

DWD Memo 2025-14
Attachment A- Planning Template

PY2024 – PY2027

**Workforce and Innovation Opportunity Act
(WIOA) Plan**

Region 9 – Southeast Indiana Workforce Investment Board

Local Plan

September 30, 2024

Revised September 30, 2026

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Local Workforce Development Board (LWDB) Approval

LWDB/Local Area Information

LWDB/Local Area Name	Southeast Indiana Workforce Investment Board
LWDB Chair	Patricia Yount
LWDB Executive Director	Kurt Kegerreis
One-Stop Operator	River Valley Resources
Regional Chief Elected Official	Kelly Mollaun, Lawrenceburg Mayor

By signing below, the LWDB Chair signifies approval of this Plan and authorizes its submission to the Indiana Department of Workforce Development.

Patricia Yount

Board Chair Printed Name

Board Chair Signature

Date

Executive Summary

Each local area must submit an executive summary of their plan.

Southeast Indiana has been on the frontlines of our state's talent crisis for over a decade now. Throughout this era, this Region has consistently experienced lower unemployment levels than the rest of the state – while the state itself experienced some of the lowest unemployment rates in the country. This trend has been remarkably consistent, interrupted only briefly by the early months of COVID, and have come about via a range of economic, demographic, and cultural factors. It is within this context that the Southeast Indiana Workforce Board (the Board) has conducted its efforts – recognizing its responsibility to leverage the full potential of the Workforce Innovation and Opportunity Act to rise to the challenges and opportunities presented by this fact.

Workforce Development is an interdisciplinary endeavor, touching upon numerous different spheres of expertise (e.g. education and training, employer engagement, economic development, social services, public policy, transportation, child care, etc.) Thus, the Board has taken care to strategically focus its efforts to maximize impact and minimize potential overlap with fellow public and private organizations. As the pool of available talent has shrunk over the years, the Board has recognized a need to create, recruit and support more homegrown talent – proactively mending leaky pipelines and reactively engaging potential jobseekers that, for one reason or another, have become disconnected from the system. These efforts are explicitly designed to complement the state's equally-critical attraction efforts, with programs such as READI. In short, the Board, along with its long-serving Service Provider, have positioned ourselves at the intersection of “traditional” workforce development and the world of social services (e.g. poverty & its related complications, corrections and substance use), recognizing that the only way for our employers to meet their talent needs is to become better-attuned to the social and economic challenges of our citizenry and adjusting recruitment, training, and retention infrastructure accordingly.

This plan outlines not only the challenges we face, but also the ample promise of strong program design, well-executed services, and highly-dedicated staff. It demonstrates the Board's expertise at not only delivering established programming (e.g. WIOA Adult, DW, ~~and~~ Youth, NextLevel Jobs, our best-in-state JAG and Apprenticeship implementation), but also our hunger to innovate via our ongoing Substance Misuse Use-Recovery and Corrections programming. We have also Other projects, such as our best-in-the-nation H1-B collaboration with our fellow Workforce Board colleagues (led by Tecumseh Area Partnership in Region 4) and our renewed engagement with our colleagues in northern Kentucky and the Greater Cincinnati region, reflecting our commitment to meaningful strategic collaboration.

The Board welcomes this opportunity to share its vision for workforce development in our 10 counties and indeed the rest of the state, and commends any effort on behalf of the Governor's Workforce Cabinet to engage the regional Boards to better coordinate our respective efforts. We remain eager strategic partners – happy to offer our perspective of the ongoing needs of our employers and jobseekers and benefit from the guidance and expertise of others.

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Section 1: Workforce and Economic Analysis

Please answer the following questions. The Department of Workforce Development has assigned regional labor market analysts to assist the Regions. These experts can help develop responses to questions 1.1 through 1.3 below. **Questions that require collaborative answers for planning regions are designated with an asterisk (*). See the Regional Plan subsection of Memo 2023-16 for more information.**

1.1* A regional 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. As appropriate, a local area may use an existing analysis, which is a timely current description of the regional economy, to meet these requirements. [WIOA Sec. 108(b)(1)(A) and 20 CFR 679.560(a)(1)]

Industry	Jobs 2023	% Total Jobs 2023
Manufacturing	41,654	27.2%
Government	20,744	13.5%
Retail Trade	15,580	10.2%
Health Care and Social Assistance	13,982	9.1%
Accommodation and Food Services	12,024	7.8%
Construction	7,679	5.0%
Administrative and Support and Waste Management and Remediation Services	7,117	4.6%
Transportation and Warehousing	6,539	4.3%
Other Services (except Public Administration)	6,028	3.9%
Wholesale Trade	4,453	2.9%
Professional, Scientific, and Technical Services	3,895	2.5%
Finance and Insurance	3,114	2.0%
Arts, Entertainment, and Recreation	2,333	1.5%
Agriculture, Forestry, Fishing and Hunting	2,011	1.3%
Management of Companies and Enterprises	1,773	1.2%
Educational Services	1,497	1.0%
Real Estate and Rental and Leasing	1,180	0.8%
Utilities	888	0.6%
Information	680	0.4%
Mining, Quarrying, and Oil and Gas Extraction	222	0.1%

Source: Lightcast Industry Tables, 2024

In 2023, the 10-county region supported a total of 153,393 jobs, a slight decline of .8% over the past five years. However, the region is projected to experience growth in employment by approximately 2% in the next 10 years. The five largest industries (Manufacturing; Government; Retail Trade; Health Care and ~~—Jobs~~

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2023

% Total Jobs 2023

Social Assistance; and Accommodation and Food Services) account for 68% of the region's total employment while the three largest industries alone (Manufacturing; Government; and Retail Trade) make up 51%.

While the top five industries have not changed over the last five years, the sectors that have seen the highest net growth during this period (2018-2023) are Health Care and Social Assistance (+1,058 jobs) and Accommodation and Food Services (+950 jobs). Looking ahead, these industries are projected to experience the highest net growth between 2023 and 2033 with expected increases of 1,955 jobs in Health Care and Social Assistance and 951 jobs in Accommodation and Food Services. Other industries anticipated to grow significantly in the next 10 years are Professional, Scientific, and Technical Services; Wholesale Trade; Administrative and Support and Waste Management; and Remediation Services.

Notably, the Government ~~sector, which~~sector which is the second largest industry sector in the region, experienced the largest decrease in jobs among all the sectors over the past five years (-1,202 jobs or 5% of the sector's workforce). However, job loss in this sector is projected to be minimal over the next 10 years at just 1%. The Manufacturing ~~sector, which~~sector which has the largest workforce, experienced a relatively low reduction in workforce during that time (-638 jobs or 2% of the sector's workforce) but it is projected to experience the most significant decline over the next 10 years (-1,639 jobs).

Although the Arts, Entertainment, and Recreation sector represents a smaller number of jobs, it experienced the most significant percentage (33%) of job losses over the past five years and this trend is projected to continue over the next 10 years, losing over 700 jobs or 30% of its current workforce.

Industry	Jobs 2023	Growth 2018-2023	% Growth 2018-2023
Health Care and Social Assistance	13,982	1,058	8%
Accommodation and Food Services	12,024	950	9%
Construction	7,679	626	9%
Wholesale Trade	4,453	478	12%
Retail Trade	15,580	308	2%
Professional, Scientific, and Technical Services	3,895	230	6%
Finance and Insurance	3,114	87	3%
Real Estate and Rental and Leasing	1,180	85	8%
Educational Services	1,497	68	5%
Transportation and Warehousing	6,539	27	0%
Mining, Quarrying, and Oil and Gas Extraction	222	18	9%
Utilities	888	(28)	(3%)
Other Services (except Public Administration)	6,028	(208)	(3%)
Information	680	(214)	(24%)
Agriculture, Forestry, Fishing and Hunting	2,011	(226)	(10%)
Management of Companies and Enterprises	1,773	(605)	(25%)
Manufacturing	41,654	(638)	(2%)
Administrative and Support and Waste Management and Remediation Services	7,117	(936)	(12%)

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Arts, Entertainment, and Recreation	2,333	(1,153)	(33%)
Government	20,744	(1,202)	(5%)

Source: Lightcast Industry Tables, 2024

Industry	Jobs 2023	Projected Growth 2023-2033	% Projected Growth 2023-2033
Health Care and Social Assistance	13,982	1,955	14%
Accommodation and Food Services	12,024	951	8%
Administrative and Support and Waste Management and Remediation Services	7,117	783	11%
Wholesale Trade	4,453	595	13%
Professional, Scientific, and Technical Services	3,895	493	13%
Retail Trade	15,580	460	3%
Other Services (except Public Administration)	6,028	440	7%
Educational Services	1,497	245	16%
Construction	7,679	198	3%
Real Estate and Rental and Leasing	1,180	36	3%
Mining, Quarrying, and Oil and Gas Extraction	222	15	7%
Information	680	9	1%
Finance and Insurance	3,114	1	0%
Utilities	888	(55)	(6%)
Management of Companies and Enterprises	1,773	(119)	(7%)
Agriculture, Forestry, Fishing and Hunting	2,011	(144)	(7%)
Government	20,744	(234)	(1%)
Transportation and Warehousing	6,539	(357)	(5%)
Arts, Entertainment, and Recreation	2,333	(706)	(30%)
Manufacturing	41,654	(1,639)	(4%)

Source: Lightcast Industry Tables, 2024

The five largest occupations employing the most workers (Production; Transportation and Material Moving; Office and Administrative Support; Sales; and Food Preparation and Serving) in the region account for 54% of the total workforce, indicating these sectors are crucial to the region's economy. The five largest occupation groups have not changed during the previous five years with Production; Transportation and Material Moving; and Office and Administrative Support Occupations making up the largest proportion (17.6%, 10.5%, and 10% respectively).

