

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

Modification 2 / September 2018 – **Modifications identified in red print.**

WDB/Region #	Western Indiana Workforce Development Board, Inc. Indiana Economic Growth Region 7
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WDB Executive Director	Ms. Lisa Lee
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I certify that the information contained herein is true and accurate to the best of my knowledge and that I submit this plan on behalf of the WDB listed above.

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

Name (type or print): Richard Burger

Title: President

Signature: Richard Burger Date: 07-01-16

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

Name (type or print): Judith Anderson

Title: Chief Local Elected Official – Vigo County Commissioner

Signature: Judith Anderson Date: 07-01-16

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Section 1: Workforce and Economic Analysis

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

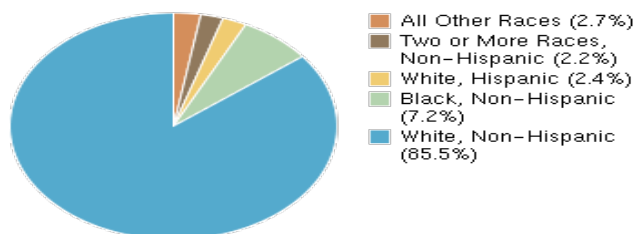
1.1* An analysis of the economic conditions including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. [WIOA Sec. 108(b)(1)(A)]

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



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

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



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

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

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

*in 2014 inflation-adjusted dollars

Source: U.S. Census American Community Survey 2014

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

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

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

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

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

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

Region 7 Top 5 Current Industries by Jobs

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

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

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

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

Region 7 Top 5 Emerging Industries

Largest Projected Industry Growth by Percent Change

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

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

Region 7 Hoosier Hot 50 Jobs

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

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

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

1.2 An analysis of the knowledge and skills required to meet the employment needs of the employers in the local area, including employment requirements for in-demand industry sectors and occupations. [WIOA Sec. 108(b)(1)(B)]

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

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

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

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

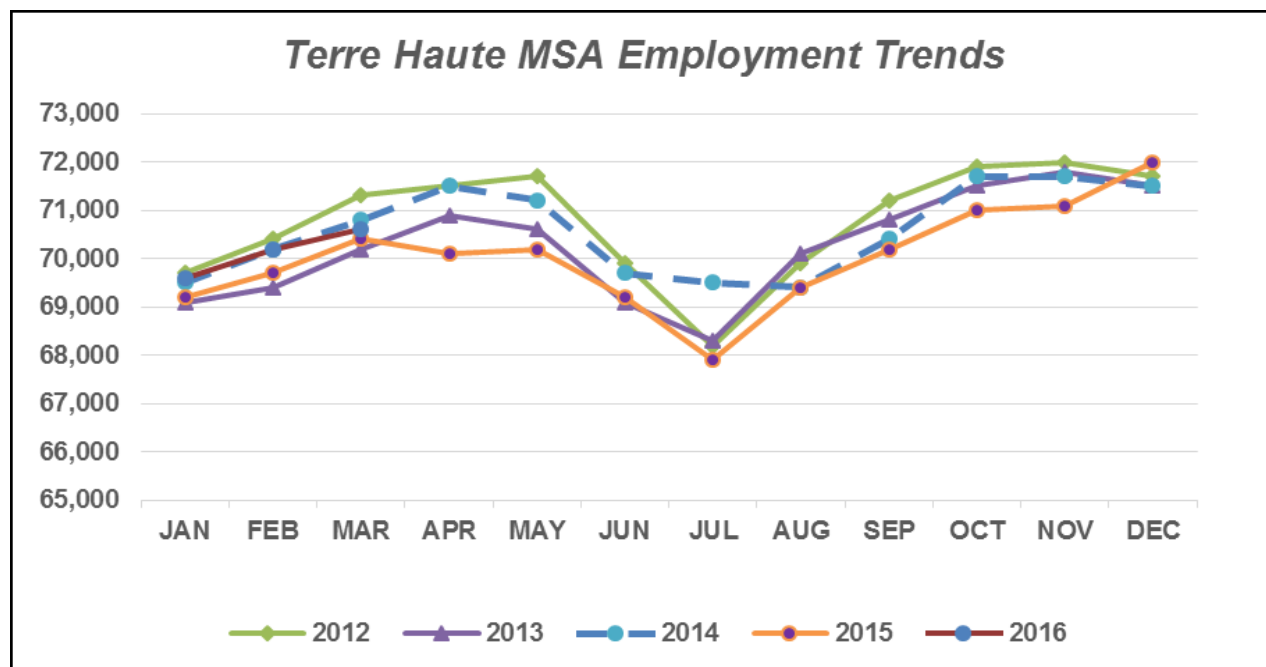
1.3 An analysis of the local workforce, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment and youth. WIOA Sec. 108(b)(1)(C)]

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

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

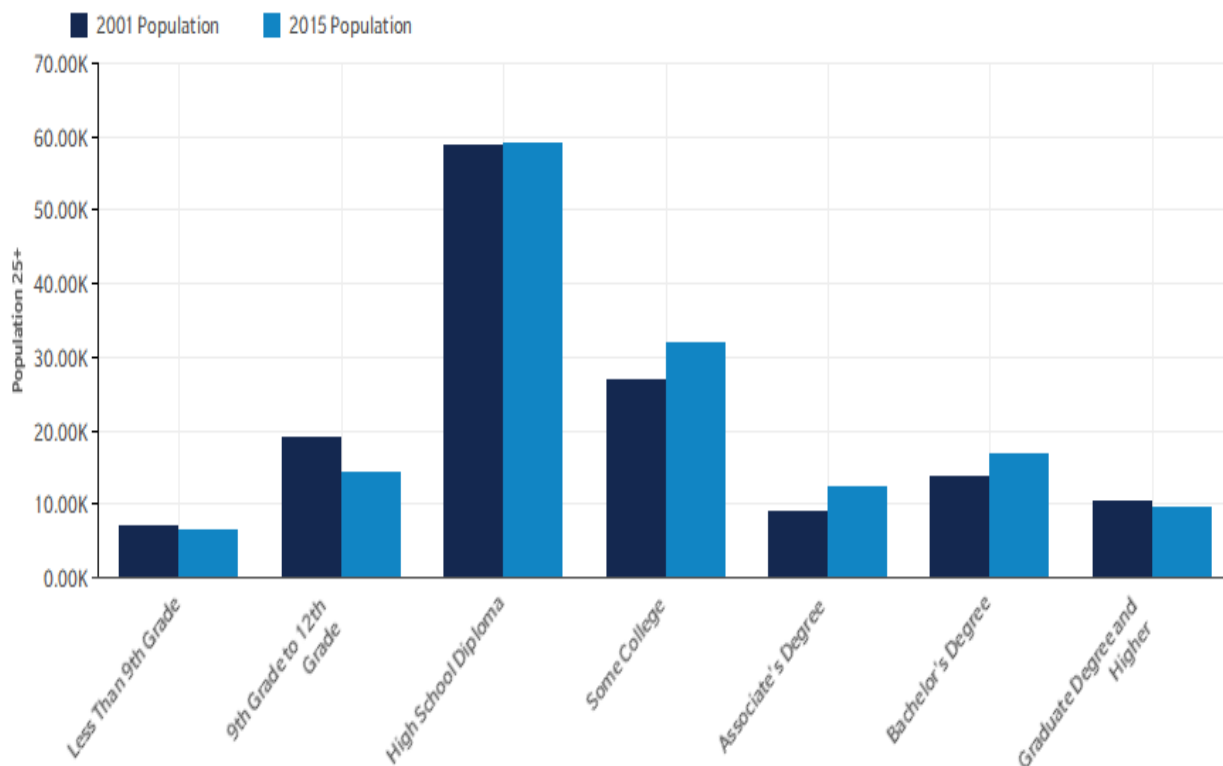
The unemployment rate in Region 7 is normally one to one and one half percent higher than that of the state. This has been the trend for about two years. The two counties in Region 7 who are often ranked among those counties with the top five highest unemployment rates are Sullivan and Vermillion. Sullivan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

