize WIOA funding to participate in the ISBDC (Indiana Small Business Development Center), which offers local workshops for young entrepreneurs in Indiana. The US Small Business Administration also offers many online resources and webinars that the youth can examine with their Specialist or Youth Case Manager to determine if business ownership is right for them. Additionally, JAG students participate in the Maverick Challenge and Career Development conference with their Business plans and are connected with guest speakers and local community business owners to mentor them as they are developing their business plan.

#### Labor market and employment information/in-demand industry sectors.

- All of the information on the DWD as well as other resources, such as the Hoosier hot 50 jobs list, ICE, and ICC are either incorporated into the JAG curriculum or shared with the WIOA ISY individually. These resources give the students updated labor market information regarding in-demand industry sectors.

The desired outputs and outcomes of the JAG program in Region 9 are high school graduation; either post-secondary education with part-time employment or full-time employment, military enlistment, or apprenticeship with average wages at \$8.50 per hour; and skill gains during program participation. The program is evaluated based on the actual performance compared to goals for each of these indicators, as well as the program capacity to recruit the required number of students per class (40). Additionally, the JAG program operates on a school-year calendar, but the Specialist remains in contact with students throughout the summer to maintain engagement. The JAG program has proven to be a valuable, structured model program that engages in-school youth in a meaningful and often life-altering way. However, the program's cost limits its availability to many Region 9 schools, especially smaller schools that may struggle to reach cost-effectiveness thresholds of 35-45 students per cohort, [though the region recently launched a successful collaborative program with Jac-Cen-Del and South Ripley.](#)

The length of WIOA ISY program participation is based on the identified needs and the plan to address those needs for each youth. This period of participation can be anywhere from one month to more than 2 years. The desired outputs are a skills increase during the participation period, attainment of a credential, placement into employment or education, retention in employment, and earnings post-exit. The program is evaluated based on the actual performance compared to goals for each of these indicators and the number of individuals served. The capacity of WIOA ISY programming to be individually tailored to suit each client is a program strength. However, the program's staff-intensive nature affects service capacity, and the ongoing enrollment and exit process separates service delivery from the academic calendar which can in some cases negatively impact client engagement and progression.

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

the strengths and weaknesses of such services, and the capacity to provide such services, in order to address the needs identified in 1.2. [WIOA Sec. 108(b)(9)]

The WIOA Out-of-School (OOS) Youth program is similar to WIOA in-school programming, in that it is very individualized based on the needs and interests of each youth, rather than offered as a standard model. Region 9 is divided into 4 service areas following county borders for Youth Case Manager staff to recruit and serve youth. Program assessment begins at the time of enrollment and is an on-going process throughout the client's participation. Basic skills assessments (including TABE), as well as interviews with clients allow the case manager to gain valuable information about skill sets that need to be developed based on the career interests of each client. The Youth Case Managers immediately begin the referral process to ABE for any youth who has dropped out of high school. If a youth tests as basic skills deficient, but is a high school graduate, the Youth Case Manager also immediately refers that client to ABE for remediation. The Youth Case Manager works with the tools available through the DWD website as well as other sources to demonstrate to out-of-school youth the positive impact the High School Equivalency diploma (HSE) (and proficiency in basic skills) can have on their career opportunities and their earning potential, helping to overcome any reluctance on the client's part to completing their education. The Youth Case Manager also explains that incentives are available to youth clients when goals are met. For instance, a youth who obtains an HSE is awarded \$250. Their supportive service needs are also discussed to assure clients that any needed assistance is available while they attend ABE classes. Case management staff take a comprehensive approach to the career planning process with youth, not simply providing a plan addressing only their obvious educational or training needs.

Case managers begin the planning of next steps with each youth as goals are met, and works with the individual to determine the best career path for them. The fourteen WIOA youth elements are considered for each youth in relation to their needs. For out-of-school youth, the WIOA elements are provided in the following ways:

Tutoring, study skills training, and evidence-based dropout prevention and recovery strategies, etc.

- For youth who have not yet received a high school diploma or HSE, this is most-often provided through ABE programs. If there is an identified need for more intensive tutoring, such training can also be provided through WIOA programming.