The healthcare sector has been a major driver of job growth over the past five years. Healthcare Practitioners and Technical Occupations saw the largest growth, adding 976 jobs and Healthcare Support Occupations added 632 jobs. Over the next 10 years, both are projected to experience strong growth rates, adding 1,240 and 753 jobs respectively. Transportation and Material Moving Occupations

also showed significant growth between 2018 and 2023 (+940 jobs); however, the growth is expected to slow considerably with projections of an increase of only 296 jobs.

Conversely, these five occupation groups experienced the most loss of jobs – Office and Administrative Support (-1,554 jobs); Production (-953 jobs); Food Preparation and Serving (-794 jobs); Educational Instruction and Library (-731 jobs); and Sales (-664 jobs). Three (Production; Office and Administrative; and Educational Instruction and Library Occupations) of the five are projected to continue to decline over the next 10 years, along with Military-only. The other two, Food Preparation and Serving and Sales Occupations are currently projected to grow at 3% each.

Occupation	Jobs 2023	% of Total Jobs Annual 2023	Median Earnings
Production Occupations	27,060	17.6%	\$44,902
Transportation and Material Moving Occupations	16,113	10.5%	\$41,490
Office and Administrative Support Occupations	15,407	10.0%	\$40,825
Sales and Related Occupations	12,376	8.1%	\$32,901
Food Preparation and Serving Related Occupations	12,096	7.9%	\$27,998
Management Occupations	8,788	5.7%	\$89,984
Educational Instruction and Library Occupations	7,383	4.8%	\$48,173
Installation, Maintenance, and Repair Occupations	7,285	4.7%	\$52,180
Healthcare Practitioners and Technical Occupations	6,525	4.3%	\$70,644
Construction and Extraction Occupations	6,227	4.1%	\$51,446
Business and Financial Operations Occupations	5,579	3.6%	\$69,051
Architecture and Engineering Occupations	5,477	3.6%	\$95,903
Healthcare Support Occupations	4,762	3.1%	\$35,644
Building and Grounds Cleaning and Maintenance Occupations	4,230	2.8%	\$32,935
Personal Care and Service Occupations	3,304	2.2%	\$29,549
Community and Social Service Occupations	2,614	1.7%	\$46,020
Protective Service Occupations	2,243	1.5%	\$47,510
Computer and Mathematical Occupations	1,843	1.2%	\$78,797
Arts, Design, Entertainment, Sports, and Media Occupations	1,474	1.0%	\$39,709
Farming, Fishing, and Forestry Occupations	952	0.6%	\$31,082
Life, Physical, and Social Science Occupations	796	0.5%	\$66,602
Military-only occupations	448	0.3%	\$46,346
Legal Occupations	410	0.3%	\$82,262

Source: Lightcast Occupation Tables, 2024

Occupation	Jobs 2023	Growth 2018-2023	% Growth 2018-2023
Healthcare Practitioners and Technical Occupations	6,525	976	18%

Transportation and Material Moving Occupations	16,113	940	6%
Healthcare Support Occupations	4,762	632	15%
Business and Financial Operations Occupations	5,579	421	8%
Management Occupations	8,788	402	5%
Installation, Maintenance, and Repair Occupations	7,285	362	5%
Community and Social Service Occupations	2,614	329	14%
Protective Service Occupations	2,243	228	11%
Personal Care and Service Occupations	3,304	150	5%
Arts, Design, Entertainment, Sports, and Media Occupations	1,474	56	4%
Life, Physical, and Social Science Occupations	796	35	5%
Military-only occupations	448	(22)	(5%)
Legal Occupations	410	(33)	(7%)
Architecture and Engineering Occupations	5,477	(95)	(2%)
Construction and Extraction Occupations	6,227	(98)	(2%)
Building and Grounds Cleaning and Maintenance Occupations	4,230	(173)	(4%)
Farming, Fishing, and Forestry Occupations	952	(249)	(21%)
Computer and Mathematical Occupations	1,843	(442)	(19%)
Sales and Related Occupations	12,376	(664)	(5%)
Educational Instruction and Library Occupations	7,383	(731)	(9%)
Food Preparation and Serving Related Occupations	12,096	(794)	(6%)
Production Occupations	27,060	(953)	(3%)
Office and Administrative Support Occupations	15,407	(1,554)	(9%)

Source: Lightcast Occupation Tables, 2024

Occupation	Jobs 2023	Growth 2023-2033	% Growth 2023-2033
Healthcare Practitioners and Technical Occupations	6,525	1,240	19%
Healthcare Support Occupations	4,762	753	16%
Management Occupations	8,788	482	5%
Sales and Related Occupations	12,376	410	3%
Installation, Maintenance, and Repair Occupations	7,285	403	6%
Business and Financial Operations Occupations	5,579	369	7%
Food Preparation and Serving Related Occupations	12,096	369	3%
Transportation and Material Moving Occupations	16,113	296	2%
Community and Social Service Occupations	2,614	286	11%
Computer and Mathematical Occupations	1,843	236	13%
Construction and Extraction Occupations	6,227	207	3%

Architecture and Engineering Occupations	5,477	195	4%
Arts, Design, Entertainment, Sports, and Media Occupations	1,474	104	7%
Life, Physical, and Social Science Occupations	796	87	11%
Personal Care and Service Occupations	3,304	87	3%
Building and Grounds Cleaning and Maintenance Occupations	4,230	66	2%
Legal Occupations	410	11	3%
Farming, Fishing, and Forestry Occupations	952	(1)	(0%)
Protective Service Occupations	2,243	(9)	(0%)
Military-only occupations	448	(51)	(11%)
Educational Instruction and Library Occupations	7,383	(196)	(3%)
Office and Administrative Support Occupations	15,407	(655)	(4%)
Production Occupations	27,060	(1,762)	(7%)

Source: Lightcast Occupation Tables, 2024

The following table displays the average annual openings and turnover rate in 2023. This data helps inform which occupation sectors are experiencing the highest employment demand in the region, as well as signals whether that demand is stemming from overall employment growth or high turnover in the sector. Sectors with higher turnover may have a high number of average annual openings, but may not be growing in terms of net employment. And while high turnover could represent a problem in the region's workforce as a whole, it is common in many occupations, such as Food Preparation and Serving Related Occupations or Transportation and Materials Moving Occupations.

Occupation	Average Annual Openings	Turnover Rate 2023
Production Occupations	2,931	57%
Food Preparation and Serving Related Occupations	2,495	144%
Transportation and Material Moving Occupations	2,170	93%
Sales and Related Occupations	1,813	83%
Office and Administrative Support Occupations	1,809	75%
Healthcare Support Occupations	806	82%
Management Occupations	799	36%
Installation, Maintenance, and Repair Occupations	730	48%
Educational Instruction and Library Occupations	705	46%
Personal Care and Service Occupations	607	85%
Building and Grounds Cleaning and Maintenance Occupations	604	86%
Construction and Extraction Occupations	597	53%

Healthcare Practitioners and Technical Occupations	562	33%
Business and Financial Operations Occupations	528	49%
Architecture and Engineering Occupations	402	30%
Community and Social Service Occupations	272	45%
Protective Service Occupations	252	64%
Arts, Design, Entertainment, Sports, and Media Occupations	172	47%
Computer and Mathematical Occupations	150	41%
Farming, Fishing, and Forestry Occupations	147	67%
Life, Physical, and Social Science Occupations	87	50%
Military-only occupations	47	43%
Legal Occupations	28	24%

Source: Lightcast Occupation Tables, 2024

Nearly 25% of the region's workforce is age 55 or older, with 63% considered in the “prime working age” between 25 and 54, and the remaining 14% under the age of 25. Occupations with a higher proportion of workers aged 55+ often require extensive experience and specialized knowledge as seen in Legal (39%) and Management (30%) Occupations. Monitoring an overall aging workforce is essential in every industry. Other occupations where workers age 55+ are overrepresented include Building and Grounds Cleaning and Maintenance; Office and Administrative Support; and Arts, Design, Entertainment, Sports and Media which each sit at 29%.

While 14% of workers are under the age of 25, 47% of the Food Preparation and Serving Related Occupations are employees under the age of 25. They are also overrepresented in Personal Care and Service (28%); Military-only (27%); and Sales and Related (25%) Occupations.

Occupation	2023 Jobs	Workers Under 25 Years (2023)	Workers 25-54 Years (2023)	Workers 55+ Years (2023)
Management Occupations	8,788	3%	67%	30%
Business and Financial Operations Occupations	5,579	6%	68%	27%
Computer and Mathematical Occupations	1,843	6%	77%	17%
Architecture and Engineering Occupations	5,477	6%	71%	23%
Life, Physical, and Social Science Occupations	796	9%	69%	22%
Community and Social Service Occupations	2,614	8%	66%	27%
Legal Occupations	410	0%	61%	39%
Educational Instruction and Library Occupations	7,383	11%	67%	23%

Arts, Design, Entertainment, Sports, and Media Occupations	1,474	13%	60%	29%
Healthcare Practitioners and Technical Occupations	6,525	7%	73%	20%
Healthcare Support Occupations	4,762	19%	63%	20%
Protective Service Occupations	2,243	14%	68%	19%
Food Preparation and Serving Related Occupations	12,096	47%	43%	13%
Building and Grounds Cleaning and Maintenance Occupations	4,230	15%	57%	29%
Personal Care and Service Occupations	3,304	28%	51%	23%
Sales and Related Occupations	12,376	25%	51%	27%
Office and Administrative Support Occupations	15,407	12%	60%	29%
Farming, Fishing, and Forestry Occupations	952	20%	61%	21%
Construction and Extraction Occupations	6,227	13%	65%	23%
Installation, Maintenance, and Repair Occupations	7,285	10%	64%	26%
Production Occupations	27,060	9%	68%	24%
Transportation and Material Moving Occupations	16,113	17%	57%	27%
Military-only occupations	448	27%	71%	2%

Source: Lightcast Occupation Tables, 2024

1.2 An analysis of the knowledge and skills required to meet the employment needs of the employers in the region, including employment requirements for in-demand industry sectors and occupations. [WIOA Sec. 108(b)(1)(B) and 20 CFR 679.560(a)(2)]

The following table displays the top 10 common, specialized, and software skills included in job postings in the region between January of 2021 and December of 2023. There is a notable emphasis on soft skills – Communication, Customer Service, and Management – among the most frequent “Common Skills.” “Specialized Skills” were more varied, but correlate well with the largest and fastest growing occupation groups discussed above. Several of these skills require post-secondary training and degrees. The second table indicates the required or preferred qualifications included in job postings, and the most common being driver’s and nursing/healthcare-related licenses.