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



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

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



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

Table 2: Population and Education Level of Region 7 Counties

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

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

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

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

Section 2: Strategic Vision and Goals

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

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

Western Indiana Workforce Development Board Vision Statement:

Vision - To expand regional economic opportunity and economic growth through the availability and employment of a highly skilled workforce. The availability of a qualified workforce is often the number one factor that is considered when determining the location or expansion of any business. In fact, Jay Simmons, President and CEO of The National Association of Manufacturers, recently said; "Growing a talented workforce helps ensure manufacturing will continue to be the bedrock of our economy and competitiveness." It is the vision of Western Indiana Workforce Development Board that through its work every citizen will possess the skills needed to meet the needs of business and have a successful and rewarding career. Integrated within this vision is the board's strong support of the state's goal to increase the portion of Hoosiers with high-quality degrees, certificates and other credentials to 60% by 2025. Strategic goals aimed at preparing such a workforce in Region 7 include:

Goal – Maintain a truly integrated system, in which services, strategies, resources, and successes are shared among all partners. The board has a history of strong partnerships with local businesses, education, labor, and other partners outside of the WIOA system. It is equally important that strong partnerships exist between One Stop partners. Representatives of these programs will continue to share information on a regular basis in order to develop a better understanding of each other's programs and services. This results in a seamless continuum of services for customers and will reduce duplication. The board will continue to align our programs and ensure that businesses and customers are aware of the full array of available services.

Goal – Ensure all customers are provided with the knowledge they need to make informed and individualized decisions regarding careers and career advancement. Customers using the Western Indiana Work One system will be assured that clear, concise career pathways are available to them in order to guide their training plans and improve their employment opportunities. Along with a strong career pathway system based on demand-driven data and occupations, customs will also receive career counseling provided by Employment Specialist, use on-line programs and information related to careers choices and skills, and attend workshops focused on career choices, and sometimes led by local business representatives. Career pathway information and related labor market information may also be distributed to Work One partners as appropriate.

Goal – Operate a demand-driven system by expanding sector strategies and ensuring that available training offerings are closely aligned with business needs. Periodic meetings will continue to take place with the business sectors in order to identify the skills and credentials that are needed. Periodic gap analyses through surveys and discussions with businesses will also occur. Demand-driven data will also be gained through strong involvement with economic development organizations throughout Region 7. It is important that their strategic plan for business growth and business attraction align with workforce efforts so that area workers are better prepared for both current and future skill needs.

Goal - Ensure that the regional workforce system maintains a culture of continuous improvement. As with the Indiana Career Council's "Strategic Plan to Transform Indiana's Workforce," the Region 7 Local Plan is a living, dynamic document. Continuous improvement is an ongoing effort to improve products, processes, and services. Regular review of the fulfillment of the strategies, actions, and desired outcomes set forth in this document will occur. As the only Indiana region to not only meet, but exceed, all PY 14 federal program performance measures, the Western Indiana Workforce Development Board maintains a strong focus on performance, results, and measures of success.

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

The Western Indiana Workforce Development Board recognizes and celebrates the unique skills and abilities that every youth possess. For in-school youth, program goals are unique and are largely focused on the awareness, preparation, exploration and exposure to the knowledge, skills, and abilities that are characteristic of successful adults. In Region 7, in-school youth funds are aimed largely on the Jobs for America's Graduates (JAG) program. Out-of-school youth have similar goals, but these youth are facing challenges such as having dropped out of school or completed school but not possess appropriate employability skills. Not surprisingly, out of school youth are often without a focus for their future. Those youth who have dropped out of school are referred to Adult Basic Education for assistance in achieving their High School Equivalency (HSE). Goals for youth reflect WIOA performance goals for youth. These include: placement in employment, education and a credential(s) if appropriate, apprenticeship or the military, retention of that placement, earnings rate, and improved skill levels.

Goals- In-School Youth –

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

As was mentioned earlier, Region 7 strives to meet the unique needs of every customer we serve. Getting to know the individual, appropriate assessments, and effective career counseling continue to provide youth with activities, customer choice, and career pathways that are rewarding for the individual and result in positive outcomes.

The Western Indiana Workforce Development Board has had strong relationships with area CTE Directors for more than a decade. CTE programs are at the heart of creating and delivering Career Pathways at the secondary level. Therefore, we have, and will continue to leverage this partnership to ensure in-school youth, particularly JAG students are exposed to all pathways of study available to them at their school corporation. Through this partnership in-school youth are also provided the opportunity to visit CTE classrooms and talk with the teachers and students

involved with this training at their schools. We have seen very positive outcomes from these experiences.

State support of JAG programs in Region 7 is greatly appreciated. In order to ensure continued personal and professional support and growth of JAG students enrolled with state funding, a process is in place to transition eligible state JAG youth to additional WIOA programs.

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

Under WIOA, it is the vision of lawmakers to focus greater efforts on out-of-school youth. To that end, programs are mandated to greatly increase the enrollment of OSY and spend at least 75% percent of WIOA Youth funding on this population. In support of this shift in priority, Region 7 is focused on continually expanding services to OSY; the goal being a 10% annual increase in enrollments. Region 7 has seen great success in expanding services to this population, which is evident by a 60% enrollment rate of OSY by the end of the PY'15 transition year. Much of this success can be attributed to the close partnership between local WIOA staff and ABE staff.

A plan for program success is developed for every youth in the WIOA program. The board has set a standard for frontline staff to work to ensure that all ISS goals are achieved for every youth. This sends a strong message that the goal of our services should always striving for 100% achievement; providing a strong platform for customer success.

In line again with setting a high standard of success, the WIWDB recognizes the great advantage of increased lifetime earnings and quality of life one gains through reaching educational goals. WIOA customers should expect and receive the support throughout their educational journey that will lead to successful training completion. Through the continuous improvement process this, along with all other outcomes, will be monitored through the four-step quality model of; plan, do, check, act.

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

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

In Region 7, the board is supportive of the DWD strategic system and has a strong structure in place to drive its success. Region 7 has one of, if not the, strongest business services teams in Indiana. They

are well versed on the many benefits of companies using WorkOne business services and convey the message effectively. They have demonstrated cost-savings to companies and return on investment through their business partnerships. The value-added and trust gained from building these relationships then lends itself to businesses being more open about specific training needs; skill gaps that go beyond those that may be identified through the course of assessments and/or screening of candidates for referral. The identification of significant, specific skill needs is then incorporated into local training curriculum, or in two cases locally, is used in the development of entire curriculums, with embedded portable credentials. The result of closely listening to the needs of businesses, asking the right questions when necessary, and then producing workers with identified skills leads to full and immediate placement of these individuals in jobs, where they are contributing just what their employer needs, and making a good wage while working. One more important step in the development of curriculum is continual assessment and improvement of training or processes, based on employer and student feedback.

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

- **GOAL 1: SYSTEM ALIGNMENT** -- Create a seamless one-stop delivery system where partners provide worker-centric and student-centric integrated services.
Partners within the talent development system are working with limited resources as well as limited information about the services being provided by one another. Agencies have similar goals and complementary services, yet programs often operate in silos. The system should align around solutions, rather than funding streams and programs. Greater focus must be given to a true systems approach which aligns resources to maximize their impact and fundamentally transform the way in which workers and students engage with, and are served by the system. Within such an approach, agencies and organizations work together, integrating resources and services, sharing goals, strategies, and successes, and ensuring that students and workers are provided with opportunities to improve their education, knowledge, and skill levels.
- **GOAL 2: CLIENT-CENTRIC APPROACH** -- Create a *client-centered* approach, where system partners and programs coordinate in a way that each individual worker or student has a pathway to improving his or her education, knowledge, skills and, ultimately, his or her employment prospects, with a focus on in-demand careers.
The State's education, job skills development, and career training system must ensure that the talent development system focuses on the individual students or worker's aspirations and needs and provides all students and workers with access to pathways for improving employment prospects. In many cases throughout the existing system, activities and services provided are *program*-focused, with the specific program being placed at the center of service delivery. In such a model, greater focus is given to meeting program requirements and less attention is paid to truly serving the individual. This has left the workers or students navigating a complex web of program requirements, often having to visit multiple program locations, multiple times, and providing the same information at each stop in order to receive the services needed. This paradigm must shift dramatically towards ensuring that system partners and program requirements are aligned with the worker or student at the center of service delivery. In this *client-centered* approach, system partners and programs coordinate in a way that each individual worker or student has a pathway to improving his or her education, knowledge, and skills and entering into a fulfilling and rewarding career, with partner and program resources designed to complement the individual's pathway.
- **GOAL 3: DEMAND DRIVEN PROGRAMS AND INVESTMENTS** -- Adopt a data-driven, sector-based

approach that directly aligns education and training with the needs of Indiana's business community.

