

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

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Title: Mayor City of Evansville

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.

Comprised of the nine counties of Dubois, Gibson, Knox, Perry, Pike, Posey, Spencer, Warrick, and Vanderburgh, Economic Growth Region 11 encompasses a 2015 population of 436,105. U.S. Census population projections for 2020 show an increase of 2.4% or 446,827 residents.

Approximately 16 % are school age (5 to 17); ten percent are college age; and 24% are young adult (25 to 44). The largest group, older adults (45 to 64) constitute 28% of the region's population while seniors (65 and older) at 16% complete the picture. By race (2014), 92% are Caucasian; five percent are African-American with one percent Asian. American Indian or Alaska Native make up three-tenths of a percent and Native Hawaiian and Other Pacific Islander represented one-tenth of a percent. The number identifying as non-Hispanic was 97.5% and Hispanic was 2.5%.

The largest cities and towns (2014) include Evansville at 120,346 or 27.6 % and Vincennes with 4.1 % or 18, 032. Jasper and Princeton claimed 15,325 (3.5%) and 8608 (2.0%) respectively. Other towns are Tell City, Mount Vernon, Boonville, Huntingburg, Chandler, and Newburgh. In 2014, per capita income was \$42,002. The number of welfare (TANF) families averaged 490 a month in 2015; the number of food stamp recipients in the same year was 44, 070. Free and reduced fee lunch recipients in 2014 numbered 28,500 for the region.

The resident labor force (2015) numbered 223, 926; of this labor force 95.9% was employed and 4.1 % unemployed. March 2016 unemployment rate was 4.8. Data from the U.S. Bureau of Economic Analysis reveals the major employment sectors as manufacturing, healthcare and social services, retail trade, construction, transportation/warehousing, and accommodation/food service.

Under WIA regulations, Grow Southwest Indiana Workforce Board Inc. (GSIW) strategically planned for an integrated workforce system and, under WIOA regulations, the Board will continue to strategically plan for an integrated workforce system that is demand-driven. GSIW plans to accomplish the engagement, alignment, and advancement of the regional workforce system in two ways:

- (1) To support job growth in the region, Grow Southwest Indiana Workforce builds relationships with the business community to identify barriers to employment opportunities; works with business and training providers to support business attraction, expansion, and retention; and utilizes timely labor market analyses to identify primary business sectors and regional in-demand, high wage occupations and**
- (2) To achieve the goal of a cohesive workforce investment system through a delivery model that appears seamless to the customer and achieves all state and federal performance measures, Grow Southwest Indiana Workforce manages the WorkOne Southwest offices in Region 11 through the integration of all workforce services.**

WorkOne Southwest centers provide local resources for posting jobs, recruiting candidates, securing training, job placement, and other workforce needs.

In order to engage, align, and advance, Board committees concentrate efforts in multiple areas; these areas complement and overlap to create the gestalt of the workforce vision:

- 1. Executive Committee**
- 2. Finance Committee**
- 3. Business Services Committee**
- 4. Operations Committee**
- 5. Youth Committee**

As community-based organizations and the WorkOne system identify needs of employers, workers, educational institutions, and students, any one partner may initiate a group or team to address the need(s). When necessary, the appropriate team or group collaborates and combines resources such as Bridge Builders for transportation, a local business supported Youth Employment Service program for barriers not covered by federal funds, grants with businesses for technology for students, and hiring events for employers.

Region 11 experiences challenges such as a low UI rate of approximately four percent, one highly urban area with the remaining rural areas, and driving distances. Examples of continuing community challenges include:

- transportation issues in urban and rural areas to meet employer needs**
- youth barriers not covered by workforce development funds**
- access to technology in rural areas**
- workforce development services outside of customary hours**
- loss of community-based organization funding**
- fluctuating employer staffing needs**

In 2013, approximately 25,700 individuals ages 18-64 in the region did not have a high school diploma or high school equivalency. Challenges to obtain a high school diploma or equivalency involve work/life balance issues, hiring practices without the diploma or equivalency, and transportation.

GSIW persistently endeavors to partner with the various stakeholders interrelated with workforce development in Region 11. Whereas WIA expected consolidation, coordination, and improvement of employment, training, literacy, and vocational rehabilitation programs, WIOA envisions the alignment of workforce investment, education, and economic development systems to provide workers with skills and credentials for self-sufficient wages and employers with a skilled workforce. The mechanism for this vision is a career pathway prototype for workers that supports industry and talent pipelines. Each partner in the pipeline impacts the economic development and growth of the region. Local elected officials and economic developers facilitate the attraction of industries and/or expansion of industries in the region; sector partnerships such as the Tri-State Manufacturing Alliance promote an attractive manufacturing environment through quarterly events, plant tours, peer group

discussions and networking sessions, and provides an outlet for best practice sharing, and the Area Health Education Center (AHEC) promotes access to quality health care by improving the supply and distribution of healthcare professionals via strategic partnerships with academic programs, communities, and professional organizations. Secondary and postsecondary schools impact the talent pipeline through the avenues of dual credit programs, pre-apprenticeship programs, and training programs customized for current and future employer needs. GSIW collaborates with the Region 11 Works Council to identify needs in the workforce and support career and vocational education.

Region 11 rebounded from the economic downturn of the previous decade with changes. While the unemployment rate now hovers near four percent, wages have not matched previous levels, manufacturing has evolved with increased robotics, and the energy sector will also evolve. Recently the closure of the smelter operations at Alcoa in the region resulted in a considerable layoff and effects are experienced in other industries that supported the Alcoa facility such as coal mining. Coal mining in the region and surrounding states is further affected by the national shift from coal to cleaner energy.

One new strategy to train workers for the available jobs is the recently-approved Indiana Plan Apprenticeship Awareness (Building Trades) program; the first class to be held in June of 2016. While other WorkOne staff will promote this program, Adult Education will specifically promote this program to its participants.

To produce an emerging workforce that has the 21st century skills needed to face the challenges of a global marketplace, Southwest Indiana will award a Work Ethic Certificate to eligible high school students who have met the established criteria. The certificate will serve as validation to employers that those students possessing this credential have successfully displayed strong work habits that will foster success in higher education and the workplace.

Partnering with schools and businesses, GWIS developed the major initiatives in the region including the STEM Challenge, Tour of Opportunity, Teacher Bootcamp, and the Business & Professional Exchange (BPE). These initiatives described in following questions support the talent pipeline through advancement of science, technology, and math careers, awareness of regional career opportunities, the development of career pathways with application in education, and networking opportunities for professional job seekers, respectively.

Section 1: Workforce and Economic Analysis

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

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

The Region 11 economy has continued to grow while other regions were faced with layoffs or closures. The Region's top five industries by level of employment are expected to experience growth through 2025. Region 11 continues to see Manufacturing rank number one with an estimated 43,861 jobs. This industry is expected to see 8% growth through 2025. Top industries also include Health Care and Social Assistance (30,012), Government (24,273), Retail Trade (23,007) and Accommodation and Food Services (17,358). The top current industry expected to experience the most growth is Health Care and Social Assistance with an expected growth of 23% through 2025.

Region 11 Top 5 Current Industries by Jobs

Rank	Description	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	2015 Establishments
1	Manufacturing	43,861	47,161	3,300	8%	557
2	Health Care and Social Assistance	30,012	36,992	6,980	23%	1,011
3	Government	24,273	25,473	1,200	5%	454
4	Retail Trade	23,007	24,496	1,489	6%	1,518
5	Accommodation and Food Services	17,358	18,591	1,233	7%	865

Source: Economic Modeling Specialists International

Region 11 Top 5 Emerging Industries will experience growth larger than the top current industries. The top five industries classified as emerging and including their percentage of growth include: Arts, Entertainment, and Recreation (25%); Administrative and Support and Waste Management and Remediation Services (23%); Health Care and Social Assistance (23%); Professional, Scientific, and Technical Services (20%); and Construction (15%).

Region 11 Top 5 Emerging Industries - Projected Growth by Percent Change

Rank	Description	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	2015 Establishments
1	Arts, Entertainment, and Recreation	3,370	4,197	827	25%	122
2	Administrative and Support and Waste Management and Remediation Services	12,447	15,353	2,906	23%	499
3	Health Care and Social Assistance	30,012	36,992	6,980	23%	1,011
4	Professional, Scientific, and Technical Services	6,010	7,190	1,180	20%	835
5	Construction	11,412	13,140	1,728	15%	1,073

Source: Economic Modeling Specialists International

Employers in all sectors need employees with strong work ethic and skills to ensure future growth of the company.

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)]

Most industry sectors have specific required certifications for entry or advancement within that sector. In Region 11 oral and written communication skills rank at the top of the soft skills needed by employers in all industry sectors of Region 11. Effective oral and written communication is the foundation for work processes, practices, and completion. Employers in Region 11 also rank problem-solving and teamwork as top soft skills needed within their companies. To many employers within in-demand industries, these skills are more important than hard skills. Employers have expressed that candidates with strong soft skills are the most desirable when the hard skills can be taught.

Source: Help Wanted OnLine

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)]

Region 11 faces historically low unemployment rates not only comparative year-to-year but lower than the State average. Simultaneously, companies in Region 11 have continued to experience large numbers of openings due to company growth and attrition. These factors cause large gaps for the labor force that is currently seeking employment. According to STATS Indiana, of the Region 11 population ages 25+ nearly 10% have less than a high school diploma or equivalency. This proves to be a huge barrier to employment in Region 11. Most employers in Region 11 require, at minimum, a high school diploma or equivalency. Due to the lack of education of the available labor force, employers are faced with lowering their standards; ones which will be difficult to raise in the long-term. This gap also forces employers to look into pools that have not been previously tapped. Employers have become more involved with community events to raise the awareness of careers, opportunities and advancements with their company.

There has also been more focus in raising career and skill awareness with the youth. Through programs designed through Regional partnerships, the Southwest Indiana STEM Challenge, Work Ethic Certification and Teacher Bootcamp keep youth as the main focus. These programs are designed to emphasize skills needed by employers – teamwork, problem-solving and communications skills.

The Workforce Development Board created an ad-hoc committee with the ultimate goal of driving “awareness of” and “visits to” the regional WorkOne facilities during the Workforce Innovation and Opportunity Act (WIOA) transition. This committee will design metrics to measure the effectiveness of the outreach efforts not the effectiveness of the services offered at the WorkOne facilities. Realizing this marketing component, the committee will develop a marketing strategy to increase awareness of WorkOne facilities.

Section 2: Strategic Vision and Goals

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

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

VISION

As a workforce development board, Grow Southwest Indiana Workforce affirms a vision of a skilled workforce for the region's employers utilizing a talent pipeline that includes business, education, jobseekers, and workforce development partners.

GOALS

Goal 1. Create new and strengthen existing partnerships in a demand-driven workforce system

- **Collaborate with employers to establish job and skill demands**
- **Collaborate with educators to establish training that provides the skill needs of employers**
- **Collaborate with other community-based organizations to serve shared customers**
- **Collaborate with other "core" partners as defined by WIOA to serve shared customers**

Goal 2. Deliver workforce services that effectively meet a demand-driven workforce system

- **Provide career counseling to jobseekers based on current and future job demand including career pathways**
- **Provide case management to jobseekers based on individual barriers/challenges**
- **Provide appropriate and eligible training services including supportive services to jobseekers**
- **Provide job placement and job retention services to jobseekers**

Goal 3. Deliver workforce services to in-school and out-of-school youth.