In Demand Skills Via Job Postings (January 2021 – December 2023)

Skill	Postings (Jan 2021-Dec 2023)	% of Postings (Jan 2021-Dec 2023)
Common Skills		
Communication	25,816	30%
Customer Service	22,960	26%
Management	18,756	22%
Sales	12,578	14%
Operations	11,010	13%
Leadership	10,394	12%
Problem Solving	9,068	10%
Lifting Ability	8,093	9%
Detail Oriented	7,958	9%
Planning	7,035	8%
Specialized Skills		
Merchandising	6,510	8%
Nursing	6,133	7%
Auditing	4,589	5%
Housekeeping	4,150	5%
Warehousing	3,906	5%
Restaurant Operation	3,766	4%
Marketing	3,691	4%
Accounting	3,334	4%
Project Management	3,212	4%
Cash Register	3,099	4%
Software Skills		
Microsoft Excel	4,431	5%
Microsoft Office	4,425	5%
Microsoft Outlook	2,367	3%
Microsoft PowerPoint	1,940	2%
Microsoft Word	1,445	2%
Spreadsheets	749	1%
SAP Applications	694	1%
Operating Systems	687	1%
SQL (Programming Language)	632	1%
MATLAB	531	1%

Source: Lightcast Job Posting Analytics, 2024

In Demand Qualifications Via Job Postings (January 2021 – December 2023)

Qualification	Postings with Qualification (Jan 2021-Dec 2023)
Valid Driver's License	10,281
Registered Nurse (RN)	5,948
Basic Life Support (BLS) Certification	2,942
Cardiopulmonary Resuscitation (CPR) Certification	2,707
Licensed Practical Nurse (LPN)	2,305
Certified Nursing Assistant (CNA)	2,036
Commercial Driver's License (CDL)	1,465
CDL Class A License	1,366

Advanced Cardiovascular Life Support (ACLS) Certification	914
First Aid Certification	912

Source: Lightcast Job Posting Analytics, 2024

Approximately 45% of occupation categories and 32% of all jobs in the region generally require some level of postsecondary education. The region is well positioned to meet these requirements with over 50% of the residents aged 25 and older having some level of postsecondary education. 20% of all jobs require a bachelor’s degree or higher. This is slightly lower than the 23% of the region’s residents that hold a bachelor’s degree or higher. The following tables break down entry level requirements for occupations in the region on aggregate, as well as the specific entry level requirements for the top 30 occupations (at the 5-digit SOC level). These occupations make up approximately 30% of the region’s current (2023) workforce and are projected to make up the vast majority of all job growth in the next 10 years.

Occupations with higher entry level education requirements consistently correlate with higher paying jobs, and expanding education opportunities, both collegiate and technical postsecondary options, will continue to help the region improve employment and wealth building opportunities for its residents.

As noted earlier, healthcare jobs are projected to grow more so than other industries. Four of the top 10 entry level occupations are in healthcare of which Registered Nurses and Medical and Health Services Managers require a Bachelor’s degree while Home Health and Personal Care Aides require a high school diploma and Nursing Assistants require some postsecondary, both of which can be on-ramps for more skilled and higher paying roles.

Typical Entry Level Education, All Occupations (2023)				
Education Level	Jobs 2023	% Jobs 2023	Occupations (5-Digit SOC) 2023	% Occupations (5-Digit SOC) 2023
No formal educational credential	106	13.3%	35,035	22.9%
High school diploma or equivalent	330	41.4%	68,921	45.1%
Some college, no degree	6	0.8%	3,299	2.2%
Postsecondary nondegree award	50	6.3%	10,366	6.8%
Associate's degree	48	6.0%	2,860	1.9%
Bachelor's degree	180	22.6%	27,325	17.9%
Master's degree	36	4.5%	2,172	1.4%
Doctoral or professional degree	40	5.0%	2,329	1.5%
N/A	2	0.3%	448	0.3%

Source: Lightcast Job Occupation Tables, Aug. 2024

Entry Level Education Requirements for Top 30 Occupations by Projected Growth (2023-2028), 5-Digit SOC

Occupation	Projected Growth 2023-2028	Typical Entry Level Education
Registered Nurses	251	Bachelor's degree
Home Health and Personal Care Aides	161	High school diploma or equivalent
Retail Salespersons	143	No formal educational credential
Fast Food and Counter Workers	139	No formal educational credential
General and Operations Managers	132	Bachelor's degree
Nursing Assistants	116	Postsecondary nondegree award
Cooks, Restaurant	111	No formal educational credential
Medical and Health Services Managers	109	Bachelor's degree
Industrial Machinery Mechanics	93	High school diploma or equivalent
Heavy and Tractor-Trailer Truck Drivers	90	Postsecondary nondegree award
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	85	High school diploma or equivalent
Mechanical Engineers	84	Bachelor's degree
Industrial Engineers	71	Bachelor's degree
Laborers and Freight, Stock, and Material Movers, Hand	70	No formal educational credential
Nurse Practitioners	67	Master's degree
Medical Assistants	67	Postsecondary nondegree award
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	66	Bachelor's degree
Software Developers	63	Bachelor's degree
Construction Laborers	63	No formal educational credential
Medical Secretaries and Administrative Assistants	59	High school diploma or equivalent
Licensed Practical and Licensed Vocational Nurses	51	Postsecondary nondegree award
Financial Managers	46	Bachelor's degree
Managers, All Other	46	Bachelor's degree
Stockers and Order Fillers	45	High school diploma or equivalent
Physical Therapists	45	Doctoral or professional degree
Market Research Analysts and Marketing Specialists	43	Bachelor's degree
First-Line Supervisors of Food Preparation and Serving Workers	43	High school diploma or equivalent

Automotive Service Technicians and Mechanics	40	Postsecondary nondegree award
First-Line Supervisors of Retail Sales Workers	37	High school diploma or equivalent
Light Truck Drivers	37	High school diploma or equivalent

Source: Lightcast Job Occupation Tables, Aug. 2024

1.3 An analysis of the regional workforce, including current labor force employment and unemployment data, information on labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment and youth. [WIOA Sec. 108(b)(1)(C) and 20 CFR 679.560(a)(3)]

In 2023, the region's average unemployment rate was 3%, 0.3% lower compared to 2021 and 0.3% lower than the state's rate. Across the region, Ripley County had the highest annual average unemployment at 3.5% and Decatur County had the lowest at 2.7%. Five of the eight counties saw a decrease in unemployment between 2021 and 2023, while Franklin, Ohio, and Ripley Counties saw increases in unemployment rates from 0.1% to 0.4%.

Labor force participation across the region is estimated to be 63.5%, comparable to the state's 63.9%. Notably, Bartholomew, Dearborn, Decatur, Franklin, and Ripley counties all display participation rates above the state average. Noteworthy are the three counties – Jefferson, Ohio, and Switzerland – that have between a 5 and 6.5 percentage point difference from the average state rate.

The following tables display detailed labor force statistics across all eight counties, as well as specifically for youth segments between the ages of 16-19 and 20-24. It is important to note that labor force participation and unemployment estimates are slightly less reliable for smaller geographic regions and should be reviewed with that in mind. However overall, the region's youth labor force is displaying higher rates of labor force participation and lower rates of unemployment than the state averages.

Labor Force Statistics (2021 & 2023)

	2021	2023	2021	2023	2021	2023	2021	2023
	Labor Force		Employed		Unemployed		Unemployment Rate	
Bartholomew	42,928	44,070	41,573	42,843	1,355	1,227	3.2	2.8
Dearborn	25,422	26,168	24,587	25,315	835	853	3.3	3.3
Decatur	14,761	14,587	14,293	14,192	468	395	3.2	2.7
Franklin	11,225	11,306	10,887	10,950	338	356	3	3.1
Jackson	23,303	22,875	22,529	22,225	774	650	3.3	2.8
Jefferson	14,910	15,064	14,389	14,597	521	467	3.5	3.1
Jennings	13,391	13,570	12,849	13,113	542	457	4	3.4
Ohio	3,141	3,234	3,053	3,138	88	96	2.8	3
Ripley	13,534	12,664	13,115	12,223	419	441	3.1	3.5
Switzerland	4,684	4,713	4,508	4,560	176	153	3.8	3.2
Region 9	162,615	163,538	157,275	158,596	5,340	4,942	3.3	3

Indiana	3,332,745	3,401,387	3,201,829	3,288,017	130,916	113,370	3.9	3.3
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Source: STATSIIndianaLabor Force Time Series (NSA), 2024