The National Governors Association reports:

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

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

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

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

GOAL 1: SYSTEM ALIGNMENT –

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

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

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

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

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>

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

Objective 4 – Establish an enhanced regional partner network, beyond one-stop partners, to better align services and resources, eliminate duplication of efforts, remove barriers that prevent partners from working together, and better position Region 7 to compete for workforce development grant awards and grants for supporting entities (i.e. childcare providers).

GOAL 2: CLIENT-CENTRIC APPROACH –

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

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

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

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

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

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

Objective 5 - Target program and system efforts on high poverty areas of the region in order to close skill and education gaps, with the goals of raising the unemployed and underemployed – working poor – into high demand, skilled jobs which provide self-sufficiency.

GOAL 3: DEMAND DRIVEN PROGRAMS AND INVESTMENTS –

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

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

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

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

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

programs.

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

Objective 4 - Develop and increase use of work-based learning. Recruit and involve businesses, industry partners, and community-based organizations in work-based learning such as guest lecturers, career panels, informational interviewing, guest speakers, work experience, internships, apprenticeships, and on-the-job training.

Objective 5 – Explore new funding streams to support industry sector partnership initiatives.

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

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

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

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

The Board will use the federal performance accountability measures as one method to determine if Work One services are being delivered to effectively meet the goals of the Board. If the Work One system is helping workers gain the skills needed to successfully find and retain employment, assisting employers to find the skilled employees they need, and helping youth to earn a high school diploma or HSE and successfully prepare

for future careers, the region will be well positioned to meet federal standards.

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

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

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

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

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

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

Region 7 is actively supporting the state's goal of training the Hoosier workforce so Indiana is ready to meeting the demand of 1 million jobs that will be available in 2025.

While challenging, this worker shortage presents a great opportunity to those willing to work and gain the skills necessary to meet the skill requirements of today's employers. With help from the Work One system, job seekers can learn about employer needs, gain relevant skills, and prepare for careers in in-demand jobs.

To address the worker shortage, it is imperative that we tap into untapped pools of workers who do not currently possess the skills necessary to obtain the many high demand, and often high wage jobs that are available now, and those that will be in demand into the future. Individuals who are participating in an Adult Education program have demonstrated an acknowledgement of their need for greater education, whether they are working to achieve the HSE or receiving remediation in specific academic areas. They are often motivated to improve both themselves and their quality of life through new or improved employment. The ABE instructors with in conjunction with WorkOne staff so that the teachers are familiar with employer education and skill requirements. Both staffs work in tandem to support students and provide the most efficient, meaningful learning possible. For example, Work One staff may be aware of Work Keys requirements needed for employment by a premier employer that a student would like to work for. A WIN account is then given to the ABE student, and the ABE teacher is

given administrative authority. The student remediates on WIN until the ABE teacher either provides further instruction for success, or WorkOne is notified by the teacher that the student is ready for their Work Keys assessment.

WorkINDiana is an important program that enhances initial educational advancements made by ABE students and moves students into training that result in meaningful certifications in demand occupations. And because WorkINDiana students are co-enrolled in the WIOA program, their training experiences are further enhanced through things such as supportive services, access to additional training, and on-the-job training opportunities.

Another group of workers who are important to addressing the skills gap facing Indiana are those receiving Unemployment Insurance benefits. These workers are often attractive to potential new employers because most have demonstrated through their past employment that they have the soft skills needed into today's workplace. Rapid Response, TAA, REA, Jobs for Hoosiers and WPRS are designed to capture unemployed workers prior to lay-off or shortly after they begin receiving Unemployment Insurance benefits. All people participating in these programs are informed about Work One services and are encouraged to participate in appropriate activities. These workers are screened for eligibility for all applicable programs. Some dislocated workers successfully re-enter the workforce after career counseling and job search assistance. Customers sometimes qualify for employment through successful Work Keys testing, The Region 7 Business Services Team has strong ties to area businesses. After Work Keys testing, it is sometimes possible to arrange an OJT for a customer who has passed the basic screening but needs further training by the employer to be successful in their job. Other customers require more formal training, leading to a certification or a degree.

Veterans are also appealing employment prospects for a number of employers. Through their service, veterans possess a number of soft skills employers are looking for, such as discipline and leadership. Often with minimal training, skills gained from military service can be built upon or enhanced to align with the needs of employers. Work One provides veterans with assessments, labor market information, career counseling, and training if appropriate. The WOTC tax credit is also presented to employers as an incentive to hire veterans. A representative of the Local Veterans Employment Program is available to assist veterans looking for employment. A representative of the Disabled Veterans Outreach Program (DVOP) is also available to assist veterans who have disabilities and significant barriers to employment.

If Indiana is to reach its goal of filling the one million jobs by 2025 with skilled, qualified workers, Hoosier WIOA youth programs must prepare them to meet this challenge. Skilled jobs of today and tomorrow require a high school degree or HSE. The vast majority also require a degree, certification, or a series of credentials. JAG Specialist and Employment Specialist work with youth throughout the regional workforce system. In school are encouraged and supported to achieve their high school degree and are given the resources to create a clear plan for action beyond high school, whether that be employment, training, post-secondary education, or the military. Out of school youth are encouraged to earn their HSE or high school diploma, if they have not already done so. Out of school youth who already have a post-secondary credential are encouraged to pursue a traditional degree or certification(s) courses of study, or to participate in the WorkINDiana program, that provides short term certification training in demand fields. All youth are provided career pathway information to help

them understand that learning is a lifelong activity. It is hoped that they understand that even after they get a first job, they should be looking forward to skill improvement for advancement and/or to keep pace with technology.

There is a HIRE program in Region 7. HIRE is a re-entry program that helps ex-offenders re-enter the workforce. Most ex-offenders are eager to re-enter the workforce, but find this very difficult. The assistance and support provided by HIRE has led to many successful outcomes. Work One staff refers appropriate customers to the HIRE program. The Business Services Team promotes the HIRE program and WOTC tax credit to employers.

There are many unique, demand-driven initiatives underway in Region 7 which are helping to meet Indiana's 2025 goal of a qualified workforce. Here is a listing of a few.

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

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

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

When these students successfully complete one of these programs at Ivy Tech and they meet all other admission criteria, they will enter the Plumbers and Pipefitters apprenticeship program. Which curriculum the student completes will determine their placement in Plumbers and Pipefitters apprenticeship program. Students who complete a CT (Certificate) will go directly into the 2nd year,

totally skipping the first year of the apprentice program. Students completing the TC (Technical Certificate) will be evaluated and placed into the program at an even higher level, thus entirely skipping the first year and more of the apprenticeship program. Upon completion of their apprenticeship, as journeymen, these workers will have earned an Associate's degree, and be earning an outstanding wage. The current median wage rate for this occupation is \$32.06 an hour, with benefits.

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

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

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

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

Section 3: Local Area Partnerships and Investment Strategies

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

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

The Western Indiana Workforce Development Board will use a strategic approach to working with the organizations that carry core programs to align resources in the local area, in support of the Board's vision and goals. First, the Board will ensure that all partner organizations understand the vision and goals of WIOA, the state, and Board. The Board, working in partnership with Vocational Rehabilitation Services, will also work to ensure that individuals with barriers, specifically individuals with disabilities, have access to all partner services. Then, working together, the vision and goals presented will become a shared vision and common goals that all partners will work toward achieving. Each mandated partner within WIOA has an important part to play. And, each partner is invested in the successful placement of their customers in jobs. Working together in a coordinated effort, with shared resources and respect for the guidelines of all programs, we can achieve greater outcomes for all partners, and the real beneficiaries are our collective customers.