- **Provide services to obtain high school diploma or high school equivalency**
- **Provide the youth elements as required by regulations**
- **Provide career education to youth based on job demand and career pathways**
- **Provide case management to youth based on individual barriers/challenges**
- **Provide appropriate and eligible youth training services including supportive services**
- **Provide job placement, job retention, and follow-up services for youth**

Goal 4. Measure the effectiveness of workforce development service delivery

- **Utilize the state-mandated case management system**
- **Utilize additional reporting of workforce activities**
- **Utilize surveys when appropriate or requested**

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>

According to the WIOA State Plan, the strategic vision for workforce development is:

- 1) Every Indiana business will find the educated and skilled workforce necessary to compete successfully in the global economy**
- 2) Every Indiana citizen will have access to the information, education, and skills required for career success.**

Grow Southwest Indiana Workforce Board's vision of a skilled workforce for the region's employers utilizing a talent pipeline that includes business, education, jobseekers, and workforce development aligns and supports the SWIC vision for Indiana employers and Indiana jobseekers through collaboration and services that:

- **Establish job and skill demand of employers (Vision 1)**
- **Analyze job seeker skill gaps (Vision 1 and 2)**
- **Inform jobseekers of current and future job demand (Vision 2)**
- **Share employer demand data with educators (Vision 1 and 2), and**
- **Align workforce training with employer demand across K-12, post-secondary, and the existing adult workforce (Vision 2)**

Also refer to Section 2.1 for bullet point strategies to support the vision through the Board's goals.

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

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

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

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

The National Governors Association reports:

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

Due in part to the limited public resources available for education, training, and career development, it is important that the State ensure that the resources it makes available are closely aligned with the sectors that are key drivers of the state's existing and emerging economy. Further, partners within Indiana's education, job skills development, and career training system must enhance their ability to engage meaningfully with employers within these sectors, and ensure that programming addresses the emerging and existing education, knowledge, and skill needs of these sectors from entry level to advanced. Concurrently, the State and its partners need to ensure that there are effective and meaningful forums for employers in these sectors to collaborate with each other and to work with the system's partners.

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

1. SYSTEM ALIGNMENT –

A seamless one-stop delivery in the region requires an increased focus on similar goals and services of regional agencies. To ensure system alignment, system partners will coordinate information and resources for each worker or student needs. This shift necessitates stronger referral systems including;

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

- staff sharing - Staff will be shared at agency sites including, but not limited to educational institutional and community agencies.
- enhanced confidential information sharing methods and practices - Enhanced confidential information sharing will include but not be limited to subject matter experts and/or designated WorkOne staff contacts.
- database integration- Database integration will heavily rely on the new database systems mandated by the state.

2. CLIENT - CENTRIC APPROACH –

A client-centric approach begins “where the client is”, a concept from multiple disciplines. To shift from the existing programmatic service model wherein the client must navigate each potential assistance program across educational and workforce systems, the region will shift to a no wrong door approach. Comprehensive client-centered plans will include:

- career counseling that includes knowledge and skills assessment
- resolution of barriers utilizing internal resources
- wrap-around services of referral partner agencies
- post-secondary training including career pathways
- work and learn experiences
- on-the-job training

3. DEMAND DRIVEN PROGRAMS AND INVESTMENTS -

Anecdotal knowledge can no longer support workforce investment strategies. A comprehensive talent development system begins with information from the regional economic forecast based on regional employer demand as outlined in Section 1.

Current sector industries in the region are manufacturing, healthcare, government, retail, and accommodation and food services; emerging industries are arts and entertainment, administrative and support, professional services, and construction. To ensure demand-driven programs, the region will create opportunities to bring employers, educators, and the career system together including but not limited to:

- grant prospects
- community-based needs
- employer and jobseeker surveys
- industry-based alliances

In order to attain the talent pipeline collaboration, counseling and advising models will be incorporated as early as appropriate whether informational and/or experiential. Particularly at the secondary education level, curriculum development becomes crucial to supply the foundation for post-secondary training. A longer-term approach to sector industry pipeline investment is found in the elementary and middle school classroom; expansion of teacher boot camps will strengthen this longer-term approach. Other strategies are described in Section 2.6.

Workforce training aligned with regional employer demands and in conjunction with regional partner systems supports the state goals of system alignment, client centric approach, and demand driven investment.

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.

Provided by the state, the chart below displays common measure targets for the past three years and a potential target for the plan. Performance is measured by employment at quarter 2 and quarter 4 after exit, median earnings (different from average earnings) quarter 2 after exit, and credential obtainment one year after exit. According to state information, the target range for WIOA is 90%; this number is found in the far right column.

<i>Employed Q2 After exit</i>		<u>PY 12</u>	<u>PY 13</u>	<u>PY 14</u>	<u>PY 15 YTD</u>	<u>Average</u>	<u>Proposa</u> <u>!</u>	
		-	-	-	-	-	-	90%
Adult	EER	70.5	71.6	75.8		72.6	72	64.8
DW	EER	71.6	72.6	76.3		73.5	73	65.7
Youth	EER	56.2	57.8	64.6		59.5	55	49.5
Wag-Pey	EER	61.7	63.2	68.3		64.4	62	55.8

<i>Employed Q4 After exit</i>		<u>PY 12</u>	<u>PY 13</u>	<u>PY 14</u>	<u>PY 15 YTD</u>	<u>Average</u>	<u>Proposa</u> <u>!</u>	
		-	-	-	-	-	-	
Adult	ERR	68.3	75.8	74		72.7	72	64.8
DW	ERR	70.4		75.2		72.8	72	64.8
Youth	ERR	61.5	62.3	37.2		53.7	57	51.3
Wag-Pey	ERR	62.8		67		64.9	62	55.8

<i>Earnings Q2 After exit</i>		<u>PY 12</u>	<u>PY 13</u>	<u>PY 14</u>	<u>PY 15 YTD</u>	<u>Median</u>	<u>Proposa</u> <u>!</u>	
		-	-	-	-	-	-	
Adult	ME	5254	5031	5336		5254	5000	4500
DW	ME	6041	5855	6545		6041	5800	5220
Youth	ME	2175	2255	2264		2255	2100	1890
Wag-Pey	ME	4532	4538	5084		4538	4500	4050

<i>Credential < 1yr After exit</i>		<u>PY 12</u>	<u>PY 13</u>	<u>PY 14</u>	<u>PY 15 YTD</u>	<u>Average</u>	<u>Proposa</u> <u>!</u>	

		-	-	-	-	-	-	
Adult	ECR	20.8	20	20.9		20.6	20	18
DW	ECR	21.7	24.7	29.4		25.3	21	18.9
Youth	ECR	25.9	24.7	38.5		29.7	25	22.5

Board goals in section 2.1 relate to the federal performance accountability through the preparation (development) of a skilled workforce ready to meet employer needs.

- Goal 1 generates job and skill demand information from employers; educators establish training that provides the skills needed for in-demand occupations.
- Goals 2 and 3 deliver workforce information, training if needed, and job placement services to adults and youth. Credential achievement is documented. Once job placement is achieved, job retention is followed for a year.
- Goal 4 measures the enrollment of the jobseeker, the service delivery and resolution of barriers, and jobseeker success defined as credential obtainment, employment, job retention, and wage information.

Federal performance measures are one method to achieve accountability. Additional indicators are described in the next question (Section 2.5).

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

The Board meets with Fiscal staff each month to:

- Review the monthly financial statements
- Check periodically to ensure all vendors are paid in a timely manner
- Review and approve Department of Workforce Development’s monitoring report and the annual audit report which is prepared by a third party accounting firm

The Board meets monthly with operations staff, service provider management, and local office managers to review:

- Monthly and year-to-date enrollments
- Monthly and year-to-date case load size (there is a required active case load size)
- Monthly and year-to-date placements (there is a goal for monthly placements)
- Monthly and year-to-date traffic count in all offices
- Monthly and year-to-date counts for selected assessments
- Monthly training report that is cumulative annually (broken into training areas)
- Monthly credential report that is cumulative annually (broken into training areas)
- List of employers who hired fully-enrolled customers
- Monthly and year-to-date WorkINDiana report
- Monthly and year-to-date Youth Services Employment report

The Board meets monthly with business services to review:

- Rapid Response events and needs
- Employer needs
- Employer connections to educator/training issues
- Hiring events in the region and in the WorkOne offices
- Veteran hiring information

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

Region 11's overarching strategy for training the workforce is to build the workforce pipeline through three major groups. Those groups are K-16 education, the 20,000+ adults aged 18 to 64 without a high school diploma or equivalence and the incumbent but under-skilled workforce.

The region has partnered with K-16 educators to increase the awareness of and participation of students into the Career and Tech Ed programs. An example is our *STEM Challenge* where teams of four high school students, including our JAG schools, participate in team problem solving contests that are conducted by local businesses. Winners are awarded cash (employer provided) prizes.

Another example is our *Teacher Bootcamps* where K-12 teacher/counselors are placed into manufacturing businesses in our region for two weeks in order to understand the needs of the manufacturers and can then share their experience with their students to encourage them to seek classes and training in these manufacturing jobs.

The board has also created a *Work Ethic Certification* that will certify students who successfully complete the requirements of the Work Ethic Certification that employers in our region state is important to them. This program has been piloted in the region and will be introduced to all eight of our JAG schools this fall through a grant received through the AT&T Foundation.

To bolster career pathways in the construction industry, Region 11 is partnering with the Building Trades to create training programs for unemployed and underemployed workers through the *Indiana Plan*, a pre-apprenticeship training program.

- One strategy is to link WorkINdiana participants with this short-term certificate program.

The region has set aside funds to begin an incumbent worker program to help our companies upskill current workers into the jobs the companies need to fill; this should create additional opportunities to hire new workers at those companies. The region has begun work on a program, Work and Learn, to help fill those jobs vacated as a result.

ADULT EDUCATION -

The regional consortium is responsible for ensuring access for adult learners to both educational and career advising services; representatives of regional school corporations, post-secondary schools, a literacy center, a public library, and WDB staff comprise the consortium. Three adult education providers at a total of 21 sites throughout the region deliver instruction for participants who do not have a high school diploma or equivalency or have a high school diploma or equivalency but are found to be basic skills deficient.

Proposed AE strategies to train the workforce to meet the 1 million jobs available in 2025 include:

- Increase employer and community outreach
- Improve communication between AE providers and WorkOne
- Develop employer partnerships in sector strategies of healthcare, manufacturing, and transportation
- Increase AE instructor knowledge of employment and training opportunities

WORKINDIANA –

WorkINdiana was created by the state with the expectation that AE participants would complete the high school equivalency or improve basic skills while working toward a short-term industry recognized credential. Thus, participants would obtain two credentials for entry-level workforce employment.

For WorkINdiana, regional participation has historically focused on the AE participant who has a high school diploma or equivalency but lacks basic skills. While serving these individuals, future strategies will focus on transitioning those AE participants completing the high school equivalency into the short-term training opportunities of WorkINdiana:

- One AE provider strategy is creating Transition staff to develop workforce preparation activities in the AE classroom and provide career counseling support.
- A standardized referral form and follow up process will increase the referral system from the AE classroom to the WorkOne case worker.
- Another AE service provider provides access to the WorkOne case worker in the AE classroom multiple days in the week to promote WorkOne opportunities; this same AE provider encourages AE students to bring WorkINdiana coursework to the AE class.

WorkINdiana programs in the region include:

- Dental assistant
- Certified nursing assistant
- Tractor-trailer driving
- Certified clinical medical assistant
- CNC mill/lathe operator
- Heavy equipment operator
- Phlebotomy technician
- Medical coding and billing

- **Welding**
- **Certified logistics technician**
- **Certified production technician**
- **Customer service**
- **IC3 internet and computing core**
- **Indiana plan Apprenticeship Awareness (Building Trades)**

IN-SCHOOL YOUTH –

In Region 11, in-school youth (ISY) are JAG youth. JAG is a state-wide dropout prevention program. Youth participants must be disadvantaged and must have at least one barrier of the legally defined barriers in order to be eligible for services. Specific services are individualized to meet the needs of each youth with the foundational structure of 14 core elements required by WIOA. Targeting at-risk high school juniors and seniors, the program provides support for graduation, employability skills, and transition assistance to post-secondary training/education. A full year of follow up services after graduation provides support to JAG participants as they move into employment and/or post-secondary education.