2021-2023	Change	% Change	Change	% Change	Change	% Change	Change
	Labor Force		Employed		Unemployed		Unemployment Rate
Bartholomew	1,142	2.7%	1,270	3.1%	-128	-9.4%	-0.4
Dearborn	746	2.9%	728	3.0%	18	2.2%	0.0
Decatur	-174	-1.2%	-101	-0.7%	-73	-15.6%	-0.5
Franklin	81	0.7%	63	0.6%	18	5.3%	0.1
Jackson	-428	-1.8%	-304	-1.3%	-124	-16.0%	-0.5
Jefferson	154	1.0%	208	1.4%	-54	-10.4%	-0.4
Jennings	179	1.3%	264	2.1%	-85	-15.7%	-0.6
Ohio	93	3.0%	85	2.8%	8	9.1%	0.2
Ripley	-870	-6.4%	-892	-6.8%	22	5.3%	0.4
Switzerland	29	0.6%	52	1.2%	-23	-13.1%	-0.6
Region 9	952	0.6%	1,373	0.8%	-421	-7.6%	-0.3
Indiana	68,642	2.1%	86,188	2.7%	-17,546	-13.4%	-0.6

Source: STATSIIndianaLabor Force Time Series (NSA), 2024

Youth Labor Participation (2023)

	Youth Age 16-19			Youth Age 20-24		
	Population	Labor Force Participation Rate	Unemployment Rate	Population	Labor Force Participation Rate	Unemployment Rate
Bartholomew	4,091	45.80%	9.70%	4,986	83.90%	6.90%
Dearborn	2,725	42.60%	0.30%	2,851	90.10%	4.30%
Decatur	1,173	50.50%	28.40%	1,680	88.80%	2.70%
Franklin	1,256	44.60%	12.10%	1,300	87.50%	3.00%
Jackson	2,095	38.90%	2.60%	2,752	77.00%	6.60%
Jefferson	1,779	44.20%	9.90%	2,340	75.40%	8.50%
Jennings	1,363	43.00%	17.20%	1,658	83.00%	18.10%
Ohio	256	41.00%	0.00%	243	88.50%	n/a
Ripley	1,671	58.40%	14.70%	1,712	88.40%	4.00%
Switzerland	569	56.80%	26.30%	506	79.40%	6.70%
Indiana	380,256	44.7%	11.2%	478,553	76.9%	8.2%

Source: American Community Survey 2023 5-Year Estimates

Labor Participation Population Age 16 and Over (2023)

County	Population	Labor Force Participation Rate
Bartholomew	65,146	65.2%

Dearborn	40,985	64.3%
Decatur	20,761	66.5%
Franklin	18,369	64.4%
Jackson	36,353	63.1%
Jefferson	27,263	57.4%
Jennings	22,043	62.8%
Ohio	4,891	58.9%
Ripley	23,121	65.5%
Switzerland	7,828	58.8%
Region 9	266,760	63.5%
Indiana	5,390,900	63.9%

Source: American Community Survey 2023 5-Year Estimates

Educational attainment levels vary based on several factors, including socioeconomic class, race and ethnicity, and sex. Addressing potential barriers and inequities is an essential part of improving and expanding the region's workforce and development capabilities.

Educational attainment in the region, as discussed above, is meeting the needs of existing employers. However, attracting higher paying industries and occupations to the region often involves investing in education opportunities and upskilling for residents. Many of Region 9's in-demand occupations and growth industries incorporate knowledge and skill development on the job. Many require both on the job training and postsecondary qualifications and certifications. Additionally, several occupation groups including fields in healthcare, engineering, social work, engineering, and upper-level management require more advanced qualifications. Meeting and anticipating these needs are essential for the growth and wellbeing of the workforce in both region 9 and across the state.

Educational Attainment Ages 18-24 (2022)

Education Level	Total	% Total	Male	% Male	Female	% Female
Population	27,458		14,677		12,781	
Less than High School Graduate	4,479	16.3%	2,546	17.3%	1,933	15.1%
High School Degree/Equivalent	11,561	42.1%	6,880	46.9%	4,681	36.6%
Some College or Associate's Degree	8,310	30.3%	3,705	25.2%	4,605	36%
Bachelor's Degree or Higher	3,108	11.3%	1,546	10.5%	1,562	12.2%

Source: American Community Survey 2022 5-Year Estimates

Educational Attainment Ages 25 and Over

Education Level	Total	% Total	Male	% Male	Female	% Female
Population	229,754		113,041		116,713	
Less than High School Graduate	22,370	9.7%	11,675	10.3%	10,695	9.2%
High School Degree/Equivalent	89,312	38.9%	46,943	41.5%	42,369	36.3%

Some College or Associate's Degree	64,992	28.3%	28,799	25.5%	36,193	31.0%
Bachelor's Degree	33,277	14.5%	16,627	14.7%	16,650	14.3%
Graduate or Professional Degree	19,803	8.6%	8,997	8.0%	10,806	9.3%

Source: American Community Survey 2022 5-Year Estimates

Section 2: Strategic Vision and Goals

Please answer the following questions. Section 2 responses should reflect input from members of the local workforce development board and other community stakeholders. **Questions that require collaborative answers for planning regions are designated with an asterisk (*). See the Regional Plan subsection of Memo 2023-16 for more information.**

2.1 Provide a description of the board's strategic vision to support regional economic growth and economic self-sufficiency. This must include 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 in-school and out-of-school youth and individuals with barriers to employment. [WIOA Sec. 108(b)(1)(E) and 20 CFR 679.560(a)(5)]

The Southeast Indiana Workforce Board has long-embraced the mandate of WIOA to not only provide required services, but also to leverage this annual investment to create a much more comprehensive response to the needs of our 10 counties. This is best expressed in our robust fundraising efforts, including the attraction of millions of dollars in non-formula and competitive grants, our voluntary expansion of several successful programs and the creation of new ones catered to our local jobseekers and employers. For the past 10+ years, the Board's mission has remained "to help Hoosiers in Southeast Indiana find and grow in careers that are productive and fulfilling, as well as to help employers find the qualified personnel they need to be successful."

Our specific Board Goals remain largely unchanged, and are described below:

- Strengthen and Expand Partnerships with Key Stakeholders. The Board recognizes that the problems facing Region 9 are broad and interdisciplinary, which require a similarly robust network of partners. Furthermore, the funding provided by individual programs and initiatives is rarely sufficient to create comprehensive solutions, and thus partnerships must be leveraged and aligned towards similar goals.
- Maintain a Strong Reputation for Governance and Programmatic Outcomes. The Board recognizes that its ability to attract investment in the region is directly connected to its reputation with the funding community. Accordingly, the Board has gone to great lengths to demonstrate programmatic excellence and fiscal prudence. Included with this is the pledge to keep administrative costs low and ensure that as much funding as possible passes directly through to clients in need.
- JAG funding was withdrawn from the state budget in the 2025 budget cycle, causing most programs in R9 (and indeed the rest of the state to sunset). There were a handful of self-funded programs which wished to remain, yet required a new state JAG affiliate to continue

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as an officially-sanctioned program. The Board has reached an agreement with JAG National to assume this role, allowing ~12 schools statewide to remain, while also pursuing available funding options in the future.

Expand the Jobs for American's Graduates (JAG) Program and Related Efforts. The Board has long pledged to sustain and expand the Dropout Prevention work in the Region thru its best-in-state implementation of JAG, in hopes of reaching every high school student in the Region—a lofty goal that has come much closer to fruition via the Governor's recent support. In the last 12 months, we have expanded from 10 to 22 programs, with the potential to expand even further as funding allows. More recently, Region 9 has become a recipient of the Commissioner of Higher Ed's Career Coaching Grant and aims to demonstrate the efficacy of this approach. JAG funding was withdrawn from the state budget in the 2025 budget cycle, causing most programs in R9 (and indeed the rest of the state) to sunset. There were a handful of self-funded programs which wished to remain, yet required a new state JAG affiliate to continue as an officially-sanctioned program. The Board has reached an agreement with JAG National to assume this role, allowing ~12 schools statewide to remain, while also pursuing available funding options in the future.

- Integrate Workforce Services with Regional Substance Abuse Recovery Systems. The Board continues to be a leader in the quest to properly integrate Recovery initiatives (and related Corrections programs) into the public Workforce System. Beyond the profound humanitarian costs, the ongoing substance use epidemic further erodes the available workforce and introduces extensive risk to both employers and jobseekers. Since 2018, the Board has endeavored to integrate WorkOne services into the Region's existing recovery infrastructure, including the corrections system, to facilitate a pathway to substantive employment for all that can benefit from it.

IN-SCHOOL YOUTH

Despite the unexpected loss of JAG and the related Commissioner of Higher Education Grants, our Region's In-School Youth strategy remains unchanged, as these services were always conducted in a complementary manner to the aforementioned. Our relationship with these partners remains robust, and if anything, our utilization of In-School funds will become more vital given the scarcity of other options in the immediate term. It is always worth noting that, beyond our high schools, Ivy Tech and Vincennes University remain key partners for this program. As described above, the Board highly values the JAG Program, along with similar regional initiatives such as iGrad and our new Commissioner of Higher Education Career Coaching Grants that provide intensive career counseling and supportive services to in-school youth. The Board places a large portion of its WIOA In-School Youth funding on these initiatives in the hopes that one day every High School in the Region will have this program available.

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— OUT-OF-SCHOOL YOUTH

- Though the Region has placed a great deal of emphasis on assisting students before they leave school, we still provide an extensive array of options for out-of-school youth. The Region has a thriving relationship with the Adult Education Program, which is only enhanced by the selection of a Service Provider and One-Stop Operator that also serves as an Adult Education Provider. Young adults are offered robust case management services as needed, and in many cases provided with supportive services to supply transportation assistance, purchase uniforms or related equipment, etc.

Additionally, as there is an ongoing worker shortage, many out-of-school youths can be linked directly into the job market via WorkOne case managers.