Alternative secondary school services, or dropout recovery services

- This service is available for youth who may have the option of returning to high school; however, this is not common in the OOS program.

Work experience that includes academic and occupational education as a component

- Work experience is delivered in a variety of circumstances with the OOS youth program. Many youth clients have no work experience at all when they begin participation in WIOA programming. They may be placed in work experience, concurrently or after attending ABE classes, to explore and experience the work environment and get the hands-on knowledge of the work environment. Others may be placed in a work experience opportunity after completing a certification program, such as dental assisting or CNA training, to give them the opportunity to practice in the workplace the skills they've acquired. Work experience is an invaluable part of programming with OOS clients because it helps to build the experience and confidence that many need to succeed long-term.
- All out-of-school youth participating in work experience complete a 6-module workshop called Skills to Pay the Bills geared towards teaching the youth the soft skills of employment. Modules are: Communication, Enthusiasm and Attitude, Teamwork, Networking, Problem Solving, and Professionalism.

### Occupational skill training

- Youth who are pursuing a career pathway requiring certifications are provided assistance with occupational skill training. Short term certification programs are often used for training including CNA, pharmacy technician, phlebotomy, office administration, IT certifications, and others. Longer training including Associate Degree programs may also be funded if feasible and if the client's career path requires it.

### Education offered concurrently and in the same context as workforce preparation

- Youth who are working, whether through work experience or other employment, participate in workshops or one-on-one counseling with their Youth Case Managers to help understand how to handle issues in the workplace that may arise.
- As noted above, all OOS clients participating in work experience complete a 6-module workshop called Skills to Pay the Bills, offered prior to or concurrently with the work experience opportunity.

### Leadership development opportunities

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

### Supportive services

- The supportive service needs assessment of all youth clients is an on-going process as they progress through activities and services. As an example, any youth who is participating in ABE classes who does not have the funds for gas to travel to those classes, can take advantage of financial assistance to facilitate their participation. Other types of assistance may be provided for child care, books needed for training, required clothing for a job, public transportation, and other supportive service needs.

### Adult mentoring

- Youth Case Managers identify any youth clients in need of an adult mentor, working with those clients to identify individuals in their life who may serve in that capacity, or to get them involved in a mentoring program that may provide assistance. The adult mentor may be a family member, the parent of a friend, or an employer or supervisor willing and able to mentor the youth client one-on-one. Identifying a mentor who will have a consistent presence is important to help youth clients in reaching their goals.

### Follow-up services.

- All youth clients are provided follow-up services for a period of 12 months. If it is determined the youth needs any additional supportive services to stay on a positive track, these can be provided.

### Comprehensive guidance and counseling.

- Youth Case Managers are not professional personal counselors, but are capable of identifying youth clients in need of comprehensive or professional guidance. Case managers locate the professional resources within the community best-suited to help the youth client succeed. If needed, financial assistance is made available to youth for this purpose as well.

### Financial literacy education.

- Financial Literacy education has been added to training offered to all WIOA youth this year. Participants' levels of financial literacy are gauged through the intake process, and staff offer the necessary

curriculum on an individual basis. Skills to Pay the Bills workshops also focus on financial literacy education.

Entrepreneurship education.

- Several resources are available to youth clients in conjunction with this new service element. Youth can utilize WIOA funding to participate in the ISBDC (Indiana Small Business Development Center), which offers local workshops for young entrepreneurs in Indiana. The US Small Business Administration also offers many online resources and webinars that the youth can examine with their Specialist or Youth Case Manager to determine if business ownership is right for them. A mentorship with a small business owner or job shadowing opportunity can be established to give youth clients a first-hand look at owning their own business.

Labor market and employment information/in-demand sectors.

- A number of resources for labor market and employment information are available for youth clients through the DWD website, the Hoosier Hot 50 jobs list, Indiana Career Explorer, and Indiana Career Connect. These resources are shared with youth clients individually, giving students updated labor market information regarding in-demand industry sectors and Youth Case Managers the opportunity to reinforce the skills and training necessary to pursue their specified career interest.