In-school youth in the region are served through the Jobs for America’s Graduates (JAG) program at the following sites:

**Vincennes Lincoln High School
 Gibson Southern High School
 Princeton Community High School
 Mt. Vernon High School
 Bosse High School (Evansville)
 Tell City High School
 Southridge High School
 Pike Central High School**

In the program year 15-16, there were 309 new students, 146 seniors and 122 juniors. Eighty-five completed registration in ICC and 83% utilized ICE. Ninety-six attended a college tour and 57 were accepted to college. Region 11 met the 5 of 5 JAG achievement for Program year 15-16.

Strategies for in-school youth include:

- **Work experience (WEX) - The region will follow the requirements of the state as additional funding for JAG programs is leveraged from the Temporary Assistance for Needy Families (TANF) program.**
- **Credit recovery - There is a very small number of in-school youth served through the Academy of Innovative Studies (AIS); however, training funds for these students are funded through Adult (minimum age of 18) funds if possible.**
- **Incentives – Upon completion of benchmarks, an incentive is paid to JAG students.**

- **STEM Challenge** – described above, for high school students, including JAG students
- **Teacher Bootcamps** – described above, a long-term approach involving teacher education for in-demand occupations in the region
- **Work Ethic Certification** – described above, to include JAG students

OUT OF SCHOOL YOUTH-

New federal regulations under the Workforce Innovation and Opportunity Act (WIOA) require a shift in funding for youth programs. The goal is 75% for out-of-school youth (OSY). New eligibility parameters expanded to include ages 16-24. The availability of the 14 youth elements applies to out-of-school youth. In general, OSY either do not have a high school diploma or high school equivalency, or they do have the high school diploma or equivalency but are basic skills deficient determined by a standardized assessment.

To meet the 75% funding threshold, the region will continue to increase the focus on out-of-school participants. Currently, there are 335 total active OSY clients, 287 in case management and 48 in follow up. One hundred and eight new OSY have been enrolled between July 1, 2015, and February 28, 2016. Twenty-five OSY are in classroom training; 13 have been placed in employment; 18 of 26 Work Experiences are completed; and two On-the-Job Trainings (OJT). Future strategies include but are not limited to:

- increase Work Experiences (WEX)
- utilize OJTs for Out-of-School Youth
- serve OSY at sites outside of the local offices when appropriate
- increase visibility of OSY staff in the AE classrooms
- provide incentives for attained benchmarks of participants

HIRE-

The Hoosier Initiative for Re-Entry (HIRE) program assists ex-offenders become gainfully reemployed. Both Department of Corrections (DOC) and HIRE staff work in conjunction to place a participant with an employer. As a part of workplace readiness, the HIRE staff deliver a curriculum to participants that include soft skills and workplace retention skills.

The top program in placements for the year 2015, the HIRE program staff placed 480 individuals; current placement number for 2016 is 151. Average wages are \$10.19/hour. Fifty-seven percent are placed in production jobs. Referrals are from Community Corrections (62%) and WorkOne (3%) with 80% male participants. The average age of a regional HIRE participant is 35.

Strategies for HIRE include, but are not limited, to:

- Region 11 submitted a grant proposal, Linking to Employment Activities Pre-release (LEAP-2), for the continued expansion of the ex-offender program; this second level would locate a WorkOne staff member in the correctional facility for employment

assistance no more than 180 days before release.

- Co-enrollment in WIOA when beneficial for the client
- HIRE presentation to WorkOne staff on a regular basis
- Co-location to benefit information transfer

RAPID RESPONSE-

DWD works closely with regional Workforce Development Boards and other local economic development officials in the event of a layoff or impending closure. A part of a larger state network, the region has a Business Consultant who obtains information on employer trends, local economic conditions, and potential for layoff aversion activities.

Currently, the region is affected by a significant layoff in metal refining in a major regional employer. Rapid Response services have been initiated to include all stakeholders. All requests for Rapid Response requests will follow protocol and potential Trade Adjustment Act (TAA) petitions have been filed by the initial employer and other employers who are subsequently affected.

Region 11 demonstrates and will continue to demonstrate the ability to quickly respond and advance in the event of layoffs and plant closings by utilizing Rapid Response strategies such as:

- providing on-site technology whenever possible
- providing on-site orientations and assessments whenever possible utilizing case managers to ensure effective connection to training
- including all stakeholders, labor committees where appropriate
- providing customized workshops for the affected workers by third party contracts

TAA –

Once described in the local media as the “Cadillac of all training programs”, the Trade Adjustment Act provides training for workers who experience a layoff or closure and are unable to return to their previous occupation. If eligible, a level of income is provided while the worker retrains in a new occupation that will provide the same or close to the same level of previous income.

- Region 11 will strategize with DWD partners and regional employers to facilitate any TAA certified layoffs or business closures.
- TAA staff may be assigned to a specific TAA event.
- Trained WorkOne staff members work closely with the program participants in educational assessments, career interest assessments, labor market research, and program eligibility.
- TAA staff will submit training plans according to state requirements.
- During training, staff assist with supportive services to ensure successful completion

of the training program, job placement upon successful completion of the TAA training, and follow up for up to a year for job retention success.

VETERANS PROGRAMS-

Following Priority of Service requirements, all customers are directed to the appropriate staff. Most veterans are assisted by WIOA staff. The Jobs for Veterans State Grant (JVSG) staff focus on the veterans with barriers to employment including disabilities, the homeless veteran, recently-separated veteran as defined by law, an offender, a veteran who lacks a high school diploma or equivalency, and a veteran with low income defined by law. The Disabled Veterans' Outreach Program specialist (DVOP) conducts case management services with the veteran to resolve the identified barriers to employment.

As veterans return from service, strategies include:

- **Operation Job Ready Veterans (OJRV) - offers a one week training program for the returning and/or long-term unemployed veteran seeking work. This class provides instruction for the veteran who experiences difficulty in transitioning military skills into the civilian workplace. This class was offered in previous years; however, a new internal strategy for OJRV that promises increased participation is the hiring of a full-time local marketing person for the program.**
- **Increasing the number/coverage of DVOP positions in the region**

REA, WPRS, and JFH-

In previous years, state reemployment services reviewed the customer's unemployed status at the fourth week of the unemployment claim. Additional services required activities to assist in reengagement in the workforce. These state services changed in April of 2016. REA and WPRS combined into RESEA.

Strategies for RESEA include:

- **Transfer of RESEA staff to the local service provider. This transfer was completed September 14, 2016.**
- **Increase immediacy for WIOA case management**
- **Additional changes with JFH are expected. Region 11 will follow the state's direction for JFH.**

Section 3: Local Area Partnerships and Investment Strategies

Please answer the following questions of Section 3 in 15 pages or less. Many of the responses below, such as targeted sector strategies, should be based on strategic discussions with the local board and partners. The local board is not required to complete the questions shaded in gray at this time.

Questions that require collaborative answers for regions 5 & 12 are designated with an *.

3.1 Taking into account the analysis in Section 1, describe the local board's strategy to work with the organizations that carry out core programs² to align resources in the local area, in support of the vision and goals described in Question 2.1. [WIOA Sec. 108(b)(1)(F)]

Even though the core partners of Wagner-Peyser, Adult Education, Workforce Innovation and Opportunity Act, and Vocational Rehabilitation share a common goal of employment for jobseekers and by extension provide a skilled workforce for employers, these core partners do not necessarily know and understand the eligibility, services, service delivery, and performance of the other core partners. Strategies to align resources will include but are not limited to:

- **Education of core partners**
 - ✓ **WIOA monthly meetings – WIOA partners meet monthly in Vanderburgh county and bi-monthly in Knox county to provide partner updates, highlight new activity development, and basic partner information.**
 - ✓ **Subject matter experts (SMEs) – Vocational Rehabilitation and WorkOne in the region developed Subject Matter Experts (SMEs) as a point of contact in each partner for staff education.**
- **Co-location where possible**
 - ✓ **Evansville – Making referral more timely, Adult Education and VocRehab are co-located in this office.**
 - ✓ **Princeton- Adult Education is co-located in this office. Referrals and customer progress are easily accessible.**
- **Coordination of case management**
 - ✓ **VR – Once co-enrolled, the WorkOne case manager and VocRehab case manager can work together to resolve the barriers of disability and place the customer in a job. Cross training provides knowledge of both WorkOne and VR services and minimizes duplication of service, documentation, and office visits.**
 - ✓ **AE – WorkOne and AE staff will provide services to the benefit of the Adult Education customer. AE has developed a Transitional Specialist position and WorkOne has identified an initial career counselor contact. To increase connections, AE students referred to WorkOne and AE students who meet with the initial WorkOne contact will be followed by a comparative report.**
 - ✓ **Training opportunities – Region 11 staff will ensure that unique short-term training opportunities for Adult Education participants are available. The Indiana Plan Pre-Apprenticeship program with the Building Trades and the Skills for Success entry-level manufacturing program with Perdue University are two examples of resource alignment to meet industry needs in the region.**
 - ✓ **Youth – As WIOA changed the youth eligibility to include ages 21-24, youth services are well-coordinated through the same service provider as adult services. Youth staff are now also located in the same area as adult staff.**
- **Other information sharing**

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

- ✓ **Hiring events – Business Services will share hiring event information with VocRehab on a weekly basis for VocRehab clients.**
- ✓ **Transitioning staff for AE – Adult Education in the region has created a transition staff position to link AE students with training opportunities with WIOA, WorkINdiana, and other funding resources.**
- ✓ **Work accommodations – WorkOne staff will refer clients in need of work accommodations to VocRehab.**
- ✓ **Labor market information – To educate Adult Education staff and students, WorkOne will provide occupational information to Adult Education and to Vocational Rehab.**
- **Resource sharing**
 - ✓ **VR – When appropriate, VocRehab and WorkOne clients will share accommodation equipment to the jobseeker’s benefit**
 - ✓ **Testing accommodations – Both VocRehab and WorkOne will provide testing accommodations for jobseekers**

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)]

- **Adult Education and Literacy - provided by:**
 - ✓ **Vincennes University**
 - ✓ **North Knox School Corporation**
 - ✓ **Warrick Education Center**
 - ✓ **HOLA**
 - ✓ **The Literacy Center**

The above organizations plus Ivy Tech Community College (post-secondary), IDWD (WorkOne), WorkOne Southwest (WorkOne), Evansville Public Library (community partner), Evansville Vanderburgh School Corporation (community partner), and Perry Central School Corporation (community partner) constitute the Adult Education Consortium partnership that manages Adult Education in the region.

- **Wagner-Peyser - provided by DWD. This partner provides reemployment services such as assessments, job search assistance, and will link customers to case management.**
- **Vocational Rehabilitation – Three offices exist in Region 11 – Evansville serving Vanderburgh, Posey and Gibson counties; Vincennes serving Knox county; and Huntingburg serving Dubois, Perry, Pike, Spencer, and Warrick counties.**
- **Temporary Assistance for Needy Families – Department of Family Resources Region 7 covers the counties of Region 11 WorkOne Southwest. The main office for Region 7 is in Evansville, IN. We maintain contact with the main office and share updates. Co-location is not possible at this time.**
- **Supplemental Nutritional Assistance Program – SNAP has offices in the region’s**

counties but the majority are connected to the Vanderburgh county SNAP sites, Deaconess Hospital and CAPE in Evansville.