2.2 Describe how the board’s vision and goals align with and/or support the State’s strategic vision as set out in the [WIOA Unified State Plan](#). Specifically address how the local area will align with the pillars and goals outlined below as well as the action steps included in the WIOA State Plan, where applicable.

Pillar I: Removing barriers for workers to meet Hoosiers where they are and help remove obstacles to work and learning.

Goal 1: Harness opportunities through the Infrastructure Investment and Jobs Act, known as the Bipartisan Infrastructure Law (BIL), which includes the Broadband Equity Access and Deployment program (BEAD), the CHIPS and Science Act, and the Inflation Reduction Act (IRA), for populations that have been historically excluded from the labor force.

Goal 2: Remove barriers for workers including providing affordable and accessible childcare.

Goal 3: Create digital equity through digital skills training.

Pillar II: Preparing future skilled workers to ensure Indiana can deliver the training and skills needed for a modern workforce.

Goal 1: Transform as a State to prepare for emerging industries specific to federal opportunities and strategic industries.

Goal 2: Meet people where they are for career pathway planning to customize to their unique potential and experience.

Goal 3: Develop additional workers with skills-based technical training and/or a high-quality credential, certification, or degree to fill in-demand jobs.

Pillar III: Helping employers find and/or develop skilled workers to ensure employers have the talent needed for the economy of today and tomorrow.

Goal 1: Deliver bespoke customer service and solutions to key employers.

Goal 2: Increase quality job exposure and experience through apprenticeships, work-based learning, and employer supported training programs.

Goal 3: Continue to champion and promote skills-based hiring practices through career coaching for underserved jobseekers and employer hiring and training models.

The Board remains well-aligned to the State’s Goals. In regards to Pillar I, the Board is actively following programmatic and funding opportunities derived from the laws listed in Goal 1, including the establishment of a new collaborative with our Workforce Board colleagues in Ohio ~~and in~~ Northern Kentucky, which is designed to coordinate tri-state responses to these new opportunities. Regarding Goal 2, the Board has already engaged in a series of conversations with local leadership and employer stakeholders to explore Child Care opportunities, particularly in Greensburg and Seymour and the Board remains very eager to leverage **what remains of** our extensive JAG infrastructure to address the talent challenges faced by many current and prospective child care providers. Per Goal 3 skills-based hiring practices remain heavily utilized in Region 9 on account of the demographics of the region and our well-documented talent needs.

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In regards to Pillar 2, Region 9 shares the state’s goal to embrace and pursue developing sectors, and leverage related opportunities at the state and federal level. As we are heavily engaged with pipeline work, including ~~our youth work via JAG and our Commissioner of Higher Ed Grants but also with~~ disadvantaged populations such as those affected by Substance **Misuse** Use and/or justice involved individuals, we are well positioned to advise and direct these individuals towards such opportunities. This pipeline work is relevant to Goals 2-3 of this same item, as the vast majority of this work is being performed “where they are”, whether that be ~~within the school systems, or~~ in corrections and/or recovery facilities. The Goals outlined in Pillar 3 are foundation to the work we do and have been a part

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of our service orientation for numerous years. With that said, we are supportive of their inclusion and welcome the opportunity to recommit to these principals. This is evident in our best-in-state implementation of the ABA Apprenticeship Grant, ~~collaborations with key partners such as the IEDC for business retention projects and support of the Governor's ongoing One-Stop-to-Start Campaign.~~

2.3* Describe how the board's goals relate to the achievement of federal performance accountability measures. See 20 CFR 677.155 for more information on the federal performance accountability measures. [WIOA Sec. 108(b)(1)(E) and 20 CFR 679.560(a)(5)]

Our response from the prior Local Planning cycle remains consistent with our current approach...

While Region 9 pointedly does not pursue federal performance measures for their own sake, they remain a critical indicator of our ongoing success. These measures are evaluated formally every quarter, and often many times in between. The Board's philosophy has always been to do the best work possible, as outlined by the Region's employers, jobseeker feedback and other local, regional, state, and federal guidance. Ideally, the official performance measures should flow as a natural byproduct of this work. To date, our Region has been able to achieve these goals without having to expend any dedicated effort to the "gamesmanship" of maximizing the numerators and minimizing the denominators of these metrics, which in our assessment, reflects that these goals are generally well aligned with the needs and expectations of our stakeholders. Regardless, our regional staff is very experienced with meeting and exceeding measures of this sort, and are certainly equipped to make adjustments as needed to ensure that we remain in compliance.

2.4* Describe any 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) and 20 CFR 679.560(b)(16)]

~~The expansion of JAG programs has become a key indicator for our Region in PY2023, and to date 12 such expansion programs have been added, exceeding the targets set out by the Department of Workforce Development.~~

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~~Beyond this development,~~ our response from the prior Local Planning cycle remains consistent with our current approach:

In addition to required "formal" monitoring of the contracted Service Provider and One Stop Operator, the Board and its staff regularly ~~engageengages~~ in informal review and monitoring of operations to ensure timely and effective delivery of service. One key measurement of this has been the percentage of total funding that is applied to direct client services, rather than staff, admin, or facilities. Naturally, the goal is for this figure to be as large as possible, and while this factor has certainly been affected by the ongoing reductions in funds, the Board has maintained this as a priority.

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Section 3: Local Area Partnerships and Investment Strategies

Please answer the following questions. Many of the responses below, such as targeted sector strategies, should be based on strategic discussions with the local board and partners. **Questions that require collaborative answers for planning regions are designated with an asterisk (*). See the Regional Plan subsection of Memo 2023-16 for more information.**

3.1 Taking into account the analysis in Section 1, describe the local board's strategy to work with the entities that carry out core programs (*Core programs include Title I Adult, Dislocated Worker, Youth Services, Title II Adult Education and Literacy, Title III Wagner-Peyser, and Title IV Vocational Rehabilitation*) and required partners 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) and 20 CFR 679.560(a)(6)]

Our response from the prior Local Planning cycle remains consistent with our current approach. The Board maintains extensive connections to the organizations providing core programs in the Region, and views these connections as the foundational components of the Workforce System in Region 9. Adult, Dislocated Worker, and Youth Services are contracted directly with the Board, and the Region's Direct Service Provider, River Valley Resources (RVR), has established a reputation for excellence in these realms. This contracted relationship also brings an added bonus, in that RVR is also an Adult Education Provider in the Region. This has allowed for extensive and seamless integration of WorkOne and ABE services.

The ~~two~~ **three**-larger regional offices, located in Columbus, ~~Lawrenceburg~~, and Madison, house Wagner-Peyser staff, which allows for full integration with other key programs, such as Veterans Services, RESEA, etc. ~~Wagner-Peyser staff are functionally supervised by the Regional Operator and Service Provider staff, which ensures alignment with local and state goals.~~ Vocational Rehabilitation (VR) also utilizes the WorkOne offices to meet with clients and distribute materials and information. This also allows for greater communication between the VR representative and WorkOne staff, so that new and available services and resources can be discussed. In addition, a VR supervisor also maintains a position on the Board.

3.2* Identify the programs/partners that are included in the local workforce development system. Include, at a minimum, organizations that provide services for relevant secondary and post-secondary education programs, provision of transportation, Adult Education and Literacy, Wagner-Peyser, Trade Adjustment Assistance, Jobs for Veterans State Grant, Senior Community Service and Employment Program, 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. Describe how the local board will coordinate strategies, enhance services, and avoid duplication of services. [WIOA Sec. 108(b)(2), (10), (11), (12) & (13), 20 CFR 679.560(b)(9), 20 CFR 679.560(b)(10), 20 CFR 679.560(b)(11), and 20 CFR 679.560(b)(1)(i)]

The Region 9 Workforce Board has long viewed partnerships and collaboration to be an essential component to Workforce Development. As one of the smallest regions in the state by population, the Board learned long ago that partnerships are a necessity to ensure that there are sufficient resources available to address the needs of local employers and jobseekers.

This approach has only amplified in recent years. The Board has been in receipt of multiple grants, including the National Health Emergency Dislocated Workers Grant, Rural HealthCare Grant, and Department of Mental Health and Addiction Grant, which prompted an expansion in regional partnerships with Employers, as well as key stakeholders. These key stakeholders include representation from the medical and recovery field, social service organizations and employers.

In addition to the vast community collaboration and partnerships, the Board maintains strong ties to other key WIOA Partners, including:

- Secondary and post-secondary education programs
 - ~~JAG specialists, as well as the CHE Career Coaches are embedded into most secondary education programs. Our business service team is also a resource between the secondary education programs and employers through the Conexus program.~~ Ivy Tech Community College is one of R9's strongest partnerships. Ivy Tech is one of our main occupational skills training providers, as well as a related technical instruction provider for some of the region's Registered Apprenticeships. Multiple WorkOne offices in the region are co-located with Ivy Tech and an Ivy Tech representative has a seat on the Board. Hanover College also has a representative that sits on the Board.
- Provision of Transportation
 - Transportation assistance is provided in the form of gas cards and public transportation vouchers. These vouchers can be purchased for participants in the majority of the region's counties. Catch a Ride also provides personal public transportation to anyone in small towns and rural counties. Staff are in communication with these providers, and attend community meetings where providers are present.
- Trade Adjustment Assistance (TAA)
 - Region 9 no longer has a designated TAA staff member. TAA participants are referred to a Regional TAA Program Manager for services.
- Jobs for Veterans State Grant
 - Veterans staff have an office within the WorkOne's making referrals and co enrollment seamless. If Co-enrollment takes place, both the WorkOne staff and Veteran staff, along with the customer/participant will complete a Group Counseling together. This continuous communication during services eliminates the possibility of duplication.
- Adult Education and Literacy
 - Three organizations conduct this work: River Valley Resources (RVR), McDowell, and the Jennings County School Corporation. We have been able to fully integrate WorkOne and Board work with Adult Education, as RVR is the Board's contracted WIOA Adult, Dislocated Worker, and Youth Service Provider.
- Wagner-Peyser
 - Wagner-Peyser staff are integrated seamlessly into our ~~two three~~ larger offices (Columbus, ~~Lawrenceburg~~, and Madison). ~~While technically DWD employees, these employees are functionally supervised by Board and Service Provider staff.~~
- Vocational Rehabilitation
 - We have a strong partnership with Vocational Rehabilitation. A VR Representative sits on our board and their staff frequently utilizes WorkOne facilities to meet with clients.
- Temporary Assistance for Needy Families
 - The WorkOne staff frequently educates and refers clients to the Division of Family Resources in their area for the TANF program.
- Supplemental Nutrition Assistance Program
 - The WorkOne frequently refers clients to the Division of Family Resources for the SNAP program.
- Carl D. Perkins Career and Technical Education Act of 2006
 - We have strong relationships with the Career and Technical Education providers in the Region: The Southeastern Career Center and C4. A Representative from The

Southeastern Career Center has a seat on the Board. All in-person Board, Local Elected Officials and Stakeholder meetings are held at the Southeastern Career Center.