The length of out-of-school youth program participation is individualized and based on the identified needs and the plan to address those needs for each youth client. The period of participation can range from a month to more than 2 years. Program performance is measured through client skills gains during the participation period, attainment of a credential, placement into employment or education, retention in employment, and earnings post exit. The program is evaluated based on the actual performance compared to goals for each of these indicators and the number of individuals served. The capacity of this programming to be individually tailored to suit each client is a program strength. However, the program’s staff-intensive nature affects service capacity, and the ongoing enrollment and exit process separates service delivery from the academic calendar which can in some cases negatively impact client engagement and progression.

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

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

| Placement | Goal  | Degree or Certificate | Goal  | Literacy & Numeracy | Goal  |
|-----------|-------|-----------------------|-------|---------------------|-------|
| 72.8%     | 66.0% | 74.8%                 | 62.0% | 65.2%               | 43%   |
| 75%       | 66.0% | 73.45%                | 62.0% | 58.82%              | 43.0% |

Additionally, JAG in-school programming has met all “5 of 5” performance indicators set by the national JAG organization for the past ~~three~~ five years, and the region as a whole has been recognized for outstanding performance. Individual JAG Specialists and JAG administrative staff members have received awards for outstanding performance the past three years.

Out-of-school programming has also succeeded in serving many youth clients with multiple barriers to employment. Youth who seek services are often young parents, high school dropouts, have disabilities, have

few job survival coping skills or simply have no direction or adult role models, and WorkOne services can be life-changing for these individuals.

A best practice in the region that has been recognized by DWD is the outstanding partnership between ABE and WIOA service providers to create a seamless pathway for youth clients, enabling them to efficiently identify a sustainable and fulfilling career pathway and gain educational and occupational credentials and training to achieve their employment goals in that pathway.

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

Classroom occupational skill training is directly linked to in-demand industry sectors via the Eligible Training Provider database. Programs approved for inclusion on the database list must be in-demand occupations within the Region 9 area. Staff develop Individual Employment Plans (IEPs) for all participants receiving financial assistance for training and support. Participants are informed of in-demand occupational sectors via current labor market information such as the regional Hot Jobs list prepared by the Department of Workforce Development (DWD). The IEP process requires participants to evaluate various providers who offer credential-based training for the in-demand occupation they want to pursue. Staff counsel participants to evaluate all the various factors to identify feasible training programs including availability, schedule, quality of training outcomes and certifications, overall costs and financial assistance available. The participant may then make their own informed selection.

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

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

Rapid response services are provided by Business Services staff, who coordinate with other WorkOne staff to ensure the menu of services are accurately offered in a timely manner to the employer, union and workers to be displaced. Business Services staff are trained to gather information to determine if there are opportunities to avert a lay-off. DWD has assisted in providing training and an excellent resource guide regarding layoff aversion. The orientation for workers will be planned at the time of the initial on-site meeting so the appropriate information may be conveyed regarding the lay-off, including access to Unemployment Insurance, potential for Trade Adjustment Assistance benefits, WorkOne services, and a listing of other community programs that may be useful, along with contact information. Direct service provision will take place on-site when the opportunity exists, including job search workshops, resume assistance, networking and electronic job search, as well as registration for the Indiana Career Connect program (ICC), required when filing for Unemployment Insurance. If time and resources permit, prior to the lay-off event computer literacy and basic skill remediation will be



available at the employer site. Business Services and WorkOne staff, working together in a collaborative approach with the employer and union representatives, will provide the most comprehensive and appropriate services for their affected workers possible.

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

The Department of Workforce Development has taken the lead to begin the Re-Employment Services and Eligibility Assessment (RESEA) in late April, 2016. When the program begins, Jobs for Hoosiers (JFH) will include the remaining claimants not selected for RESEA. Participation in this programming brings claimants into the WorkOne offices, where they discover all the opportunities and services available, a process previously accomplished through Unemployment Insurance service delivery at WorkOne offices. Staff populate outreach lists weekly, working and sending transfers, and inviting claimants to attend to an Orientation session. Orientation sessions include: requirements for REA/JFH/RESEA participation, available WorkOne services, including WIOA services, a one-on-one assessment interview, work search review, the development of an individual re-employment plan (IRP), and next steps for claimants to take. Any staff, regardless of funding source, may work with RESEA participants. Full service offices designate multiple staff to perform assessment interview duties to reduce claimant wait time and maintain high engagement. Claimants assessed to need or requesting more individualized services or training are referred for WIOA services.