One important step in this process is the annual Region 7 Partner Conference in November. Directors, managers, and frontline staff all attend this daylong event. The head of each partner organization work together beforehand to identify the desired outcomes of the day, and creates the agenda accordingly. Every conference includes a program overview and/or update by each partner agency. The Board's Executive Director provides WIOA system information and updates, communicating strongly the importance that every partner agency plays in the system. There are sometimes speakers whose topics align with customer services to all partners, such as financial planning and management. Business representatives will also speak about their use of the Work One system. The day normally also includes group brainstorming activities which always yield valuable ideas and information. The first year under WIOA, partners were asked to brainstorm ways in which out of school youth might be recruited. The following year, attendees are asked to create the ideal regional workforce system, given cues such as the ideal customer referral processes and how we ensure effective services to individuals with disabilities. This day is also valuable because it provides networking opportunities for all partner staff and management, an important activity, yet one that is offered in no other setting.

Partners also develop greater understanding, respect, and partnerships with each other as they serve together on related initiatives. And, colocation of partners also helps to build understanding and greater cooperation. ABE classes are held in four of the region's Work One offices. Vocational rehabilitation utilizes Work One offices to meet with customers.

Heads of partner agencies will meet on a regular basis to ensure cooperation and collaboration among agencies. There will also be regular discussions on system practices, processes, and program performance. Continuous improvement is one vital key to moving the system forward.

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



08(b)(2)]

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

The above chart illustrates the vast partner network that exists in Region 7. In fact, the collaborative spirit within Region 7 is one of its greatest strengths. In Region 7 Vincennes University delivers the WIOA Title 1 Adult program, WIOA Dislocated Worker program, WIOA Youth program, and RESEA program. Adult Education programs are delivered by the Vigo County School Corporation, Area 30 Career Center, Clay Community Schools, Vincennes University and Wabash Valley River Cooperative, ABE is collocated in four of the region's Work One offices. The Wagner-Peyser, Unemployment Insurance, Trade Adjustment Assistance, and Veterans program partner is the Indiana Department of Workforce Development. Post-secondary Career and Technology Education (Perkins) partner is Ivy Tech Community College. Older Worker program partners are AARP and Goodwill. The Temporary Assistance for Needy Families program and Supplemental Nutrition Assistance Program partner is DFR.

Vocational Rehabilitation partner is Indiana Family Social Services, partnering directly with the Terre Haute Vocational Rehabilitation office. This office is collocated in the Terre Haute Work One.

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

The delivery of WIOA, Wagner-Peyser, Veteran, Unemployment Insurance, and Trade Adjustment Assistance services are delivered in an integrated manner in the Region 7 Work One system. ABE is co-located in four of the Work One offices leading to greater integration of these services also. We are building a system that is employer-driven, sector based and client-centered with functional teams delivering services based on the needs of the customer, not program funding. Through close cooperation and cross-training of staff on all programs, duplication is avoided and customers receive a holistic approach to addressing their needs.

Vocational Rehabilitation has been co-located at the Terre Haute Work One for more than two decades. Referrals flow smoothly between the WIOA program and Vocational Rehabilitation. Case managers from both staff sometimes meet to discuss the progress and further actions to benefit shared customers. Staff from both programs have known each other for many years and have developed very positive relationships.

Meetings will occur with Work One staff and the Division of Family Resources. Work One will give presentations to staff administering the Temporary Assistance for Needy Families (TANF) program and Supplemental Nutrition Assistance Program (SNAP) programs. Work One will provide information, such as labor market information, WIOA services pamphlet, the region's demand occupation list, and training opportunities under WIOA. We hope to soon serve customers on-site and at the Work One offices.

Long-standing partnerships exist between ABE administrators and teachers and WIWDB staff and Work One staff in Region 7. As was mentioned earlier, four ABE programs are co-located in Work One offices. WIWDB staff and CTE Directors, who head the ABE program in Region 7, have worked on several regional initiatives together and have written grants together that have received funding. The Business Services Team also works closely with the ABE program. The Business Services Team informs ABE teachers as new Work Keys profiles are completed for employers in the area, and lets teachers know about the hiring plans of these employers and when Work Keys testing will be occurring. The Business Services Team also communicates the needs that are being expressed to them by employers, and works to place co-enrolled customers in job openings when they are ready for employment.

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

[Click here to enter text.](#)

3.5* Describe how the local boards are partnering with economic development and promoting entrepreneurial

skills training and microenterprise services. [WIOA Sec. 108(b)(5)]

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

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

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

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

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

The Wester Indiana Workforce Development Board provides oversight to the regional Work One System. Under their guidance, the Work One system coordinates with education partners to enhance services for students in a variety of ways. Examples at the secondary level include:

The Vigo County School Corporation (VCSC) led and initiative in Region 7 to bring the Motoman Robotics training and certification program to Region 7. The WIWDB support the VCSC CTE program in their requests for Funding, and then worked with the CTE Director to expand this training and certification to adults.

The Area 30 Career Center and the VCSC also provide WorkINDiana training in demand areas, such as welding and computer certifications. Working with the WIWDB, the local needs of area business were identified, then incorporated into these demand-driven courses. These courses also have very high placement rates.

Members of the Business Services Team helps high schools recruit businesses to attend their job fairs. Members of the Business Services Team also occasionally speak to classes at area high school regarding demand

occupations and employer expectations.

Region 7 utilizes Work Keys testing to assist high school students in moving quickly into employment after graduation. By coordinating with high schools throughout the region to offer Work Keys testing on-site to seniors, the Work One system is provided an opportunity for them to earn a National Career Readiness Certificate before they graduate. This gives seniors a competitive advantage as they leave high school and enter the job market.

Strong partnerships between the WIWDB, Work One, and secondary schools are also demonstrated through the very successful JAG programs in Region 7. JAG programs are in seven high schools throughout Region 7, and there are requests for additional programs should funding become available. Region 7 has achieved the 5 of 5 National JAG award every year since programs in Indiana were eligible to receive this honor.

Ivy Tech Community College, Vincennes University, St. Mary-of-the Woods, and Indiana State University are all located in or near Region 7 and work hard to support workforce development. Under the oversight of the Board, the WorkOne system coordinates with education partners to enhance services for students in a variety of ways. Examples at the post-secondary level include:

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

Vincennes University serves as the WIOA Adult, Dislocated Worker, and Youth service provider in Region 7. They work closely with the Board to deliver services in a manner that is well aligned with the goals and priorities of the Board.

The WIWDB has in the past, and continues to partner with post-secondary institutions in Region 7 on grants that support training in the demand-driven sectors of Region 7.

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

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

The Work One customer flow process will be designed to ensure that individuals from the Priority of Service

category have an opportunity to meet with Employment Specialist to receive individualized career services that can help them obtain or retain employment. Specific recruitment efforts will be made to target individuals from these priority groups to increase their awareness of how services available through the Work One system can help them become self-sufficient. Partnerships with community organizations who specialize in serving individuals with these barriers will be developed and maintained to facilitate the process of making and receiving appropriate customer referrals.

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

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

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

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

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

The Western Indiana Workforce Development Board understands that a career pathways system functions at both local and regional levels. This initiative consists of a partnership between employers and employer

organizations, colleges, universities and training providers, career technology centers, primary and secondary schools, workforce and economic development organizations, labor groups, and social service providers. It is critical to the process that all stake holders develop and buy into shared definitions, goals and processes.

The WIWDB understands the important role partnerships play in creating a strong regional workforce system, and have worked to build and grow these relationships throughout the years. The Board itself is composed of leaders from business, education, economic development, labor and social service providers that can serve as core from which to grow from. The Board will facilitate the development of a career pathway system by building on current partnerships, creating new partnerships, and working openly and collaborative with all participants, especially those serving on the Leadership and Management Structure.