- Senior Community Service Employment Program (SCSEP)
 - o The Board became the National Service Provider in 2024. We service seniors in multiple counties outside of our 10-county service area. While the State no longer has SCSEP slots in Indiana as of July 2026, Region 9 is the only provider in southeastern Indiana. has maintained a strong relationship with the SCSEP program in the Region. SCSEP staff have a physical location in the Columbus WorkOne office, and the region also hosts SCSEP “staff participant” case managers.

3.3* Describe how the board will support the strategy identified in the WIOA Unified State Plan and work with the entities carrying out core programs and other workforce development programs, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 to support service alignment. Describe efforts to work with each partner identified in 3.2 to develop plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of the Wagner-Peyser Act services and other services provided through the one-stop delivery system. [WIOA Sec. 108(b)(2), (10), (11), (12) & (13), 20 CFR 679.560(b)(1)(ii), (b)(9) and (b)(11)]

Multiple programs and projects being completed in Region 9 support the State’s strategy and goals identified in the WIOA Unified State Plan. Identifying career pathways for individuals is a key component in workforce development programs, and Region 9 has identified multiple career pathways through partnerships developed over the years. One example in Region 9 was the Televerde Project. In partnership with Televerde, Madison Correctional Unit, and Ivy Tech, the Region was able to fund a career pathway for incarcerated women.

To maximize coordination, the Board and its partners have an open flow of communication, and provide an unprecedented amount of support and cooperation to each other throughout the Region. Through the context of formal meetings, informal meetings via remote communication and virtual communication, key staff from each agency are in continuous contact. The partner groups also host concurrent meeting schedules, when suitable, to ensure that all members, particularly employers, are able to obtain information and participate in as many regional activities as possible, while minimizing logistical burdens. These groups have also developed shared goals, and formalized these goals and support for each other. This degree of connection enables each partner to maximize its available resources, leverage outside programs and ensure that all initiatives take place within the context of a regional workforce system.

3.4 Identify how the local board will coordinate WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II. This description must include 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. See the [Multi-Year Adult Education Competitive Grant Application \(Request for Application\)](#). [WIOA Sec. 108(b)(13) and 20 CFR 679.560(b)(12)].

Three organizations conduct Adult Education and literacy activities in Region 9: River Valley Resources (RVR), McDowell, and the Jennings County School Corporation. We have been able to fully integrate WorkOne and Board work with Adult Education, as RVR is the Board’s contracted WIOA Adult, Dislocated Worker, and Youth Service Provider. Communication is strong within the Region, with a scheduled monthly AE consortium meeting to discuss activities, programs, and co-enrollment. The

addition of the recent **YouthBuild** ~~Quest Grant and the Apprenticeship Building America (ABA) Grant Program~~ has continued to solidify our partnership with AE providers. With **this** ~~these~~ grants we have created a more seamless referral process ~~between WIOA and AE, as co-enrollment is one of the benchmarks for the Quest Grant.~~ Co-enrollment increases the services that an individual could have available to them, as well as increased funding sources to aid in education and training. Increased communication has also benefited other programs outside of WIOA.

In partnership with DWD, the Board is also able to provide input and feedback during the Adult Basic Education procurement process. Historically, DWD will provide copies of all eligible proposals for review, and the Board's comments (if any) are relayed for DWD's consideration.

3.5* Describe how the local boards will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area and how the local board will promote entrepreneurial skills training and microenterprise services. [WIOA Sec. 108(b)(5) and 20 CFR 679.560(b)(4)]

Economic Development (ED) and Workforce Development go hand-in-hand, and the Board has long maintained a healthy partnership with ED representatives at the local and state level. The Board currently has two ED Reps, from Ripley County and Greensburg, but maintains a network of other relevant contacts, including periodic meetings with the IEDC and the IEDA. More recently, the IEDC has begun inviting the Board to attend Business Retention visits, with intentions of further collaboration moving forward.

3.6 Based on the analysis described in Section 1.1-1.3, describe how the one-stop operator will ensure priority for adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. Include any locally identified priority of service populations. [WIOA Sec. 134(c)(3)(E) and 20 CFR 679.560(b)(21)]

The region has a WIOA Title 1 Adult Priority of Service policy that establishes guidelines for priority of service for Title 1 Adults for both Career and Training Services. Priority applies to participants who receive public assistance, are low-income individuals, or are basic skills deficient. Veterans and eligible spouses continue to receive priority of service for all DOL-funded trainings and programs.

WorkOne Southeast will give priority of service to participants that fall into one of the below priority categories.

Recipients of Public Assistance, defined by WIOA sec. 3(50), includes individuals who receive cash payments from Federal, State, or local government for which eligibility is determined by a need or income test.

Low-Income Individuals, defined by WIOA sec. 3(36), describes individuals who meet one of the following criteria:

- Receives, or in the past six months has received, or is a member of a family that is receiving or has received in the past six months, assistance through the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), Supplemental Security Income (SSI), or a state or local income-based public assistance program; or
- In a family of 4 with a total family income that does not exceed the higher of:
 - o the poverty line or

- o 70 percent of the Lower Living Standard Income Level (LLSIL); or
- A homeless individual/homeless child/youth; or
- Receives or is eligible to receive a free or reduced-price lunch; or
- A foster child on behalf of whom state or local government payments are made; or
- An individual with a disability whose own income meets the income requirements above but is a member of a family whose total income does not meet this requirement.

Basic Skills Deficient, defined by WIOA sec. 3(5), describes an individual who meets at least one of the following criteria as basic skills deficient:

- Unable to compute or solve problems; or
- Read, write; or
- Speak English at a level necessary to function on the job, in the individual's family, or in society. (DOL includes English language learners in the basic skills deficient group.)

The Department of Workforce Development provides the following criteria for determining basic skills deficiency. An individual must meet at least one of the following:

- Lacks a high school diploma or equivalency and is not enrolled in secondary education; or
- Scores 8.9 or below on the Tests of Adult Basic Education (TABE); or
- Enrolled in a Title II Adult Education/Literacy program: or
- Has poor English language skills (includes English Language Learners); or
- The individual's case manager makes observations of deficient functioning and records thorough justification in a case note.

A minimum of 75% of WIOA adults must be an adult with a priority. During PY253, 88.6892-35% of WIOA Adult program enrollments were determined to be priority population.

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3.7* Based on the analysis described in Section 1.1-1.3, identify industries where a sector partnership 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.

Region 9's sector focuses have not changed markedly from prior years – namely a heavy emphasis on Advanced Manufacturing, ~~with Health Care as a secondary focus.~~ Healthcare and hospitality remains relevant as well, ~~due to the Casino boats along the Ohio River.~~

The Manufacturing and Hospitality Sectors continue to have a robust sector strategy via Registered Apprenticeships. Region 9's Employer Services Manager continues to cultivate employer relationships within these sectors to establish DOL registered apprenticeships. Work Process Schedules, as well as related technical instruction courses, are discussed to ensure that apprentices and future apprentices receive the proper training.

~~Through the Rural Healthcare grant that Region 9 has convened with multiple healthcare providers to discuss their employment and training needs. With this partnership, we are able to assist with healthcare career pathways and provide additional training to incumbent workers so they can advance in their careers.~~

3.8 A-D

Responses to the following questions should include the implementation of incumbent worker training programs, on-the-job training programs, work-based learning programs, apprenticeship models, customized training programs, industry and sector strategies, career pathways, utilization of effective business intermediaries, and other business services and strategies that support the local board's strategy in 3.1 and meet the needs of regional employers. [WIOA Sec. 108(b)(4)(A) & (B) and 20 CFR 679.560(b)(3)]

A. Facilitate engagement of employers in workforce development programs and targeted sector strategies, including small employers and employers in in-demand industry sectors and occupations.

Our response from the prior Local Planning cycle remains consistent with our current approach... Employers remain the central and driving partners to our work. Beyond their direct participation on the Board, representing over 50% of membership by law, we interface regularly with Region 9 employers via the direct engagement of our Business Services Team (BST) and our participation on a range of related coalitions and various ad hoc convenings. The Board has made a priority of engaging a wide variety of employers, and the membership reflects this. The smallest employer represented on the Board is a one-man machine shop, but the Board also includes Honda Manufacturing, one of the largest employers in the Region. Representatives include members from the Advanced Manufacturing, Logistics, Health Care and Energy sectors, amongst others.