- **Carl D. Perkins Career and Technical programs- CTE programs of study provided by Ivy Tech and/or Vincennes University include:**

Advanced manufacturing

Industrial Technology

Pre-engineering

Construction

Production tech

Welding

Automotive tech

HVAC

CNC operator

Mining

Heavy equipment operator

Nursing

Medical billing and coding

Pharmacy tech

Medical assisting

Informatics

Dental assistant

Phlebotomy

Surgical tech

Hospitality

Human services

Computer programming

Paralegal

Business administration

Accounting

Criminal justice

Truck driver training

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

- **Adult Education - When appropriate, WorkOne staff refer a customer to Adult Education for remedial services or completion of the high school equivalency. When appropriate, Adult Education staff refer a customer to WorkOne for post-secondary education or training and job placement services. To promote a common understanding among the two partners as to what the one-stop delivery system is, staff attend designated meetings of the other partner. This is not required, however, when information is beneficial to both, invitations are extended to increase**

knowledge and therefore avoid duplication.

- **Wagner-Peyser** – As noted above, this partner provides reemployment services such as assessments, job search assistance, and will link customers to the more individualized services of case management. In order that Wagner-Peyser and WIOA services are aligned, these partners meet once a week for educational purposes including but not limited to service integration, process, procedure, and policy. WDB staff conduct two of these sessions per month.
- **Vocational Rehabilitation Services** – This is not a new partnership but a stronger partnership under WIOA. Through state-led meetings and local-level team time training, VR and WorkOne staff have an understanding of service integration, customer benefits that do overlap, and the benefits that are unique to each partner. With this knowledge, staff will case manage customers with different databases and slightly different performance measures while avoiding duplication. For instance, Vocational Rehabilitation services provide intensive work accommodation needs for the employee and employer that WorkOne cannot provide; WorkOne can provide in-demand occupation and labor market information that VR needs.
- **Efforts between Temporary Assistance for Needy Families (TANF) and WorkOne** employment services can benefit the customer through both the basic workshops and intensive career counseling and training services of the WorkOne staff. Monthly contact with the State Regional Manager has increased shared information. Region 11 will follow state directives concerning the sharing of client information. Supplemental Nutritional Assistance Program (SNAP) recipients may also be reached as a part of the effort with TANF.

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

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

Staff of the Workforce Development Board in Region 11 have developed a strong relationship with local and state economic development entities. Staff meet with each economic development director on a regular basis to help establish the workforce needs in each of the counties. Region 11 is very diverse; each county has particular workforce needs. These meetings allow staff to understand the needs of the economic developers in each of the counties and assist them with those needs. As staff learn of entrepreneurial skills trainings, information is disseminated to staff in WorkOne offices for customers to participate in trainings. Board staff also partners with the Small Business Development Center in Southwest Indiana as well as SCORE to provide services to microenterprise ventures. These services include recruitment events, candidate pre-screening, free business seminars to keep up-to-date on employment law topics and job posting assistance. WorkOne offices are equipped to

also provide office space to entrepreneurs and microenterprise owners.

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

WIOA places increased emphasis on out of school youth and increased the age of youth to 24 years of age. To this objective, Region 11 will continue enhance efforts by:

- **contact with local youth organizations that provide adult education services such as YouthBuild**
- **adjustment of office process to include the new age limit for OSY**
- **mining of data for the existing adult education students to include the new age limit for OSY**
- **expansion of WEX as career exploration**
- **utilization of the WEX Bootcamp for basic work skills knowledge**
- **utilization of occupation and industry information provided by business services**
- **presentation of WorkOne services by case managers in the Adult Education classes**
- **connection of Adult Education OSY with short-term certifications such as the Indiana Plan for Pre-apprenticeship program with the Building Trades and Perdue's Skills for Success program for entry-level manufacturing**

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)]

Workforce activities are coordinated with relevant secondary and postsecondary education programs in the following ways:

- **new models of service provision for students and workers. WorkOne staff can work on site of an employer or educational institution, e.g., Ivy Tech or Alcoa.**
- **non-duplicated processes, e.g., assessment testing or drug screening (one acceptable to both workforce and post-secondary education)**
- **development of employer-approved post-secondary education curriculum. The STEP program was an early forerunner for Region 11. Current examples are the IndianaPlan (LIFT is the post-secondary trainer) and Skills for Success (Perdue is the post-secondary trainer) program.**
- **engagement in grants and grant proposals with educational institutions, e.g., Skill Up!, OCRA grants with Vincennes University**
- **coordination with other funding sources, e.g., HAAS scholarships, Pell monies, TAA funds, WorkINdiana**
- **establishment of local board approved Work Ethics certification in secondary schools. This certification is now a part of region 11 JAG in-school sites.**

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.

WIOA requires that priority of service be given to “recipients of public assistance, other low income individuals, and individuals who are basic skills deficient for receipt of career and training services.” The following categories are excellent candidates for training in the entry-level programs that reflect the industry sectors of Region 11 including manufacturing, accommodation and food services, construction, healthcare, and administrative support.

1. As recipients of public assistance, this guidance directly encompasses the TANF and/or SNAP population. To reach the expected 51 percent requirement:
 - Case managers will focus on identifying these customers by acceptable documentation methods.
 - Service provider approves each enrollment and training eligibility based upon the WIOA priority of service.
 - Sharing staff with the local FSSA office is desirable and the region will work toward this goal.
2. Basic skills deficiency refers to a population lacking in reading, math, and language skills. To serve this population:
 - Case managers will focus on identifying these customers by lack of a high school diploma or equivalency
 - TABE test scores of less than 8.0-11.0 depending upon training requirement
 - Service provider approves each enrollment and training eligibility.
 - Staff will continue to interact with Adult Education class sites.
3. “Other low income” individuals refers to the worker who does make a self-sufficient wage.
 - Case manager will focus on identifying these customers by work history and wages documented by acceptable methods.
 - Service provider approves each enrollment and training eligibility.
 - Staff will engage with this population at job fairs and hiring events to capture these customers.
4. “Those with barriers to employment” expand WIOA’s priority to include the homeless.
 - Case managers will focus on identifying these customers at homeless organizations such as Evansville Rescue Mission, House of Bread and Peace, the local YWCA (housing both domestic violence clients and court-mandated clients), Albion Fellows Bacon Center (a women’s shelter for domestic violence), and Grace House (a women’s addiction program).
 - Service provider approves each enrollment and training eligibility.
 - Staff will engage with this population at the agency location
5. Another priority of service is the ex-offender.
 - Case managers will focus on identifying this population with potential customers present at the WorkOne office and at agency request.
 - Service provider approves each enrollment and training eligibility.
 - Staff will engage with this population at the request of other agencies such as HIRE, YWCA, Grace House, and IDOC.

6. In the community program “Professional Women’s Enhancement” of employer Mead Johnson, WorkOne staff present service overviews to residents of both Grace House (addiction) and the local YWCA (offender or domestic violence). This overview includes but is not limited to, job search skills, interviewing skills, and resume skills. Women volunteers from Mead Johnson provide feedback for resume and interviewing in mock interviews.

3.9* Based on the analysis described Section 1, identify one to three industries where a sector partnership(s) is currently being convened in the local area or where there will be an attempt to convene a sector partnership and the timeframe. Describe how you will be partnering to achieve defined goals.

A changing economy will require the retraining of workers into new and emerging sectors of the regional economy; in Region 11, this is the energy sector. Due to the loss of jobs in the coal industry and coal-related power plant industries in the region, GSIW will:

(1) Make application for a POWER grant in partnership with the Indiana Department of Workforce Development (IDWD). Additionally, as the affected Indiana-owned coal mining companies operate in the neighboring states of Kentucky and Illinois, this grant will cross state lines.

(2) In April 2016, an RFP was released by GSIW to procure a grant writer for the narrative of the POWER grant proposal to be submitted by the state DWD. The Workforce Development Board will work closely with economic development officials to craft the narrative.

The Tri-State Manufacturers’ Alliance is a collection of approximately 200 businesses and hundreds of professionals who represent the region’s dynamic manufacturing sector. Companies participating in Tri-State Manufacturers’ Alliance work collaboratively to create a vibrant and attractive manufacturing environment in Southwest Indiana that results in improved revenue and profitability and an increase in manufacturing sector jobs. To serve and support the industry, Tri-State Manufacturers’ Alliance produces quarterly events, coordinates plants tours, hosts peer group discussions and networking sessions, and facilitates best practice sharing. Tri-State Manufacturers’ Alliance is directed by a 16-member executive committee, comprised of leaders from the manufacturing sector. Peer groups lend expertise in focused areas: Energy Conservation, Engineering Managers, Equipment Reliability & Maintenance, Global Business, Information Technology (IT), Lean, Quality and Safety.

Utilizing the following strategies, the partnership with TMSA connects us directly with the manufacturers in our area:

(1) Allowing seamless coordination of alignment projects and business intelligence, Region 11 Workforce Development Board shares staff to lead the Tri-State Manufacturer’s Alliance

**(2) Current work with Project Lead The Way and Conexus expansion in the region
Working with area legislators on Legislative Day**

(3) One of the mentioned quarterly events focuses on workforce development and the steps needed to improve workforce development

(4) Current work on a Speakers Bureau that would allow schools to request business people

to visit students in the classroom to talk about skills needed in a particular business. The Chamber of Commerce of Southwest Indiana will provide the website to create the matches; the employers will provide the speakers; and we will provide the training to the business representatives regarding the information to be presented to the students.

In the healthcare sector, Region 11 has served as a partner to the Southwest Indiana Area Health Education Center (SWI-AHEC) since its inception. WDB staff partner with SWI-AHEC staff to convene county meetings to discover the needs in each county. WDB staff members serve as advisory committee members to SWI-AHEC. This partnership encourages alignment of programs and opens the doors for youth participants into healthcare career awareness programs. One example is the collaboration with the Academy of Innovative Studies (an educational credit recovery program), Southwest Indiana Health Sciences Academy (training provider), SWI-AHEC, and WorkOne to serve youth through co-enrollment in both youth and adult funding. In the last 18 months, 22 individuals have participated. SWI-HSA plans to provide additional professional training for classroom instructors to assist these students and, with the support of the school corporation, AIS plans to add a second teacher to ensure student success.

3.10 Describe how the local board will facilitate the development of career pathways systems, consistent with the Career Pathways Definitions. http://www.in.gov/icc/files/Indiana_Pathways_Definitions(1).pdf [WIOA Sec. 108(b)(3)]

With long-range vision, the local board facilitates the strategies for the development of career pathways in these programs developed by the board:

1. Encompassing 16 counties in southwestern and south central Indiana, Brainpower is a taskforce committed to the following visions:

- An education village environment that fosters a knowledge based, innovation driven economy (focus on building brainpower)
- The place of choice for individuals, families, and organizations due to innovative approaches in nurturing the whole (focus on attracting brainpower)
- Prosperity due to the ability to retain talent through local engagement, regional responsiveness, and global competitiveness (focus on retaining brainpower)

2. Southwest Indiana STEM Challenge – This event requires student teams from area high schools to compete in team-work/problem-solving contests designed and conducted by area companies that are hoping to promote these type of skills in the high school students. In 2014, 24 teams (96 students) competed; in 2015, 20 teams (80 students) competed and, in April 2016, 25 teams (100 students) competed.

3. Teacher Bootcamps - In the efforts to develop career pathways, area manufacturers have come together to help teachers and counselors at the middle school and high school level learn about careers and skills needed in the manufacturing industry. Participants then take the information back to students and encourage them to consider manufacturing as a career and inform students of the excellent jobs in the area. The summer 2016 event hosted 30 teachers from four counties (Gibson, Posey, Vanderburgh, and Warrick) and follows the first camp that was held in the summer of 2015 where 28 teachers from the same four counties participated. Feedback from the 2015 camp perceived that the camp was the best career development the teachers had ever experienced.