While the decision as to which career cluster might be identified as the first through the career pathways process in Region 7 has yet to be made, the Manufacturing Cluster would have to be one that jump towards the top. Manufacturing is one of the top sectors in Region 7, employing approximately 13% of the workforce. Region 7 also has established the Wabash Valley Advanced Manufacturing Cluster, which can provide a great number of business partners to bring to the table. The Cluster also includes manufacturing firms in Clark, Edgar, and Vermillion counties in Illinois, who share our labor market area.

Region 7 and the WIWDB will facilitate the development of career pathways consistent with the Career Councils "Definitions Related to Career Pathway System Design and Implementation. We appreciate the guidance and the consistency that this guide will provide as career pathways systems are designed throughout Indiana.

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

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

- B.** Business is a key customer in today's workforce development system. The WIWDB reaches out to businesses in a number of ways. First, many businesses serve short-term advisory roles to the workforce system; as did the businesses that helped create the demand-driven, very successful CNC training program. Businesses are also always welcomed to sit or at least serve an advisory role on the WIWDB. Business leaders who participate in a number of short-term initiatives have demonstrated interest in workforce development or businesses that are so impressed Work One business services are normally interested in the formal commitment of board membership. Work One partners are encouraged to structure their programs and services to meet the expressed needs of business. The Business Services Team serves as outreach to area businesses, explaining the many services available to them through the Work One system.

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

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

- C.** Partnership between the WIWDB and economic development officials is strong. Economic development officials understand the value the Board, through the preparation of a skilled workforce, through effective responses to Rapid Response events, by providing labor market information, and delivering valuable services to local businesses, such as those listed above.

Economic development directors have seats on the WIWDB, and the Executive Director and Business Services Manager have seats on their governing boards. The WIWDB was the only non-economic development organization at the table when the regional economic development organization "Accelerate West Central Indiana" was formed seven years ago, and is still an officer in the organization today.

- D.** The linkages between the one-stop delivery system and unemployment insurance programs are strong. All unemployment and most RESEA activity occurs at the Terre Haute Work One comprehensive center. There, a number of system partners are co-located, so staff are trained and can easily make referrals to other system partners when appropriate or the customers themselves can seek out services if they choose. Outside of the region's only One-Stop comprehensive center, RESEA is being delivered by trained WIOA staff. These Employment Specialists provide the link between WIOA and Work One services and the unemployment insurance programs whenever possible.

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

The Region 7 WIWDB is always looking for outside funding to supplement the formula funds. The WIWDB received funding from the Duke Energy Foundation to increase the skills of incumbent workers

by paying for 50% of the tuition for workers to get training in industrial maintenance. Classes were taught at Ivy Tech and more than 50 people received training.

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

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

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

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

It is projected that 25% of WIOA, and 90% of WIA Incentive and WorkINDiana, will be used for training on an annual basis. The WIWDB has received business funding to support workforce activities in Region 7.

Businesses that have provided this support include Duke Energy, Fifth Third Bank, Frontier Communications, and AT&T. Board staff will continue to submit grant applications in order to bring additional funding to the region.

3.14 Optional: Describe any collaboration with organizations or groups outside of your local area, interstate or intrastate, and what outcomes you plan to achieve as a result of the collaboration.

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

Section 4: Program Design and Evaluation

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

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

The local board, along with entities carrying out core programs, will expand access to employment, training, education, and supportive services to eligible individuals through numerous approaches. First, we will ensure that all staff are trained about the core services available throughout the region and the agencies providing specific services. Also, while there is currently a referral form from the state

being used between Adult Education providers and Work One staff, there is a need to create and implement a referral process between all partner providers. The improvement of follow-along and follow-up processes within the system will greatly improve customer outcomes. This same referral process will be used for the out-of-school program.

There also will be efforts to expand access to services by carefully planning, and then reaching out to organizations and programs that we have not reached out to before, but who often serve the same populations, such as United Way, libraries, Big Brother/Big Sister, YMCAs, and Boys and Girls clubs.

Efforts are also now underway to implement the “Workforce Fit” program throughout the region. “Workforce Fit” is headed by the Western Indiana Workforce Development Board.

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



The reasons cited to the focus on workforce development?

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

The focus of “Workforce Fit” is middle skills jobs. The fact is, there are 100s of middle skill jobs in Western Indiana/Eastern Illinois that remain unfilled, while too many residents lack the skills to secure meaningful and lasting opportunities in these high paying careers. The target audience of the initiative includes; middle, high school, and even college students, teachers, parents, high school counselors, employment/career counselors, unemployed, underemployed, college/high school dropouts, Veterans. The data regarding regional career opportunities and readiness, graduation and credentialing will also be of interest and value to businesses and economic development organizations.

Outreach will occur through:

- Marketing, and establishment of a web page, which will be added to the WorkOne West website.
- Distribution of data to students, parents, teachers, counselors, students who have not returned to local colleges or universities, businesses, and economic development organizations.
- Presentations at local schools to students and parents, along with classroom teachers and/or counselors.
- Employer meetings regarding Workforce Fit, and impact of such data now and on future workforce recruitment and training.

Assisting individuals who have dropped out of post-secondary education is a priority for the program.

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

Program referral from so many sources will cast a very large net, which should reach people that might not otherwise be reached, which will in turn vastly expand the access of employment and related services. Partner agencies have also offered some space for recruitment and possible activities. Thru collaboration with WIOA partners, local government officials, training providers and other community stakeholders, Region 7 is able to identify and utilize referral opportunities. Utilizing joint referral processes with Adult Education, Vocational Rehab and TANF, customers are identified, and when possible, co-enrollment occurs to serve the best needs of the customer. Staff attends monthly meetings with the Wabash Valley Business Leadership Network (BLN) and the System of Care (SOC) organization to identify and better serve the needs of individuals with disability barriers, and Region 7 WorkOne offices are equipped with ADA stations, JAWS software and Natural Reader to assist customers with disabilities.

Workforce Fit Elements

“Workforce Fit” is a concerted workforce development initiative capable of bolstering the regional economy. “Workforce Fit” will provide substantive labor market information and career insights tied to high wage/high demand job, while connecting such careers to local workforce opportunities. This knowledge will lead to more informed counseling and career decisions, and ultimately result in a more globally competitive local workforce.

1. **Coordination** – Coordination of labor market information with the specific skill needs and career opportunities available with local employers and industry partners, identification of specific skills, and unique workforce needs, and translating these skill demands to developing programs and curriculum.
2. **Pathways** – Based on continually updated labor market information, develop, enhance, and/or maintain effective career pathways linked to secondary, adult education, and community-based programs to post-secondary programs.
3. **Entrepreneurial** – “Workforce Fit” will promote occupations which lend themselves to entrepreneurship and partner with organizations that support entrepreneurial efforts, and refer participants who have a desire to begin a business to these support people.
4. **Data Utilization** - Beyond career counseling, curriculum design and enhancement, and connecting such opportunities to local employers, the Workforce Fit initiative will foster continuous learning opportunities and help ensure equitable access and outcomes for all students and adult learners.
5. **Community Engagement** – Businesses, schools, WorkOne partners, and community-based organizations touch the lives of numerous people throughout the community. Businesses, schools, WorkOne partners, and community-based organizations will serve as partners in the referral and support of the dissemination of career information and support of career exploration through activities such as work-based learning for student and adults.
6. **Community Image** – This will include a two-fold strategy. First, promotion of the “Western Indiana Workforce Fit” program, to both encourage and support participation. Diversity will be an important part of the Community Image element. An effort will be made to place non-traditional workers in demand-occupations throughout the community. Second, Community Image will encompass the promotion of the city itself, along with the many workforce successes of Terre Haute, such as unique

training programs, workforce availability reflected in WorkKeys scores, and the number of credentials and degrees earned here annually.