Employers are engaged through participation in the Workforce Board and various projects and programs that are implemented by the Board. We also obtain employer input through the Mayors and County Commissioners and the ongoing work of the BST.

The BST members are in consistent contact with employers to investigate job needs and connect with jobseekers. BST members also work closely with all case managers region-wide to ensure the right candidates with the right skills are referred, as our reputation is based on our ability to bring the businesses qualified and job-ready candidates.

In promoting the Region's business services, we access a wide variety of marketing options, including mailings, email blasts, presentations, press releases and paid advertisements, in order to attract the notice of regional businesses. Our BST will continue to fully engage with the businesses within their assigned area to create partnerships, and stay involved in local Chambers of Commerce and other community organizations.

This engagement ensures that the Board's work, and the related services of the WorkOne system are relevant and responsive to market demands.

B. Support a local workforce development system as described in 3.2 that meets the needs of businesses.

Section 3.2 lists many of the employment sectors that are engaged to ensure we are meeting the needs of businesses. Some of our key employer programs include ~~OUT~~ and Work Experiences with the following employers:

- ~~OJT Employers~~
 - ~~Decatur MoldPlastics Products~~
 - ~~Rose Acres~~
 - ~~Trilogy~~
 - ~~Televerde~~
 - ~~Elwood Staffing~~
 - ~~Rural Water Alliance~~
 - ~~ASAP (Alliance for Substance Abuse Progress)~~
 - ~~The HIVIZ/CosaWove~~

- Work Experience Employers

- ~~Mick's Garage~~
- ~~Lawrenceburg WorkOne (River Valley Resources)~~
- ~~Zornes Heating, Cooling, and Electric~~
- ~~Madison WorkOne (River Valley Resources)~~
- ~~160 Driving Academy~~
- ~~Levensteins~~
- ~~Clifty Garden Center~~
- ~~River Valley Resources~~
- ~~Timber Development~~
- ~~Morning Breeze~~
- ~~Dr. Andrew Chandler~~
- ~~United Way~~
- ~~Rainbow Books Gifts Flowers~~
- ~~Game Plan Graphics~~
- ~~North Vernon Parks and Rec~~
- ~~Yard Barbours~~
- ~~1 Voice~~
- ~~Martineia~~
- ~~Madison Precision Products (MPP)~~
- ~~Jefferson County Hwy. Dept.~~
- ~~Aurora Public Library~~
- ~~Ohio Valley Screen Printing~~
- ~~George's Pharmacy~~
- ~~Town of Brookville~~
- ~~Jackson County Learning Center~~
- ~~Grove Vet Clinic~~

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Additionally, Region 9 partnered with the Governor's Office and the Department of Workforce Development to facilitate all seven rounds of the NextLevel Jobs Employer Training Grant.

C. Better coordinate workforce development programs with economic development partners and programs.

See Item 3.5 above for pertinent information about our relationship with Economic Development Partners.

In addition, the Region 9 Board staff and the WorkOne regional Business Services Team maintains a partnership with the Economic Development Partners as their needs and issues arrive – a new potential

employer, a major dislocation, or a major business expansion. Membership in the region's Chambers of Commerce will continue as it has for well over a decade, as well as two of the BST staff sitting on the Board of the Chambers in two counties. BST staff also have Board seats at local Area Business Associations.

D. Strengthen linkages between the one-stop delivery system and unemployment insurance programs.

The Board has long been a proponent of local administration of the Unemployment Insurance system, and respectfully objected to the decision to move to a centralized and remote solution. We recognized that many of our clients simply do not have the technology or technological literacy to navigate remote and virtual systems, and anticipated the difficulties that rose as soon as claims began to spike in the Spring of 2020. Since that time, we have reached out to the Department of Workforce Development on multiple occasions to offer assistance, including a willingness to reinstate local and regional level UI staff within our offices. As it stands, a substantial amount of our physical and remote traffic is associated with UI-related issues. While we are happy to assist in whatever limited capacity we can, the truth remains that we receive no funding whatsoever for this work, which in effect, equates to a substantial allocation of resources to supplement the Department's UI infrastructure, which we are donating on behalf of the many Hoosiers that struggle with the current implementation of these resources. Our Board remains open to any conversation about better serving these individuals.

Underemployed or unemployed job seekers impact our business economy and increasing linkages that lead to increasing the number of skilled workforce helps to stabilize and strengthen our communities.

Here is how WorkOne and its partners are helping to strengthen linkages with UI.

- RESEA Programs – Many of those unemployed recipients can benefit from additional reemployment and training services. Orientation and various services can lead to increased self-sufficiency and new career opportunities. Staff screen and refer to programs.
- WIOA and other programs – Dislocated Workers, ~~NU-RR, H-1B~~, etc. The team can identify UI customers who can benefit from these grants.
- Business Services – Labor market information tells us what employers are seeking in the way of openings and skills. Effectively collaborating helps to identify what skills are needed and leads to training opportunities for in-demand occupations.

3.9 Describe the strategy the local board implements when using WIOA dollars to support training opportunities including but not limited to OJT, work experience, apprenticeship, and pre-apprenticeship.

What portion of WIOA funds in the past two years were used to support training costs for participants in each of these programs? Please list a total as well as the portion used for each program.

What percentage of WIOA funds would you project over the next two years will be used to support training costs for participants in each of these programs? Please list a total as well as the portion used for each program.

If the local board is supporting training costs for participants using non-WIOA funding, how is this tracked?

Due to the formula for how WIOA allocations are calculated, and Region 9's below average unemployment rate, the region has unfortunately not been able to utilize WIOA dollars to support training opportunities for Adult, Dislocated Workers, and Youth. Region 9 WIOA Youth has been able to

take the small amount of WIOA dollars allocated for direct client funds and use them to assist participants with supportive services. Region 9's WIOA allocation has decreased significantly over the past 10 years, with PY24 being the first year that we have seen an increase. ~~Region 9 is hopeful that with the increase in WIOA allocations for PY24 that some funding may be utilized for occupational training, but this will be determined once allocations are evaluated.~~

When it comes to occupational training costs, we have utilized braiding funds and using the non-WIOA grants available to assist in covering the cost of training, OJT's, work experience, pre-apprenticeships, and apprenticeships. This is tracked by utilizing ICC, DWD's online data system, ~~and Apricot.~~

3.10 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. Organize the description by population(s) served. If the local board does not currently have oversight of additional funding, describe any plans to pursue it.

The Board continues to diversify its funding, utilizing a variety of public and private sources beyond WIOA. As of the end of PY25³, the Board's annual WIOA allocation accounted for less than 2¹⁰% of their overall budget. Additional funds include a substantial portion of state funding for programs such as NextLevel Jobs (Work Ready Grants and Employer Training Grants) and JAG (which includes a mix of TANF, PRE-ETS, and general state funds), but also ~~the Commission of Higher Ed and the Family and Social Services Administration (FSSA).~~ Other funding sources include SCSEP, YouthBuild, INCAPA ~~a collaborative grant with Region 4, contributions from local school districts,~~ and employer foundations.

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

The Board maintains a robust network of collaborators outside of the Region, including all 11 fellow workforce boards via the Indiana Workforce Alliance (IWA), our ~~newest~~ funders at the Richard M. Fairbanks Foundation, Commission of Higher Ed and FSSA, and direct grants from USDOL, key players such as the IEDC, IEDA, INDOT, USDOL, and InVets. More recently, the Board has reconnected with its colleagues in Northern Kentucky and Greater Cincinnati to trade best practices and explore joint projects. As with all strategic collaborations, our intent is to enhance the quality and sustainability of our work while increasing positive impact for our employers and jobseekers.

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Section 4: Program Design and Evaluation

Please answer the following questions. Many of the responses below, such as those regarding career pathways and individual training accounts, should be based on strategic discussions between the local board and partners. **Questions that require collaborative answers for planning regions are designated with an asterisk (*). See the Regional Plan subsection of Memo 2023-16 for more information.**

4.1 Describe how the local board, working with the entities carrying out core programs (*Core programs include Title I Adult, Dislocated Worker, Youth Services, Title II Adult Education and Literacy, Title III Wagner-Peyser, and Title IV Vocational Rehabilitation*), 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 information regarding the referral processes with one stop partners such as the technology used for making/tracking referrals. [WIOA Sec. 108(b)(3) and 20 CFR 679.560(b)(2)(i)]

With unemployment rates being low, we are assisting a higher percentage of individuals with barriers to employment. Region 9 continues to seek grants that are focused on serving those in need, such as the ~~Opioid~~-Workforce Ready Grant, Department of Mental Health and Addictions, and Family and Social Services Administration grants. Having strong partnerships allows the region to increase co-enrollments into various programs to maximize services that lead to successful outcomes and retention in the workplace. Numerous community partners and agencies come together to identify the needs of our Region, establish common goals, and develop solutions that include serving individuals with barriers to employment. As part of the WorkOne One-Stop Certification requirements, the Region has developed a living document of all our partners with contact information to increase referrals for appropriate services. Offices have their own "Community Resource Guide," listing the community partners' contact information and this is readily available to each and every customer.

4.2 Describe how the local board will facilitate and develop career pathways and utilize co-enrollment, as appropriate, in core programs as well as improve access to activities leading to a recognized post-secondary credential, including a credential that is an industry-recognized certificate or certification, portable, and stackable. [WIOA Sec. 108(b)(3), 20 CFR 679.560(b)(2)(iii), and 20 CFR 679.560(b)(2)(ii)]

Our response from the prior Local Planning cycle remains consistent with our current approach. The local board and contractors will utilize co-enrollment, as appropriate, to maximize efficiencies and use of resources. Co-enrollment for participants enrolled in the targeted DWD programs, those attending Adult Basic Education and individuals enrolled in corresponding WIOA programs will be a strategy. This co-enrollment strategy provides more supportive services and resources, as well as allows for a more comprehensive client-centric approach. Co-enrollment into the WIOA programs will be pursued when in the best interest of the individual, so as to provide the selection of services most beneficial to that individual.