Dubois County manufacturers replicated the 2015 Manufacturing Teacher Bootcamp in the county. Four manufacturers provided the funding and the personnel for this bootcamp in 2016 with 18 teachers from Dubois County.

4. Tour of Opportunity – High school and middle school students are transported to companies that will talk to the students about the opportunities in the visited industries. These discussions include Career and Tech pathways for students to follow while in school to obtain the jobs in these industries. Workforce development, economic development, education, and business all partner to present valuable career information to students. Knox (300), Vanderburgh (120), Gibson, and Perry County participated in 2015 and all are anticipated to participate in 2016 with the addition of Dubois and Posey Counties.

5. Work Ethic Certification – Adopted by the Workforce Development Board, high school students will develop a sense of awareness of the importance of being prepared for the demands of the 21st century workforce and higher education. This project has been piloted in EVSC (100 students) and Perry Central (35 students). The WDB has opted to make this certification easier to administer by placing it online. This allows for the expansion to all JAG schools in the fall of 2016.

6. Regional Leadership Group – A group of industry, education, workforce, and economic development leaders meet under the tutelage of John Burnett and Jack Hess from the Columbus area. This group materialized after discussion through a CELL grant received by the region. While in the formative stage, the group is collecting data that is important for the workforce in the area. This data will then be utilized to understand the existing workforce and create programs to shape the workforce of the future.

7. Business and Professional Exchange – The Business and Professional Exchange is a non-profit association dedicated to supporting individuals in career transition achieve their employment objectives through networking and educational resources. It provides a forum for the sharing of tools, resources, information, skill development, and support required by professionals; it also provides employers a source of qualified applicants. Since its inception, this program has worked with 85 professionals in the region.

8. Tri-State Manufacturing Alliance Education Conference – TSMA is a manufacturing group

that spans Southwest Indiana and parts of Illinois and Kentucky. This group conducts quarterly events on topics of interest to its members. Spring 2016 event will be an education conference held at the University of Southern Indiana. TSMa wants to promote Project Lead the Way and the Conexus HIRE program to both manufacturers and educators in the regions. Speakers will be Vince Bertram of PLTW, Steve Dwyer of Conexus, and Glenda Ritz, Superintendent of Public Schools.

9. Business Mentors- Still in the planning stages and partnering with Junior Achievement, the board will develop a speaker's bureau to deliver a cohesive message to middle school students about the opportunities and career pathways of high-wage, high-demand jobs in the area.

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. To facilitate engagement of employers, Region 11:

- **Proposed and received approval for the implementation of incumbent worker training for the recent Alcoa (Manufacturing) smelter closure. About 40 workers were considered for this training; 23 eligible incumbent workers completed this training. In addition, a WorkOne office was created onsite and at Local 104 to serve both the employer and jobseekers including two full-time staff and an additional third party who, on a short-term basis, provided initial resume assistance and computer skills assistance.**
- **Worked with the Indiana Plan Pre-apprenticeship program, Adult Education, and the Building Trades (Construction, one of the five emerging industries in the region) to create the first class. Currently, one participant was hired into an apprenticeship program and another is completing paperwork for an apprenticeship hire. The second class is scheduled for October 2106.**
- **Utilizes a Business Consultant to provide business seminars, work with the Business Professional Exchange, keep the WorkOne system informed of employer requests, and organize Rapid Responses.**

B. To support a local workforce development system that meets the needs of businesses, Region 11 will:

- Utilize the strategies and sub-points in Section 3.3 and subsequently 3.2., e.g., Voc Rehab now receives weekly notices of businesses who plan to participate in upcoming hiring events. Adult Education will be added.
- Connect eligible clients, including Adult Education clients, with Perdue's Skills for Success program and employer Resource MFG for the first class offered to females at the local YWCA in Evansville. After successful completion of the class, participants are guaranteed an interview with Resource MFG.
- Place a WorkOne staff member in the Ivy Tech Community College Corporate College.
- Continue expanding OJT opportunities. Past or current OJT opportunities include Kimball, Berry Plastics, Infinity, ProLam, KCARC, Sigma Packaging, MasterBrand Cabinets, Mohler Technologies, Whayne Supply, and Enova Premier.
- Utilize the position of the OJT Specialist in both OJT development and Work Experience development

C. To better coordinate workforce development program with economic development partners, Region 11:

- Will continue to work with economic development in such efforts as the OCRA grant across multiple counties including Knox and Gibson counties in Region 11. This effort brought Vincennes University, KCDC, and the WorkOne system together to provide CNC classes. Employers who have hired from this CNC class include Fastenal Manufacturing, Crane Army Ammunition, Perfection Hydraulics, Hoosier Tool and Die, Fisher Tool and Design, Jasper Engines, and NIDEC.
- Created as an ad-hoc committee by the Workforce Development Board, the Outreach Committee's ultimate goal will be to drive awareness of and visits to the regional WorkOne facilities during the WIOA transition. This committee will design metrics to measure the effectiveness of the outreach efforts but not the effectiveness of the services offered at the WorkOne facilities. As there is a large marketing component to this committee, the committee will develop a marketing strategy to increase awareness of WorkOne facilities.
- Share a staff member with the Chamber of Commerce of Southwest Indiana.

D. Region 11 will strengthen linkages between the one-stop delivery system and unemployment insurance programs through:

- Wagner-Peyser hiring events
- unemployed customers who visit the WorkOne, including RESEA participants
- businesses that place job orders in ICC

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 oversight of funding from area employers and universities.

Funding for youth services include:

- **Teacher Boot Camp which gives 30 teachers the opportunity to spend a week observing production at four large manufacturing facilities. The Boot Camp will provide teachers the knowledge to guide their students to the much needed manufacturing career path.**
- **STEM Challenges for high school teams to compete for cash prizes.**
- **A technology grant to GSIW to strengthen the use of the Work Ethic Certification in the region. In order to institute the Work Ethic Certification into all the JAG schools, funds will purchase electronic tablets for JAG Specialists in each of the eight JAG schools.**

Funding for dislocated workers and adults services include:

- **Funding from a large employer for training at the community college.**

A Leap 2 grant has been submitted to serve ex-offenders.

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

Twenty-five percent of the total WIOA and non-WIOA funding is projected to be expended for training each year.

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.

- **Region 11 borders the state of Kentucky and Illinois. Since residents may live in Indiana and work in Kentucky or vice versa, a need exists for collaboration in workforce development. This occurs with less frequency between Indiana and Illinois. Workforce events, including but not limited to, hiring, layoffs, closures, and grant proposals take into consideration the demographics of the populations served. When appropriate, TAA services are coordinated with Kentucky and Illinois.**
- **The Board maintains a leadership role in the I-69 corridor project which is multi-state and multi-regional in scope.**
- **Mentioned in 3.11, Region 11 collaborates in the OCRA grant with Region 8.**
- **A potential POWER NEG grant will serve residents employed in the Indiana coal mining industry who live in the surrounding regions and states.**

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 has expanded and will continue to develop access to employment, training, education, and supportive services in the following ways:

Adult Education –

- **increase occupational and industry data through case manager presentations to students at Adult Education class sites; the expansion of youth age to 24 opened up a larger audience of out-of-school youth from adult education that are now targeted for employment, education, and supportive services**
- **use existing referral form between Adult Education and WorkOne and include a “walk” from point of entry to the referral entity;**
- **require Adult Ed instructors to attend professional development training that incorporates career awareness in the AE classroom**
- **developed a reporting system that targets AE referrals and AE clients that actually meet with a career counselor**

Wagner-Peyser –

- **increase contact from unemployment claims to case managers including a “walk” from WP point of entry to service provider staff where possible;**
- **create a process to refer eligible WorkKeys participants to case management**
- **train service provider staff to provide state reemployment services.**

TANF and SNAP-

- **continue to follow direction from the state including referrals from TANF/SNAP programs to WorkOne for workshops and individualized employment services;**
- **continue to pursue a process for WorkOne staff to contact TANF/SNAP customers via a list.**

Vocational Rehabilitation –

- **continue and increase co-enrollments when appropriate for customer;**
- **continue to support subject matter experts for both Vocational Rehabilitation and WorkOne in the Evansville and Vincennes office.**

OOS Youth –

- **continue to identify potentially eligible youth upon entry to a WorkOne office**
- **continue to serve OOS at community-based sites such as Youthbuild, YWCA, and Grace House. These youth have multiple barriers including high-school dropout, pregnant and or parenting, offenders, low-income, and substance abuse. Region 11 now has a case manager dedicated to participants at YouthBuild.**

- continue and expand the reach of Youth Employment Services (YES). YES has an application and voucher process.
- integrate the youth staff with adult and dislocated worker staff

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)]

Appropriate co-enrollment serves the customer in the most efficient and effective manner possible; customers are to be co-enrolled in all funding streams for which they are both eligible and receive services in order maximize use of resources.

- **Most WorkOne customers will be enrolled in Wagner-Peyser services.**
- **Appropriate customers will be enrolled in WIOA Adult, Youth, or Wagner-Peyser.**
- **Youth over the age of 18 will be co-enrolled as adults if there is benefit for additional services. This is particularly important for out of school youth and core partner, Adult Education.**
- **TANF and SNAP participation indicates a significant barrier to employment and may be a qualifier for enrollment in a WorkOne adult or youth program.**
- **Vocational Rehabilitation and WorkOne may utilize co-enrollment to enhance employability.**

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

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

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

Region 11 continuously reviews data, conducts surveys, constitutes committees as needed, and assembles interested and appropriate employers, staff, customers, and jobseekers to improve WorkOne service performance. Approaches include:

- **Continuous review of service provider performance including enrollments, active case load numbers, job placements**
- **Bi-weekly meetings with service provider manager and local office manager in Evansville**
- **Monthly meetings when needed with local office manager in Vincennes**
- **Team Time training by WDB staff**
- **Customer surveys**

- **Employer surveys**
- **Site visits**
- **Committee meetings for Finance, Operations, Youth, Business Services**
- **Organize and/or participate in regional strategic planning meetings with service providers and local office managers**

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

The local board facilitates access to one-stop services by multiple methods in remote areas.

These methods may include, but are not limited to:

- **Available laptops for enrollment, job search, and assessments. One example is the Alcoa layoff site at the Local 104.**
- **Tablets in the JAG classrooms are used for electronic lessons. JAG classrooms exist in eight sites throughout the counties in the region.**
- **Tablets for the WorkEthic Certification in high schools in the region. These are currently in the eight JAG sites with the goal of expanding into all regional high schools.**
- **Non-traditional office hours. One example is the Alcoa layoff**
- **“Traveling” iPads are utilized for customer surveys in the WorkOne offices.**
- **Shared offices with other community resources including YouthBuild, and the Rockport office**
- **Shared staff with other community resources include AIS, YouthBuild, Ivy Tech Evansville, and Ivy Tech Tell City**
- **Planning for services on-site with employers, possibly WorkKeys assessments**

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)]

- **Each WorkOne office is monitored at least once a year for compliance with physical access to the facility including operation of doors, the proper gradation of accessibility ramps, and sufficient number of parking for those individuals with disabilities. Other opportunities for compliance include a prospective office site.**
- **Interpreter services follow the state contract with Language Line Services. Language Line Services established 24/7 day a week interpretative services. Services are accessed by an 800 number through Language Line, LLC.**
- **Through grants, Region 11 is a recent recipient of technology for the visually impaired and hearing impaired. Not all equipment has been installed at the current time. When all is received, the IOT helpdesk will arrange for installation of:**

- ✓ 24" LED Monitor
- ✓ Enablemart Large Print Keyboard
- ✓ 20" Merlin Ultra HD video Magnifier
- ✓ LSS GTO3BN Video Magnifier Cart
- ✓ Natural Reader 12 Professional
- ✓ Microsoft LS-3000 Headset
- ✓ Kensington ExpertMouse Trackball
- ✓ ErgoRest Articulating Arm Supports, Long Pad, 2 per location
- ✓ Infinity Series Adjustable Workstation
- ✓ Office Star work Smart Ergonomic Multi-Function Mid-Back Office Chair
- ✓ JAWS Professional Software
- ✓ Interprettype STC2.0 Speech-to-text Communicator

- In the past year, the Erskine Green Training Institute, a part of The Arc of Indiana Foundation delivered a presentation to WorkOne staff on vocational training for students with disabilities who may or may not be on a traditional diploma track and for whom a college experience may not be a possibility. Region 11 meets with a local employer, a financial institution, who is very involved in encouraging other businesses to hire individuals with disabilities. This employer is a Board member who brings pertinent information on disabilities to board awareness.
- GSIW contracts with Operations Job Ready Veterans (OJRV) for the Ticket to Work program. The dedicated OJRV staff person contacts individuals in the region who possess a "ticket to work" to enroll and engage individuals with disabilities in part-time and/or a level of work suitable with the disability.