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

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

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

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

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

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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)]

In order to ensure that the Region 7 service provider (Vincennes University) is focused on continuous improvement and meeting the needs of local employer, workers, and job seekers, several methods are employed. First, the Leadership Team meets on a weekly basis. The Leadership Team consists of the four staff to the board (Executive Director, COO, CFO, and Business Services Manager), the System Manager – employed by the service provider, and the state manager of the Terre Haute

Comprehensive Work One center. At these meeting all aspects of the system are discussed, including, but not limited to, enrollments, training, finances, business services, work flow, and special grants and/or initiatives. Then quarterly, the board Planning Committee meets and they are brought up-to-date on programs, services, performance, etc. This is followed by review and presentation to the full board on a quarterly basis. Additional checks include annual monitoring of the service provider by board staff, annual monitoring by the state, and review of audits of the service provider.

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

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

Finally, Title IV Vocational Rehabilitation staff is co-located in both the Terre Haute comprehensive WorkOne office and all five of the express offices that serve remote areas. Co-location provides for a more holistic approach to the customers who can benefit from the services of both programs.

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

In addition, the region is fortunate to have Vocational Rehabilitation offices co-located in the same building as the Terre Haute WorkOne Full Service location. This proximity makes for a true hands-on working

“partnership”. All one-stop partner MOUs also include assurances for EO, Accessibility & Reasonable Accommodations, and Obligation to Provide Notice assurances.

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

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

To better serve those with disability barriers, outreach is ongoing with DAWG (Disability Awareness Work Group), Business Leadership Network (BLN) as well as the Blumberg Center at Indiana State University. Marketing assistive technology stations ensures that customers as well as partner organizations are aware of the availability of these stations and that they are utilized to their maximum potential. Recent installation of JAWS software and Natural Reader software at the Terre Haute WorkOne, as well as procurement of two additional ADA stations at WorkOne express sites allow easy access for customers with disabilities.

D. *Describe the roles and resource contributions of the one-stop partners. NOTE: <i>The state has not issued MOU or infrastructure funding policy. Any MOUs in place should be described and attached.</i> [WIOA Sec. 108(b)(6)(D)]

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

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

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

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

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

Title II Adult Education and Literacy, Title III Wagner-Peyser Employment Services, and Title IV Vocational Rehabilitation.

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

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

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

4.5 An analysis and description of adult and dislocated worker workforce development activities, including type and availability of education, training and employment activities. Include analysis of the strengths and weaknesses of such services, and the capacity to provide such services, in order to address the needs identified in 1.2. [WIOA Sec. 108(b)(1)(D) & 108 (b)(7)]

There are numerous adult and dislocated worker workforce development activities available through Region 7. These services are strong, but Region 7 always strives for continuous improvement, so services are assessed on a regular basis. Services and include, but may not be limited to, career counseling - including Indiana Career Explorer, assessment, and workshops – topics include resume' preparation, interviewing, job search and networking, financial management, mathematics for manufacturing, and basic computer skills. Additional customer services include, case management, Indiana Career Connect job matching system, adult basic education services, WIN remediation system, on-line training modules, and numerous job fairs. People attending Adult Basic Education may choose to participate in WorkINdiana program. Training beyond those previously mentioned may include short-term and long-term training. All training results in a portable certification, credential or a degree. Training is dependent of the availability of funds. Co-funding of training with other programs is sought whenever possible. Job search and placement is aided greatly by the efforts of the Business Service Team. They meet customers that are job ready and work hard to place them in well- paying jobs with local employers. The board is considering the adoption of an incumbent worker policy, but this consideration is on hold until the final WIOA regulations are released.

Strengths at the Basic Career Services level are measured by a superior level of customer service in Region 7, along with strong partnerships and community resources. A weakness is that customers may choose to access online services, and by doing so, may miss out on the benefits that a face to face experience with a case

manager may offer. As customers move to the Individualized Career and Coaching services level, the number of strengths begin to outweigh the weaknesses. Customers receive the one on one attention from a career advisor that is often lost. As customers move to individualized career counseling, they are able to take advantage of greater resources including supportive services for transportation, books and other tools and in some cases, we are able to collaborate with partner agencies to achieve the maximum funding levels for clients.

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

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

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

1. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies.
2. Alternative secondary school services or dropout recovery services as appropriate.
3. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, including summer employment and other opportunities throughout the year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities.
4. Occupational skills training
5. Education offered concurrently with and in the same context as workforce preparation activities.
6. Leadership development opportunities.
7. Supportive services.
8. Adult mentoring for a duration of at least 12 months.
9. Comprehensive guidance and counseling.
10. Financial literacy education.
11. Entrepreneurial skills training.
12. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area.
13. Activities that help youth prepare for and transition to post-secondary education and training.
14. Follow-up services for not less than 12 months after the completion of participation.

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

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

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

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

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

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

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

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

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

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

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

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

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

12. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area. Resources such as the Hoosier Hot 50 Jobs list, Indiana Career Explorer (ICE) and Indiana Career Connect (ICC). These resources keep youth up to date on the latest labor market information and in-demand industry sectors.
13. Activities that help youth prepare for and transition to post-secondary education and training. Coordination with ABE providers to assist with the college admission and financial aid processes, mentoring referrals, help with study skills and time management and career research are just a few resources provided to out of school youth participants.
14. Follow-up services for not less than 12 months after the completion of participation. Upon program exit, staff works to obtain as many possible contact telephone numbers as possible including family members and friends, so that they can stay in touch during this follow-up period.

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

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

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

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

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

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

Work experience opportunities for youth have given youth participants an opportunity to obtain valuable skills and gain experience that can be included on a resume and in many cases lead to job offers. Integrating WIOA youth services with Adult Education has led to an increase in basic skills, increased employment and improved student retention once enrolled in post-secondary education.

4.9 Describe process utilized by the local board to ensure that training provided is linked to in-demand industry sectors or occupations in the local area, or in another area to which a participant is willing to relocate. Include a description of the process and criteria used for issuing individual training accounts. If training contracts are used, describe processes utilized by the local board to ensure customer choice in the selection of training programs,

regardless of how the training services are to be provided [WIOA Sec. 108(b)(19)]

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

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

In Region 7, a client is considered for an individual training account (ITA) if they are deemed eligible for and are able to benefit from training services, and only after the ITA procedure is explained in full detail to the client by staff. The participant must have completed the applicable assessments, must have the need for training and have selected training as listed on the current Region 7 Demand Occupation List, and must have the skills and qualifications to successfully complete the training program. This process is documented thru assessment services and in case notes.

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

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

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

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

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

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

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

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

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

These programs require individuals receiving unemployment benefits to visit a local Work One office after their fourth week of receiving benefits for an orientation and an in-person review of their job search records. Completion of a skills assessment and researching labor market information at the DWD website must be done before the scheduled visit. The goals of Jobs for Hoosiers/REA align with those of WIOA, and while WIOA provides more services, support, and individualized attention, each ultimately has the goal of the obtainment of employment for participants.

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

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

Section 5: Compliance

Please answer the following questions of Section 5 in 12 pages or less. Most of the response should be staff-driven responses as each are focused on the organization's compliance with federal or state requirements.

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

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

The WDB will follow federal, state and local procurement regulations, policies and procedures regarding the selection of services. Competitive procurement will be accomplished utilizing a Request for Proposal (RFP)

process. RFPs will be developed as the need for services are identified. When this occurs the WDB will: (1) notify potential respondents from the regions Inventory of Service Providers of the proposal request and (2) publish legal notification to inform other organizations not in the Inventory of Service Providers of the availability of the RFP. (See Exhibit 1)

Current sub-grants/contractors include the following:

Vincennes University

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

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

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

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

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

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

Crowe Horwath

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

Audit Services and Annual Tax Preparation

New RFP – Mid-Summer 2016

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

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

5.3 Describe any standing committees or taskforces of your Local Board, including the role and scope of work of your youth committee (or youth representatives on the WDB if you do not have a committee).