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

Supportive Services will be available to enrolled clients who demonstrate a need for assistance with the cost of transportation such as fuel costs, bus passes and vehicle repairs; child care; books and materials for training; work related equipment such as boots, uniforms, tools, etc., and other items needed for successful participation. To maximize WIOA funds, staff will coordinate with partner agencies and community based organizations.

## 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)]

SEIWIB will be procureding bids for service provider and administrative entity functions in the spring of 2017. ~~The current contract holders are National Able Network as regional operator and River Valley Resources~~ was selected as service provider and Regional Operator, and the Board opted to directly hire it's staff rather than continue its contract with National Able Networks. Both contracts are effective until June 30, 2017 The contract with RVR is valid until June 30<sup>th</sup>, 2019 with the possibility of extension. These contracts are attached as Exhibit

1.

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

An organization chart is attached as Exhibit 2, showing the separation of duties between service provider and board.

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).

SEIWIB currently maintains ~~two only one~~ standing committees, the Executive Committee ~~and the Youth Committee. The Youth committee's role is to provide information and input into on youth outreach and services and recommend youth-specific policies and potential funding sources.~~ The Executive committee meets once a month and provides directions to staff on issues and challenges in the Region. The Executive committee will also recommend actions for the full board and monitor fiscal operations.

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

The designated equal opportunity officer for WIOA is:

~~Maureen Wilson  
Vice President of Human Resources, National Able Network  
567 W Lake, Suite 1150 Chicago 60661.  
mwilson@nationalable.org.  
312-994-4207~~

Kurt Kegerreis  
Executive Director  
4555 Central Ave, #1300  
Columbus IN 47203  
kurtk@workonesoutheast.org  
317-517-3028

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)]

A contract with Crowe-Horwath covers the disbursements of grant funds from the Board. Their address is 3815 River Crossing, Indianapolis 46240.

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)]

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

The Board does not currently have any replicated cooperative agreements in place with Vocational Rehabilitation Services. SEIWIB anticipates completing updated cooperative agreements with partner entities during the current budget cycle.

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)]

SEIWIB is posting the local plan draft on the Region 9 public website, sending copies to members of the Board, local businesses, labor organizations, educational representatives and local elected officials. This public request for input is being conducted in advance of submission of the draft plan to DWD. If any disagreement develops after the plan is publicized, comments will be sent to DWD as Exhibit 3.

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.

The on-site monitoring of the service provider is held once a year in the spring. The monitoring is conducted by the ~~regional operations manager and monitoring staff~~ Board Staff from the regional operator's from the Board's administrative office. The ~~e~~Operations Director ~~manager~~ does monthly review of the program performance and operational needs. While the Region 9 Director and ~~O~~perations Director ~~manager~~ hold a quarterly review meeting with the operational staff of the service provider. The staff who conduct the monitoring have been employed by the Workforce Operations employer for years and gone through many reviews conducted by DWD. This program year the on-site monitoring was conducted in April 2018 and the report was released in May. ~~April, Report will be out the 10th of June.~~ Forms used in the monitoring and report for PY 14 are attachments.

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

The actions the Service Provider has taken for youth staff development include the following:

JAG Team:

- JAG National conference when funds are available
- JAG state conference for all 8 staff, workshops on JAG related topics
- Post-Secondary Institute held in June, 3 staff attend
- IYI Youth Institute in December, all staff attend when funds allow
- Regional training are held each summer for 3 days and involves outside institutions
- DWD webinars—all staff participate, held quarterly

WIOA youth staff:

- IYI lunch and learns—entire team through the year
- IYI youth institute training on topics relating to serving youth in the nonprofit and education sectors
- OSY Summit in Indianapolis in February, held annually
- Local trainings with local resource partners on topics like financial literacy, mental health, community resources. Held randomly throughout the year.

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

Region 9 policies will include the following:

Priority of Service  
Customer Flow  
Grievance Complaint  
Use of Individual Training Accounts  
Supportive Services  
On-the-Job Training  
Veteran Priority of Service  
Selective Service  
Program Accessibility  
Youth