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)]

State policy for MOUs was issued after submission of this plan. Under this policy, the State will facilitate an umbrella MOU between the WDBs and:

- Wagner-Peyser, Trade Adjustment Act, and Veterans programs
- Unemployment Insurance
- Vocational Rehabilitation
- TANF E&T

Per the draft policy, Region 11 WDB will facilitate an umbrella MOU (copies included, except Vincennes Housing Authority) with:

- WIOA Title I Adult/DW/Youth program – One Stop Operator signature
 - Adult Education and Literacy – each Adult Education provider signature
 - Older Americans Act, Title V – grantee signature
- An Extension Agreement (copy included) exists with the local grantee until June 30, 2016. On or before this date, the local grantee will sign a new MOU.
- Career and Technical Education programs at the postsecondary level authorized by

Carl D. Perkins Career and Technical Education Act – each grantee signature

- **Employment and training activities carried out under the Community Services Block Grant Act, if applicable**
- **Employment and training activities carried out by the Department of Housing and Urban Development, if applicable**
- **Second Chance Act Section 212 programs, if applicable**

Additional programs and entities are included:

- **MOU with New Hope Community Development Corporation (Bridge Builders Transportation) Evansville, IN**
- **MOU with Main Street Cottages (Milestone Ventures) Princeton, IN (employment and training services)**
- **MOU with ECHO Housing HVRP program Evansville, IN (employment and training)**

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

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

The Board replaced all the Windows XP computers in the eight WorkOne offices to improve customers' use of internet based programs.

- **Available to customers in all the WorkOne offices are Indiana Career Connect, TORQ assessments, WIN WorkKeys preparation, and Indiana Career Explorer.**
- **Where possible, TABE testing, the NCRC, and other WorkKeys assessments are completed online.**
- **Unemployment insurance is delivered online with chat features and phone connections.**
- **WorkOne services will continue to be documented in the state-mandated case management system.**

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)]

In contrast to WIA, WIOA affords a more immediate path to individualized customer services. A client-centered approach starts where the client is and creates a career pathway with the client. Workforce development activities in the region begin with assessments of both hard and soft skills, customer barriers and strengths, and sound career counseling based on job and skill demand of the region's employers. Assessments that may be used:

- **Informational interview provides comprehensive picture of customer at WorkOne**

entry, used by new case managers if needed

- **TABE** – provides an educational level benchmark for basic skills and classroom training performance
- **WorkKeys** – provides a foundational level benchmark for basic skills in the workplace
- **WIN** – Worldwide Interactive Network provides remedial practice for education and basic workplace skills
- **ICC** – Indiana Career Connect provides job matching activities, skill levels, and occupation information
- **ICE** – Indiana Career Explorer provides career exploration inventory of knowledge, skills, and work values
- **TORQ** – Transferable Occupational Relationship Quotient provides comparison of current occupational skills and potential skills and education needed for a different occupation, usually an occupation suggested by the ICE assessment
- **ONet** – provides occupation and industry information of needed skills, education, occupation forecast, salary, and demand

Workforce development activities in group settings:

- **Rapid Response Orientations**
- **Resume assistance workshop**
- **Interviewing skills assistance workshop**
- **Job search assistance workshop**
- **Workplace skills (job retention) workshop**
- **Hiring events** – In addition to hiring events at the local WorkOne offices, WorkOne and HOLA [a Latino organization offering adult education and English as a Second Language (ESL) classes] will partner for hiring events at Nativity Catholic Church in early July 2016.

Workforce development activities in individualized setting leading to employment and/or training:

- **Resume assistance**
- **Mock interviews**
- **Job search**
- **Career pathways**
- **Labor market information**
- **Career counseling including Hot Jobs information**

Training and education activities:

- **ITAs** – Individual Training Accounts for classroom training, adults and dislocated workers
- **OJTs** – On the job training for job placement with skills gap, adults and dislocated workers
- **WEX** – Work experiences for adults with poor work history and lack of basic work skills
- **Pre-apprenticeships** – combination of classroom and on the job skill acquisition

Workforce activities for adult and dislocated workers deliver solid employment skills. Region

11 has explored and fashioned alternative capacity for service delivery involving shared staff with other agencies, alternative service hours, and alternative service sites for specific employers.

A potential gap or weakness in the workforce development activities is a category of soft skills, not as defined as punctuality and attendance, but workplace behaviors that disrupt workflow, increase the turnover rate of employees, and create an antagonistic workplace. While WorkOne staff may observe these behaviors when working with the individual client, an assessment and remediation activity could serve both employer and employee job satisfaction.

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)]

Jobs of America’s Graduates (JAG) participants comprise the majority of in-school (ISY) students in eight schools in the region. The eight JAG programs plan to serve a minimum of 320 participants. In this program year, eligible in-school students at an alternative education site inaugurated an option that included credit recovery with a short-term training, mostly C.N.A. A case manager resides at the site on a part-time basis and delivers youth services to these participants. To attain the ISY and out of school youth fiscal prescription, eligible credit recovery students’ training is funded by WIOA Adult monies. Within the full service offices at Evansville and Vincennes, technology to assist those with hearing and visual disabilities is currently being installed with the assistance of IDWD. In school youth with disabilities are provided with:

Extended test times

Reading the test to the student

Testing in isolation

Student placement in front of the classroom (often part of the IEP)

Calculator provided on any math test

Ensure physical access to transportation and buildings

Ensure appropriate accommodations for a youth Work Experience

ISY Youth elements:

- 1. Tutoring, study skills training – JAG Specialists offer tutoring opportunities during class as well as before and after school. Working closely with the guidance departments in the schools, JAG Specialists determine which youth are at-risk of non-completion of diplomas requirements; the specialists also**

monitor grades and meet with participants on a weekly basis to review grades and create remediation plans to achieve passing grades.

2. Dropout recovery services – JAG Specialists maintain regular contact with participants who have dropped out of high school. These participants are referred to adult education services by a list of ABE instructors and class times. Making for a smoother and quicker transition, two staff members of the in-school program also teach adult education classes in the evenings and on weekends. Ensuring a closer post-secondary contact, one ABE class is taught at a community college campus on Saturday.

3. Work experience – Adding a critical component of the new WIOA Youth directives, paid and unpaid work experiences that are career pathway-related and relevant to the JAG participants’ chosen career fields have been developed to focus on seniors. Generally lasting no more than 160 hours, work experience that will add career-related experience to a resume includes:

Jasper Engines Recreation	City of Princeton Parks and
Hoosier Hills Counseling Center Center	Knox County Area Rehabilitation
Huntingburg Family Dentistry	Mesker Park Zoo
Sternberg International Bureau	Perry County Tourism and Visitors
Touch of Class Home Furnishings	Riverwind Farms
Brookeside Village Living Community	Kessner Interiors
Make Your Mark Screen Printing	Evans Tire and Auto of Tell City
Harmonie State Park	Angel Mounds State Historic Site

4. Occupational skills training – Training opportunities include programs such as C.N.A., phlebotomy tech, welding, dental assisting, and hospitality. As an entry level certification for healthcare, two JAG participants completed the C.N.A. training.

5. Education + workforce preparation activities– All JAG participants are required to complete the 37 national core competencies. These competencies cover career exploration, job attainment, job retention, workplace academic skills, teamwork, leaderships, and personal development skills. Specialists present the competencies in a variety of instructional methods including whole-group, small group, and individual activities.

6. Leadership development opportunities – All JAG participants are part of the Career Association, the student-led extracurricular portion of the JAG program. Membership gives the participants the opportunity to develop and implement community service activities throughout the schools and communities. Officers

are peer-elected and required to perform the duties of the office that include a lead role in the organization of community service activities and the engagement of business and community leaders on behalf of the JAG program.

7. **Supportive services** – Supportive services are made available to JAG participants and may include youth performance incentive for graduation, HSE test payments, payment of college book fees, and payment for uniform and equipment fees for work experience and/or OJT opportunities.
8. **Adult mentoring** – Region 11 JAG Specialists, Coordinator, and Manager are actively involved in mentoring JAG graduates in the 12-month period following high school graduation.
9. **Follow up services** – Youth follow up services are required for a 12-month period. The goal of the JAG program is for participants to graduate high school and then enter full-time employment or postsecondary education, or a combination of postsecondary education and employment. During follow up, JAG staff connect with those participants who have not graduate high school and/or who are not attending college or employed. To ensure successful outcome, referrals are made to alternative education, adult education programs, and WorkOne services. The 12 month follow up phase is critical to program performance and JAG National 5 of 5 standards.
10. **Comprehensive guidance and counseling** – Frequent guidance and counseling is vital to youth success whether academic performance, school discipline, and personal/family issues that affect the youth and place success at risk. Part of guidance and counseling is appropriate referrals to community resources. JAG staff provide guidance regarding career choices and employment opportunities for participants.
11. **Financial literacy education** – Financial literacy in the classroom is promoted by activities such as budget writing, smart shopping, researching the costs of rentals, mortgages, and new and used cars. Guest speakers from the local Junior Achievement office and local financial institutions deliver supplemental financial literacy instruction.
12. **Entrepreneurial skills training** – Local businesses share the difficulties and rewards of maintaining a business while also conveying the personal and academic skills needed to successfully operate a business. This year PY 2015, the JAG regional and state Career Development Conference included a new entrepreneurship plan event in the competition.
13. **Labor market and employment information about in-demand industry (career awareness, career exploration, career counseling)** – JAG participants must be

registered in both Indiana Career Connect and Indiana Career Explorer; these sites provide resources for local and state labor market information, growth in industry sectors, wage and salary information, and skills needed for industries. JAG staff utilize quarterly reports of research and analysis from the IDWD when presenting information to JAG students.

14. Transition to post-secondary education/training activities – All JAG participants must complete the FAFSA and a minimum of two college applications. A specialist in the region was previously the Director of Financial Aid at a university in the region and is a valuable addition. Field trips provide visits to local colleges and universities including Vincennes University, Ivy Tech Community College, the University of Southern Indiana, and Oakland City University.

Youth budget allocation – As WIOA regulations focus on the priority of out-of-school youth and work-based learning, the region changed focus to meet the new youth allocation of 25% ISY and 75% OSY and is moving toward 20% work-based learning for youth programming.

The JAG program is now a recipient of TANF funds. April 2016 will be the first report with drawdowns for each JAG participant served in the month.