- I. Executive Committee: The Executive Committee shall be comprised of the President, Vice-President, Secretary, Treasurer and the chairperson of each of the standing committees: (1) Personnel, 2) Budget, Finance and Distribution, and 3) Planning. Said committee shall report on the actions it takes at the next meeting of the full Board. The committee shall be charged with the following responsibilities:
 - A. Establish agenda for Board Meeting.
 - B. Assign matters to the Board committees.
 - C. Act on behalf of the Board between meetings of the Board. Actions of the Executive Committee shall be reported at the next meeting of the Board.
- II. Personnel Committee: The committee shall be charged with the following responsibilities:
 - A. Review of Personnel Policies as needed, and recommend changes to the full Board Including classifications, compensation and benefits.
 - B. Review and recommend to the full Board the organizational structure of the Corporation.
 - C. Serve as the review committee when hiring the Executive Director. The committee shall also recommend an applicant for Executive Director to the Board for approval.
 - D. Hear employee grievances in accordance with a Board approved grievance

procedure.

- E. Recommend personnel budgets to the Budget and Finance Committee.

III. Budget, Finance and Distribution Committee: The committee shall be charged with the following responsibilities:

- A. Review the financial reports.
- B. Furnish brief reports to the full Board on the highlights of all financial affairs.
- C. Review in detail the annual audits of all programs.
- D. Provide advice and counsel to the Executive Director on financial challenges.
- E. Identify community resources to supplement federal funding and to generate local match of federal funds, if available.
- F. Review and recommend total budget to the Board for approval.
- G. Recommend to Board an independent financial auditor to audit and/or monitor the operations for the Corporation.
- H. Recommend to Board banks, trust companies, or other depositories for the funds of the Corporation.
- I. Serve as the Board's chief liaison with the program auditors assigned to the Corporation.
- J. The creation of a distribution timetable as needed, maximizing the effectiveness of the grants endowed by the Board.
- K. The approval for distribution of grant funds to training providers certified by the Board.

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

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

AD Hoc Committee

V. Youth Committee:

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

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

Mary Helen Weisheit
 Western Indiana Workforce Development Board
 630 Wabash Avenue, Suite 205
 Terre Haute, Indiana 47807
 Phone: 812-238-5616 Ext 3
 FAX: 812-238-2466
 Email: mweisheit@workforcenet.org

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

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

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

[Click here to enter text.](#)

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

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

5.8 Describe the process for getting input into the development of the local plan in compliance with WIOA section 108(d) and providing public comment opportunity prior to submission. Be sure to address how

members of the public, including representatives of business, labor organizations, and education were given an opportunity to provide comments on the local plans. If any comments received that represent disagreement with the plan were received, please include those comments in Exhibit 3 attached to this Local Plan. [WIOA Sec. 108(b)(20)]

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

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

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

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

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

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

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

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

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

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

Current Policy & Procedures

15-01 Adult and Dislocated Worker Eligibility

15-02 Youth Eligibility

15-03 Confidentiality Procedure

15-04 Accessibility Procedure

15-05 Grievance/Complaint Procedure

15-06 Assessment Procedure

15-07 Participant Drug Screening

15-08 On-the-Job Training Procedure

15-09 WorkIndiana Procedure

15-10 Work Experience Procedure

15-11 Supportive Services

15-12 Youth Service Delivery

15-13 Classroom Training

15-14 Program Exit and Follow-up

WIWDB Personnel Policy

WIWDB Procurement Policy

WIWDB Travel Reimbursement Policy

WIWDB Employee ID Policy

WIWDB Bonus Payment Policy

WIWDB Monitoring Policy

WIWDB Property Management Policy

WIWDB Contractor Record Retention Policy

WIWDB WIOA Priority of Service for Adult Participation Policy

WIWDB WIOA On-the-Job Training (OJT) Policy

WIWDB WIOA Customer Orientation Policy

WIWDB WIOA Information Workshops Policy

WIWDB WIOA Assessments Policy

WIWDB WIOA Post-Exit Follow-up

Exhibit 1 – Current Sub-Grants/Contracts

Vincennes University

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

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

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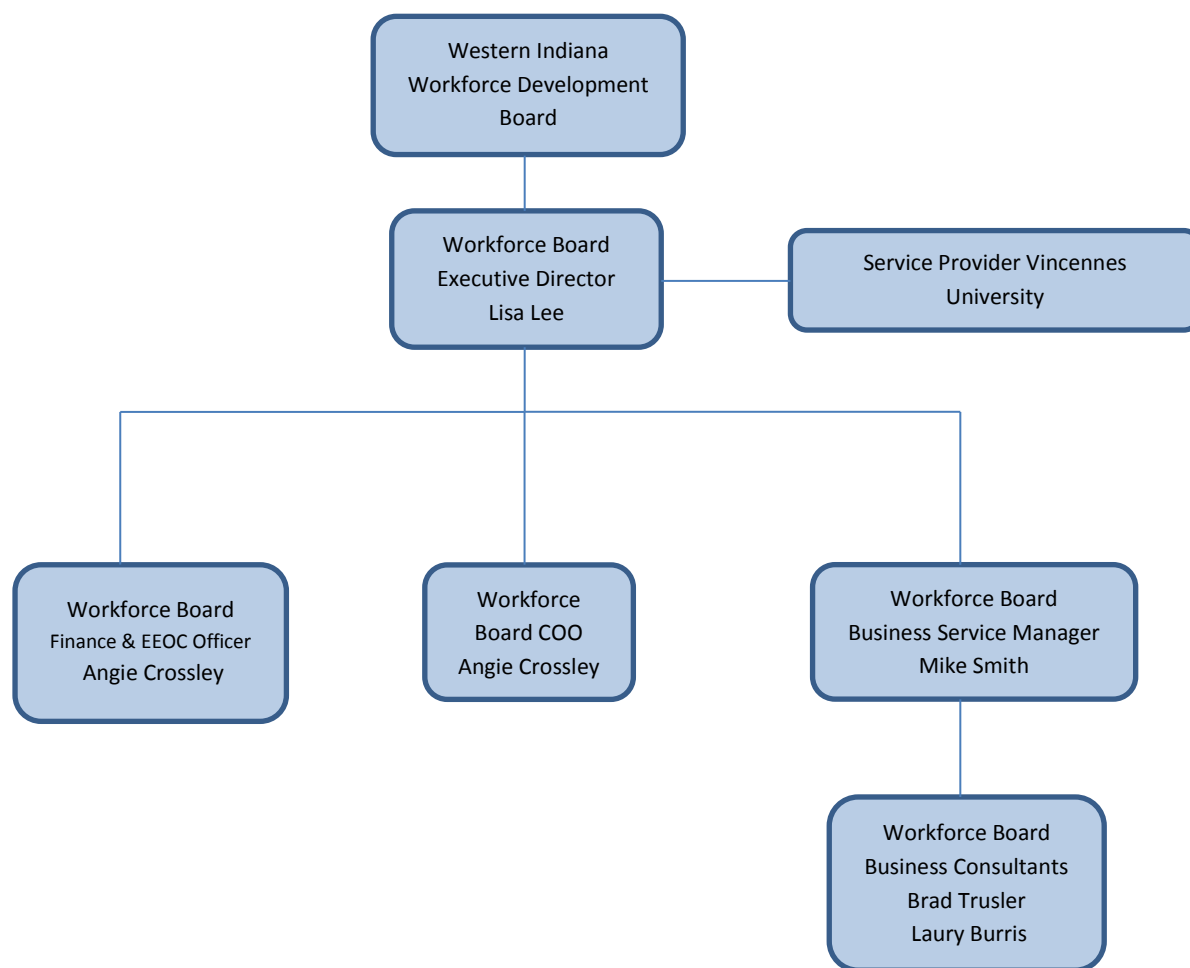
New RFP – Mid-Summer 2016