The ISY program is evaluated on multiple levels. For the JAG program, the National 5 of 5 performance measures set the standard. In addition to the 5 of 5 measure, monthly reports that are reviewed include the JAG Coordinator's report, monthly enrollment numbers, active case load numbers, postsecondary training and work experience numbers, HSE obtainment, and job placements. Case management and case note performance is reviewed on an ongoing basis and currently each case manager receives individualized instruction from the Operation staff.

Identifying strengths and weaknesses found the following:

- **Strengths-**
 1. JAG program significantly improved youth outcomes since the first year
 2. STEM Challenge is for high school students in the region; JAG students may form a team and participate; participation in the STEM Challenge will confirm an Academic Scholarship to Oakland City University of at least \$3500 a year for four years, contingent upon admission to OCU.
 3. The Career Development Conference (CDC) each year offers opportunity for JAG students to experience competitive career development opportunities both locally and potentially state and nationwide.
- **Weaknesses –**
 1. Rural areas with no transportation may affect participation.
 2. Technology (internet access) outside the classroom may affect participation.

3. Employers continue to accept employees without a diploma or HSE

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 out-of school youth program plan to serve a minimum of 350 participants. Under WIOA, “youth service focus will be improved by placing a priority on out of school youth, high school dropout recovery, and achievement of recognized postsecondary credentials. Career pathways and work-based learning will be promoted as leading approaches to be adopted on a wider scale.” Following this directive with new age eligibility parameters, the region refocused efforts to reach out of school youth (OSY) for high school equivalency (HSE) obtainment, a career pathways standard commencing with entry level short term certifications, and work-based learning expansion. Visits to multiple youth related organizations revealed that many HSE programs imbedded within long-existing community organizations were, in recent years, eliminated.

For the last three years, Region 11 maintained an out of school AE class with YouthBuild; however, the loss of YouthBuild funding removed this class. YouthBuild participants were contacted and moved to other AE classes whenever possible. Out of school youth staff will continue to interact with the youth related community based organizations with the goals of increasing the number of OSY served in the region.

Out-of-school youth with disabilities are provided with:

Extended test times

Reading the test to the student

Testing in isolation

Student placement in front of the classroom (often part of the IEP)

Calculator provided on any math test

Ensure physical access to transportation and buildings

Ensure appropriate accommodations for a youth Work Experience

One example where an out-of-school youth required a unique need was extra time to learn the planned work activities in a Work Experience environment. Extra hours and funds were approved for this youth.

Region 11 is the second region to pilot a program, the Indiana Plan Apprenticeship Awareness program, which combines Adult Education (HSE) completion and a short-term two week

program for manufacturing (an in demand occupation in Region 11). It is anticipated that most of the participants will be OSY.

OSY Youth elements:

- 1. Tutoring, study skills training – Adult Education services are co-located in the Evansville and Princeton WorkOne offices and are connected to all other office sites. Upon entering a WorkOne, youth customers are connected with a youth staff member for an informational interview including educational background, eligibility information, and services available to the youth.**
- 2. Dropout recovery services – Youth clients are connected to AE to begin HSE obtainment. Assessments demonstrate the needed emphasis for study; clients attend class with content instruction aimed at client needs, and clients undertake readiness tests before attempting the HSE exam.**
- 3. Work experience – OSY clients are able to participate in a work experience for various reasons:
 - a. Gain work experience where none exists**
 - b. Focus on learning and developing basic work skills**
 - c. Gain ability to retain a job**
 - d. Explore careers and occupations****

While all types of training are available to the OSY, work experience especially prepares the OSY for the workplace environment. Region 11 has made this a priority.

- 4. Occupational skills training – Youth employment and training advisors inform clients of the training opportunities of the workforce development program and assist the OSY client through career exploration, current skills assessments, labor market information, financial needs, and any other training related needs of the youth. OSY clients may be referred to the youth staff through the WorkINdiana program.**
- 5. Education + workforce preparation activities – Clients are encouraged to take part in activities that will stretch and grow their skill set. While working toward the goal of an HSE, OSY participate in activities similar to the JAG competencies related to work preparation.**
- 6. Leadership development opportunities - Youth are exposed to leadership opportunities through a Work Experience (WEX) Boot Camp, a preparation for the WEX. This is a series of sessions that OSY attend prior to the start of a WEX that may include basic skills to gain employment such as decision making, time management, goal setting, financial literacy, social media use, and job retention skills.**

- 7. Supportive services – Supportive services are made available to OSY participants and may include youth performance incentive for HSE completion, HSE test payments, payment of college book fees, and payment for uniform and equipment fees for work experience and/or OJT opportunities.**
- 8. Adult mentoring – Region 11 OSY case managers and Program Manager are actively involved in mentoring OSY in the 12-month period following exit. Recognizing the tremendous barriers faced by the most at-risk youth and the difficulties case managers face with the most at-risk youth, the Youth Committee of the Board is working on a plan to engage local business leaders and employees as individual youth mentors to encourage better decision-making in the areas of education and employment. This plan will be inaugurated in 2016.**
- 9. Follow up services – Youth follow up services are required for a 12-month period. The goal of the OSY program is for participants to complete the HSE when appropriate and then enter full-time employment or postsecondary education, with the end result of self-sufficient employment. During follow up, OSY staff connect with participants to ensure the availability of needed services. The 12 month follow up phase is critical to program performance.**
- 10. Comprehensive guidance and counseling - Frequent guidance and counseling is vital to youth success whether academic performance, school discipline, and personal/family issues that affect the youth and place success at risk. Part of guidance and counseling is appropriate referrals to community resources. OSY staff provide guidance regarding career choices and employment opportunities for participants.**
- 11. Financial literacy education – Financial literacy is discussed in WEX Boot Camp, a series of lessons that the client attends before a work experience. Included are effective strategies for managing money, wise purchases, bill paying, learning about credit, and opening bank accounts.**
- 12. Entrepreneurial skills training – Thinking creatively, interpersonal skills, personal characteristics, budget development, effective communication are a part of the entrepreneurial skills presented in the WEX Boot Camp.**
- 13. Labor market and employment information about in-demand industry (career awareness, career exploration, and career counseling) - OSY staff utilize online resources such as ONet to discuss various career fields, average pay and demand for the occupation, and skills/knowledge needed in the industry.**
- 14. Transition to post-secondary education/training activities – OSY receive a career research packet that is completed with the youth staff member; this packet supports insight into training for the selected occupation. This guidance may be**

provided as part of the WEX Boot Camp. Staff encourage clients to attend local college campuses to speak with admissions offices for the purpose of admission procedures. Staff also provide the opportunity to take campus tours and discuss the differences in scheduling between high school, adult education classes, and college.

Youth budget allocation - – As WIOA regulations focus on the priority of out-of-school youth and work-based learning, the region changed focus to meet the new youth allocation of 25% ISY and 75% OSY and is moving toward 20% work-based learning for youth programming.

The OSY program is evaluated on multiple levels. Monthly reports that are reviewed include the monthly enrollment numbers, active case load numbers, postsecondary training and work experience numbers, HSE obtainment, and job placements. Case management and case note performance is reviewed on an ongoing basis and currently each case manager receives individualized instruction from the Operation staff.

Identifying strengths and weaknesses found the following:

➤ **Strengths-**

1. New WIOA regulations place more focus and monetary resources on OSY
2. Increase employer involvement with OSY with WEX
3. Increase the appropriateness of OJT for OSY

➤ **Weaknesses –**

1. Rural areas with no transportation may affect participation
2. Technology (internet access) outside the classroom may affect participation.
3. Employers continue to accept employees without a diploma or HSE

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)]
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ISY and OSY programs have been successful in different approaches. Historically, approaches in the region have embraced:

1. Youth obtaining the GED with no connection to employment
2. Several hundred youth in summer employment in the largest urban area in the region
3. An in school JAG program
4. An out of school JAG program.

As we enter WIOA, the region will concentrate on:

1. In school JAG program with employment and/or education goals
2. The co-enrollment of credit recovery youth at an alternative education site with short-term training and employment goal
3. Out of school youth completion of the HSE with training and/or employment goals

On the job training (OJT) for youth has been fostered in the region utilizing an OJT specialist

previously only utilized for adults. Occupational skills training in customer service and training in leadership, both short-term classroom environments, has added to the value of youth skills. Another new practice is the combination of a WEX and an OJT for eligible youth.

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)]

Grow Southwest Indiana Workforce ensures that training provided is linked to in-demand industry sectors by multiple means. Through the use of a combined state, state regional, and regional in-demand list, WorkOne staff have the necessary information for participant choice. The list is reviewed annually and when the state releases a new state and state regional list. Business Services furnishes trends and jobs from ICC and employer requests; special training programs developed by providers in the region are reviewed. Each occupation suggested by Business Services or employers is reviewed on ONet; related occupations are noted. If substantiated, the occupation is added to the list with a designation for Bright Outlook or Green, if appropriate.

Individual training accounts and contracts stipulate the mechanisms for payment of training expenses to eligible training providers for the training of individuals using WIOA funds or other grant funding. Training services are expected to maximize customer choice in the selection of training programs. For training eligibility, customers must:

- **Have a comprehensive assessment and an Academic and Career Plan (ACP)**
- **Test at reading and math level consistent with the requirements for the occupation chosen for training. A standardized test must be used by WorkOne staff; remedial training is available if necessary.**
- **Complete a standardized occupational skills assessment to ensure the customer's interest, values, and abilities match the stated training goal.**
- **Complete a labor market study for the desired occupation to fully understand the requirements of the occupation and local demand.**
- **Apply for all available grants and scholarships, but will not be asked to seek loans. If the customer obtains a loan, the appropriate WorkOne staff will discuss the impact of such loans as a part of excellent career counseling.**

Selection of an appropriate training goal -Training is limited to occupations on the in-demand occupations list. If the customer wants, and assessments support the need for training in an occupation that is not on the list, a solid written job offer may be submitted for review to the WDB Operations Manager for review and approval. All Individual Training Contracts (ITC) must be executed with a training institution on the statewide provider list. The service provider will forward a copy of the ITC to the WDB staff.

Duration – The duration of the Individual Training Account will be for one program year. At the end of each program year, the ITA must be closed. Each customer can be awarded up to \$4500.00 for tuition per program year.

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)]

Local staff may obtain information through media partners, WorkOne offices, or State Rapid Response team/Dislocated Worker Units of impending layoffs. If layoff notice is obtained through media or local office, local staff makes contact with company personnel and Union representative, if applicable, to schedule a meeting to gain information of layoff. Local staff also requests or helps draft a Worker Adjustment and Retraining Notification (WARN) and provides to State Rapid Response team/Dislocated Worker Unit. If notified by State Rapid Response team/Dislocated Worker Unit by WARN notice contact is made to company and Union representative, if applicable, to schedule a meeting to gain information of layoff.

Information obtained is number affected if not already known, if a severance package will be offered, list of employees names, Social Security numbers, address, wage, and occupation title, and if Trade Adjustment Act is applicable. Local staff and company representatives schedule the date for Rapid Response Orientation.

The Rapid Response Orientation provides information focused on WIOA services including job search assistance, re-training opportunities and provides basic information for Unemployment Insurance. Attendees are given materials regarding services available and Common Worker Survey to complete for DWD. Completed surveys are copied and sent to Service Provider and originals mailed to Dislocated Worker Unit.

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 federal/state UI program is an important core service in the comprehensive, integrated workforce system. Since 2005, federal and state UI agencies have been addressing individual reemployment needs of UI claimants through a voluntary UI REA program; beginning in 2015, the program is a voluntary RESEA program directed to UI claimants most likely to exhaust benefits under the method established for the state WPRS program and transitioning veterans. RESEA requirements are the same for all states and must include:

- **UI eligibility assessment and referral to adjudication, as appropriate**
- **Requirement for the claimant to report to an AJC**
- **The provision of labor market and career information that addresses the claimant's specific needs**

- Registration with the state’s job bank
- Orientation to AJC services
- Development or revision of an individual reemployment plan that includes work search activities, accessing services provided through an AJC or using self-service tools, and/or approved training to which the claimant acknowledges agreement
- Referral to at least one reemployment service and/or referral to training if appropriate to the individual’s needs.

The following UI claimants are excluded from the RESEA program:

- Those who have a definite return-to-work date
- Claimants who secure work only through a union hiring hall
- Claimants who are in approved training

RESEA services may be delivered by UI staff or well-trained Wagner-Peyser staff, WIOA staff, or other AJC staff. However, all eligibility issues must be referred to UI merit staff for adjudication, as appropriate. WIOA combines basic (previously called core) and individualized (previously called intensive) services into one category – career services, and consequently does not require a sequence for service delivery as found under the former WIA requirements. This change allows job seekers to more quickly access appropriate career services; the same staff are able to deliver both the required RESEA activities and some or all of the reemployment services of WIOA. RESEA allows for up to three RESEAs for each individual; however, during any of the three sessions, claimants are to be referred to appropriate reemployment services. Region 11 will capitalize upon this new ability to integrate RESEA with WIOA at the earliest appropriate opportunity. Following state guidance, WIOA staff will be trained in RESEA service delivery and a process will be established for referral from RESEA to WIOA.

<p>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)]</p>
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Supportive services may enable participants in workforce programs to obtain training and/or employment. To be eligible, a participant must:

- Be enrolled in individualized or training level services
- Be unable to obtain a particular service through another source
- Complete a personal budget that documents the need for supportive services

In the region, the following services may be covered:

- Transportation (bus tokens, gas vouchers)
- Books
- Dependent care
- Health care
- Food

- Interview and/or work clothing
- Tools required for employment as documented by the employer
- Cost of HSE testing
- One time auto repair (capped)
- One time housing payments (capped)
- One time utility assistance (capped)
- Other reasonable expense on a case by case basis and unavailable from other community resources

A WIOA participant is eligible for a maximum amount of \$1500 per program year in supportive services; exceptions can be made with the approval of the regional operations manager.

Youth stipends and incentives may be covered through supportive services.

Grow Southwest Indiana Workforce cooperates with Bridge Builders Transportation program in order to transport individuals seeking re-entry into the workforce through training, work experience, and the initial weeks of employment. Bridge Builders Transportation submits approved invoice to the WorkOne Southwest service provider on a monthly basis. Additionally, bus tokens are available for city transit.

Section 5: Compliance

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

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

The process used to award sub-grants and contracts begin with the issuance of a Request for Proposal that is announced in all local newspapers, published on Department of Workforce Development’s website and WorkOne Southwest’s website. Upon request, the RFP is sent to other interested parties including entities that have previously responded to the RFP. The award is made for a two-year contract with an option at the Board’s discretion to extend an additional year.

Within the RFP:

- Due date
- Copy instructions

- **Timeline including a Bidders Conference**
- **Proposal opening date**
- **Planned decision date of contract award**
- **Planned contract start date**

Lobbying is strictly prohibited. No bidder (including Board members, employees, or other agents) shall contact the Board members or staff after the release of the RFP to secure favorable treatment with regard to the awarding of a contract.

Once bids are opened by the Board, a schedule is created for a Bidder Conference where the bidding organizations are welcome to ask questions. Attendance is not required.

At an appointed time, each bidder will present their proposal to the Operations Committee. Board members score the proposals based on the RFP proposal evaluation criteria. Based upon the scores, the Operations Committee Board members will recommend a service provider selection to the Executive Committee.

The recommendation is taken to the Board for final approval. Final negotiations with the selected service provider are conducted after final approval.

JobWorks, Inc. holds the current Adult, Dislocated Worker, and Youth contract for Region 11. Copies of contracts are attached in this plan.

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

See Exhibit 2 – WDB Organization Chart and Service Provider Organization Chart

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).

Executive Committee is composed of all the Chairs of the standing committees. *Chaired by Sue Habig*

Finance Committee is charged with overseeing the funds provided to Region 11 with support from the fiscal agent, Crowe Horwath. *Chaired by Lori Williams*

Operations Committee is charged with overseeing the implementation of the policies set forth by DWD and tracking performance at the WorkOne offices. *Chaired by Joshua Bowman*

Business Services Committee is charged with overseeing and implementing initiatives to help service business and industry in the region. *Chaired by Amy O’Dell*

Youth Committee is charged with overseeing and implementing programs to serve in-school

and out-of-school youth including the WIOA directives for a 75/25% split in expenditure of out-of-school and in-school funds and a mentoring program with a workforce professional focus.
Chaired by Bob Stemple

Human Resource Committee is charged with overseeing all benefits and personnel policies for the Board Staff. *Chaired by Amy O'Dell*

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

Linda Jones

Grow Southwest Indiana Workforce Board Inc.

318 Main Street, Suite 504

Evansville, Indiana 47708

Telephone (812) 492-4511

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)]

Crowe Horwath LLP has been the Fiscal Agent for Grow Southwest Indiana Workforce Board since 2007. As Fiscal Agent, Crowe conducts financial monitoring of all contracts. Crowe assists in turn when the Board is being monitored by the Department of Workforce Development (DWD) and the Department of Labor (DOL).

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

[Click here to enter text.](#)

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

Region 11 is the site of a pilot program for cross training of staff, technical assistance, and use and sharing of information between Vocational Rehabilitation and the WorkOne system. In the Vincennes and Evansville WorkOne office, there is a Subject Matter Expert (SME) within both WorkOne and Vocational Rehabilitation. This SME is the contact or point person between the two entities for sharing of information. In addition, staff of both entities have received an overview of the scope of work for each entity in training times; training has highlighted common data and entity-specific data.

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)]

Notices requesting public comment on the four-year plan will be posted on the WorkOne website and published as a legal notice in all area newspapers. Public comment will be requested at each of the committee meetings and the board meeting prior to submission of the plan.

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

Monitoring in Region 11 is an ongoing process.

- **Client services are monitored at all points of contact including database changes, receipt of educational cost agreements, and receipt of credentials**
- **Formal monitoring is conducted at a minimum annually. At least 10% of client files are reviewed.**
- **During the regional monitoring, the Operations Team initially informs the service provider and local office managers. A notification is sent stating the annual monitoring has begun, the particular location/office that is to be monitored, time of desk review, site visit, and report.**
- **In desk review, case manager case loads are reviewed in TrackOne and errors and concerns are noted. The review includes data validation requirements, accurate document storage, service provision, case note documentation, and customer progression to employment and retention.**
- **Site visit information is sent to the managers stating the site visit date and time. Since youth files are reviewed for paper documentation in addition to electronic database, Youth files are expected to be present for monitoring during the site visit.**
- **During the site visit, the WDB staff member(s) reviews the site for facility safety, the employee- client communication, the services offered, the government signage (veterans, work laws etc.), dress codes, facility operations, and ensures all policies and procedures are being followed.**
- **Region 11 utilizes a simple grid to record findings, check required file items, and note general issues common to all WorkOne staff. Each client reviewed has a monitoring tool check list.**
- **The process is performed for all counties.**
- **The Performance Monitoring Specialist compiles a report of the findings noted during the visit. The report is submitted to the managers, the Executive Director, and**

Operations Manager.

- Local office managers and service provider submit a response that addresses the corrections that were reported by the Performance Monitor Specialist's findings. A response to the report is expected no later than 10 business days from date of submission to the service provider and local office managers. Both a hard copy and an electronic copy is delivered to the WDB staff office. Whenever possible, screen copies of TrackOne corrections are required to validate the correction.

Regional training –

- Generally presented the 2nd and 4th Wednesdays of the month during a two-hour session called Team time. This training time covers new information, reminders, standard operating procedures, general case management training, and topics requested by WorkOne staff.
- Annually, a comprehensive WorkOne training is presented at Team Time in the Evansville and Vincennes office by the Operations Team.
- The service provider plans for case managers to participate in case management training in September 2016. This is a nationally recognized case management training in live webinar form
- Monitoring staff are trained in the following ways:
 - Operations Manager
 - Continuing management leadership development courses
 - MIS meetings
 - IDWD training, e.g. webinars, state regional trainings
 - Professional development workforce webinars
- The performance monitoring specialist completed staff training for the new database training system, ICC, from GeoSolutions. This will be an ongoing training requirement from stabilization through regular updates of the state-mandated database system.

Monitoring Schedules: (scan in list) See Attachment C

Forms used: (scan in list) See Attachment C

Sample Report (scan in report) See Attachment C

Current program year monitoring will be scheduled once the new database has been established.

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

Youth staff receive professional development on various levels and by varied delivery methods:

- Annual State JAG training

- JAG refresher training
- OSY training at state trainings
- IYI online seminars
- Annual regional WIOA youth training
- Remedial workshop training on both eNDMS and case note development
- Monthly Team Time trainings on topics including case management, documentation, co-enrollment, workforce development grants and policies, workplace skills for job retention, career counseling techniques and assessments

Case managers, including youth staff, visit regional employers to increase knowledge of employer and jobseeker needs. With an intensified focus on adult education and OSY, cross-training will be developed.

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

SOP 07-02 Youth Literacy and Numeracy Gains July 2007 (write to 2016; have guidance from State)

SOP 08-04 Youth Services (write to 2016?)

SOP 08-07 Smoke-Free WorkOne Centers and Express Sites

SOP 08-09 Record Retention _2_

SOP 08-11 Document Shredding and Confidentiality Policy approved 2-25-09

SOP 08-12 WorkOne Managerial Structure and Functional Supervision Approved 02-25-09 (write to 2016?)

SOP 08-13 Lactation Support Policy Approved 02-25-09

SOP 08-17 Limited Personal Use of State Resources Approved 02-25-09 (write to 2016)

SOP 11-06 Individual Training Contracts (write to 2016)

SOP 11-07 Supportive Services Policy (write to 2016)

SOP 11-08 Dress Code Policy (write to 2016)

SOP 11-09 Procurement (reviewing for update)

SOP 12-01 Media Inquiry Policy (write to 2016)

SOP 12-02 Social Media Usage Policy (write to 2016)

SOP 12-03 WorkOne Brand Policy (write to 2016)

SOP 13-01 Eligibility and Data Validation (write to 2016; have guidance from State)

SOP 15-01 Work Experience

SOP 15-03 On-the-Job Training

SOP 15-04 Drug Screening

SOP 15-05 Customer Flow Policy (update to include WIOA language but awaiting state policy after new database established)

SOP 15-06 Regionally Elected Youth Barrier

SOP 15-07 Incumbent Worker

SOP 15-08 Rapid Response Activities

SOP 15-09 Confidential and Privileged Information

SOP 15-10 WorkIndiana Policy
SOP 15-11 Property Management
SOP 15-12 Electronic Participation in Meetings
SOP 15-13 Grievance Procedure
SOP 15-14 Non Discrimination and Equal Opportunity
SOP 15-15 Equal Opportunity and Posting Requirements (write to 2016),
SOP 16-01 ETPL
SOP 16-04 Nepotism
SOP 16-05 ADA Compliance
SOP 16-06 Sectarian Activity
SOP 16-07 Reporting Procedures for suspected Violations in Grant Administration Resources
SOP 16-08 Sub-Recipient Monitoring
SOP 16-09 MOU and Infrastructure Sharing
SOP 16-10 Priority of Service for Veterans and Eligible Spouses
SOP 16-11 Required Roles and Responsibilities of DVOP and LVER Veteran Representatives
SOP 16-12 Dislocated Worker Guidance for Category "A" Eligibility PENDING