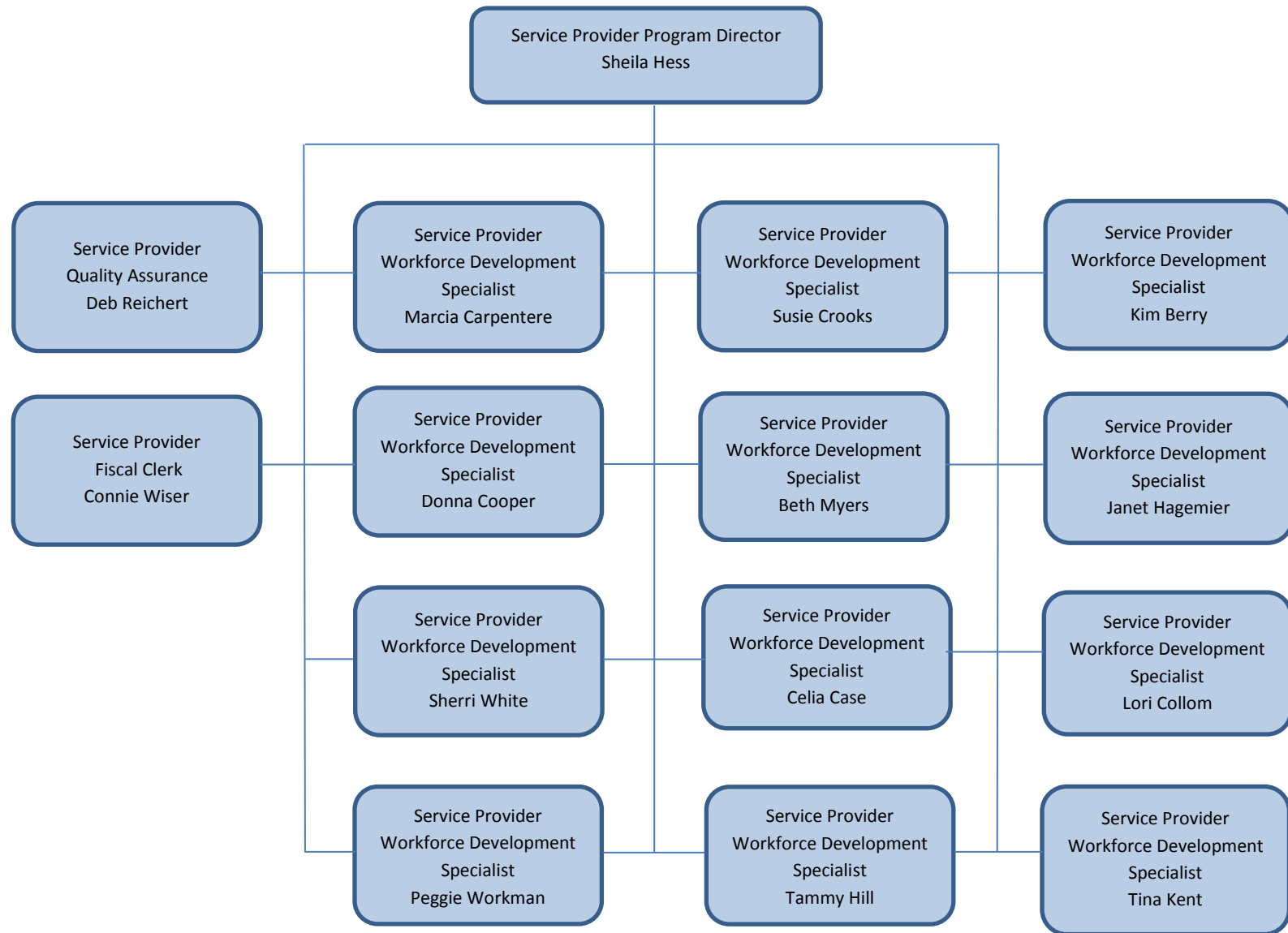
ATTACHMENT B--PROJECTED PROGRAM PARTICIPANTS for PY16

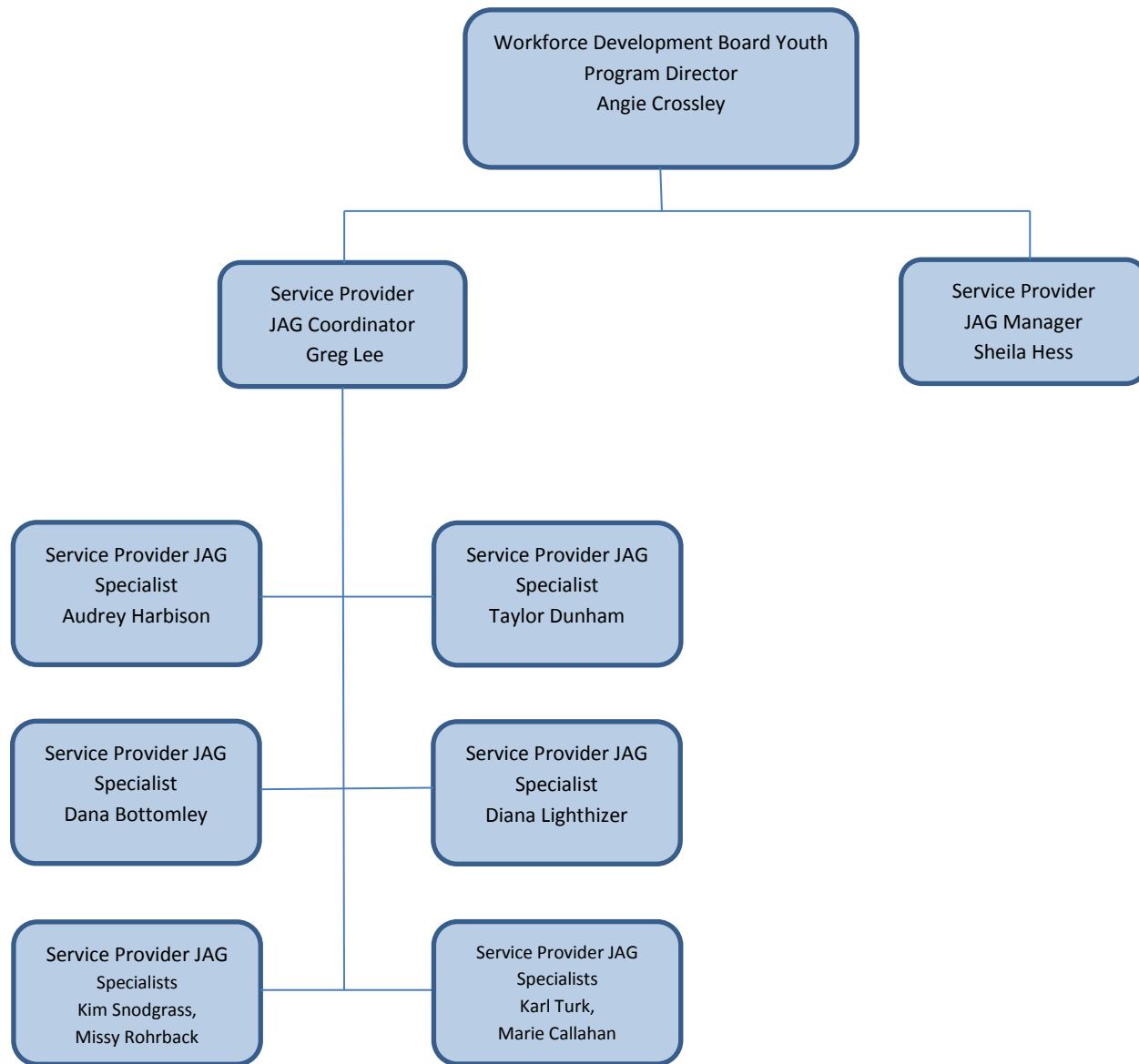
	Participants to be Served	Program Funding (WIOA)	Additional Funding (State)	Additional Funding (Federal)	Additional Funding (Non- state/federal)	Total Budget	Budget per Participant	Explanation (optional)
WIOA Adult	1,000	691,008				691,008	691	
Dislocated Worker	200	385,637				385,637	1,928.19	
Youth (in- school)	445	152,223	350,000			502,223	1,128.59	*240 JAG, 85 WIOA, 120 JAG follow-up
Youth (out- of-school)	200	608,894				608,894		
ABE	800							
WorkINdiana	110					187,792	1,707.20	
WP	6,000					807,208	134	
Veterans Overall	125							

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

Organization Chart WorkOne Region 7







- Referrals from partner agencies and organizations. This includes WorkOne partners, but reaches beyond to organizations, such as the public library, Boys and Girls Club, YMCA.