4.3 A-G Describe the one-stop delivery system in the local area as required by WIOA Sec. 121(e). Please note that question F is only for local areas participating in a Planning Region. [WIOA Sec. 108(b)(6)(A-D) and 20 CFR 679.560(b)(5)].

A. Describe the local board's efforts to ensure the continuous improvement of eligible providers of services and ensure that such providers meet the employment needs of local employers, workers, and jobseekers. [WIOA Sec. 108(b)(6)(A) and 20 CFR 679.560(b)(5)(i)]

The Board staff meet weekly, and during these meetings performance, programs, policies, and financial data is reviewed. Comparisons between planned performance and actual data, and any areas for improvement or modification, are discussed. Board staff also present their input from the review for quality improvement.

Clients and employers who have participated in the WorkOne process and/or have received services are asked to complete a satisfaction survey and information is shared. This information is reviewed on a monthly basis and discussed with key staff.

The Board also reviews the DWD monitoring team report and the fiscal auditor's report. The different reviews and reports provide the Board with knowledge to provide effective guidance to direct staff and the service provider.

B. Describe how the local board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and through other means. [WIOA Sec. 108(b)(6)(B) and 20 CFR 679.560(b)(5)(ii)]

Staff flexibility has been key in providing WIOA services in the region due to much of the geographical area in Region 9 being remote or rural locations. Where there is no dedicated physical office, staff can still provide access to services such as application assistance, job search activities, counseling, and one-on-one services in selected locations accessible by the public, or in space lent from a partner agency.

With remote services, staff continue to educate clients about Indiana Career Connect (ICC), DWD's online data system, which allows individuals to learn more about WorkOne services and gain information about WIOA. This virtual one-stop system greatly enhances services to customers in remote areas. Enhancements have also been made by adding an e-signature application and Adobe signature via phone. These enhancements allow a client to complete an application process without having to physically be in a WorkOne office. Region 9 staff operations have also become more virtual, utilizing Zoom, GoTo Meetings, and social media.

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 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. [See WIOA Sec. 108(b)(6)(C), 29 CFR 38, 20 CFR 679.560(b)(5)(iii), and DWD Policy 2016-09]

All entities, including the WorkOne offices and WorkOne partners, will comply with WIOA Section 188 and the applicable provisions of the Americans with Disabilities Act to ensure inclusion and universal access to programs, facilities, services, technology and materials. WorkOne staff utilize an array of marketing materials provided to the offices by DWD, as well as create their own for job fairs and other hiring events. All materials that are distributed include the appropriate language and images to promote universal access and equal opportunity for all individuals with disabilities. WorkOne offices also display and distribute a variety of brochures to explain and promote the services offered through WIOA programs, each containing the type of information and images that will promote universal access. All items distributed are reviewed by the local Equal Opportunity officer before distribution.

All WorkOne physical facilities are surveyed using an Americans with Disabilities Act checklist to determine compliance and accessibility, as required by DWD. The latest surveys were completed in ~~March of 2026~~ February of 2024. All offices are fully compliant with the Americans with Disabilities Act and with other equal opportunity laws. Modifications for accessibility will and have been made if the Board or DWD determines through the checklist that a more efficient or accessible arrangement would best serve those with disabilities. Modifications such as adding electronic doors to the main entrance, making the WorkOne office building more accessible, have been completed.

As part of the application process, clients are asked if they have a disability. WorkOne staff inform clients that all disclosures are voluntary and that any disclosure is kept strictly confidential. Clients are also informed that disclosing a disability may help to better provide fully accessible services and opportunities. If needed, a referral is made to Vocational Rehabilitation services or other community partners. With VR Counselors frequently utilizing the WorkOne offices, clients participating in both programs have easy access to the VR Counselor at the WorkOne offices.

Training for staff regarding how to best serve those with disabilities, including how to utilize the fully accessible equipment and the types of services we can contract and make referrals to, is an ongoing process. This training process benefits greatly from assistance and guidance from DWD. The Board seeks opportunities to provide staff with the latest and most relevant training related to providing quality services to people with disabilities.

D. Provide the name, organization, and contact information of the designated local WIOA Equal Opportunity Officer.

Amanda Getzendanner
Southeast Indiana Workforce Investment Board
Quality Assurance & Project Manager/EO Officer
500 Industrial Dr., Suite 1305
Lawrenceburg, IN 47025
amandag@workonesoutheast.org
513-602-4495

E. Describe the roles and resource contributions of the one-stop partners agreed to per DWD Policy 2018-04 Memoranda of Understanding and Infrastructure/Additional Costs Funding Guidance and any future iteration of this guidance. [WIOA Sec. 108(b)(6)(D) and 20 CFR 679.560(b)(5)(iv)]

The Memoranda of Understanding (MOU) between the Southeast Workforce Development Board and Southeast Workforce Partners was discussed and signed by partners in July of 2023 and is effective through June 30, 2026. The partners are the following:

- Local Workforce Development Board Chair – Patricia Yount
- Regional Chief Elected Official – Kelly Mollaun
- Title I: Adult, Dislocated Worker, Youth – Southeast Indiana Workforce Investment Board
- Title II: Adult Education and Literacy – River Valley Resources, McDowell Education Center, and Jennings County Education Center
- Title III: Employment under Wagner-Peyser – Department of Workforce Development **Engaged but Still Awaiting Signature**
- Title IV: Vocational Rehabilitation Services – FSSA-Disability and Rehab Services
- Perkins/Post-secondary Career and Tech Education – Ivy Tech Community College
- Unemployment Insurance – Department of Workforce Development **Engaged but Still Awaiting Signature**
- Job Counseling, Training and Placement Services for Veterans – Department of Workforce Development
- Trade Adjustment Assistance (TAA) – Department of Workforce Development **Engaged but Still Awaiting Signature**
- Migrant and Seasonal Farmworkers – Department of Workforce Development **Engaged but Still Awaiting Signature**
- Senior Community Services Employment Program (SCSEP) – **Southeast Indiana Workforce Investment Board** **Goodwill of Central and Southern Indiana and National Able Network**
- TANF – FSSA **Engaged but Still Awaiting Signature**
- National Farmworkers Jobs Program – Proteus
- JobCorps Management Training Corporation

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The collective mission of the Partners is to prepare individuals through career planning, education and training to obtain economically sustaining employment and to maintain and advance in employment during their working life. Further, the collective mission of the Partners is to provide employers with the properly educated and skilled workforce they need to sustain the competitiveness in the 21st century economy. The region uses a square footage methodology to allocate costs among partners. Partners contribute through both cash and non-cash means. The Infrastructure Funding Agreement (IFA) budget is shared with partners and discussions are held regarding the allocation of costs.

Infrastructure Costs: Partners contribute to the costs associated with maintaining the physical and technological infrastructure of the one-stop centers. This includes rent, utilities, and equipment necessary for service delivery.

Additional Costs: Beyond infrastructure, partners may also share costs related to common services and activities that benefit all partners.

F.* If you participate in a Planning Region, please describe the coordination of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate. [20 CFR 679.510(a)(1)(v)]

Region 9 does not participate in a Planning Region.

G. 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 under WIOA and by one-stop partners. [WIOA Sec. 108(b)(21) and 20 CFR 679.560(b)(20)]

Region 9 has always operated utilizing a hybrid model of in-person and remote services, although it became more readily apparent and available following the pandemic. Through the use of technology, such as e-signature software, Adobe signature via cell phone, and a centralized answering system, we are able to assist clients in the most remote areas of our region, without the client having to physically come into an office. In addition, Indiana Career Connect (ICC), DWD's online data system, allows clients to learn more about WorkOne services, gain information about WIOA and has uploading capabilities that allows documents to be uploaded to the system. ~~Most recently added, Virtual Client Engagement (VCE), DWD's new virtual case management system provides the optimal way to serve our clients remotely. This new technology system allows participants to schedule virtual appointments with case managers within the region so applications can be completed and services can be provided.~~

4.4 Provide an assessment 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 as well as the capacity to provide such services in order to address the needs identified in 1.2. Specifically assess the local area's WIOA performance levels from the prior two years. [WIOA Sec. 108(b)(1)(D) & 108(b)(7), 20 CFR 679.560(b)(6), and 20 CFR 679.560(a)(4)]

Adult and Dislocated Worker development activities include assessment, counseling, education and employment plans, job search assistance, financial literacy trainings, occupational training, work experience, on the job training, and/or supportive services. Program eligibility and services provided by each program can differ or may have varying levels.

WIOA Adult offers individuals with barriers the opportunity for equality in advancing and meeting their

educational and employment needs. Ensuring we are serving adults with priorities is required. As our WIOA funding is reduced, limits to staffing and availability of funds for direct client dollars is occurring. Co-enrollment in other programs is necessary for successful outcomes. Co-enrollment is a strength and best practice that Region 9 has. It is about coordinating and maximizing resources to leverage the support needed to help participants succeed.

WIOA Dislocated Worker development is directed to unemployed workers who are no longer employed through no fault of their own, as well as long term unemployed workers. DW programs provide additional services and funding for participants where co-enrollment has advantages to maximize and provide resources to achieve their goals. ~~Programs such as NDWG or Quest funding can assist with additional funding for occupational training.~~

WIOA ADULT METRICS											
	PY23		PY24				PY25				PY25 GOAL
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Entered Employment	90.0%	89.7%	93.5%	80.6%	97.1%	86.0%	81.6%	83.0%	86.5%	81.5%	89.00%
Retention	87.2%	82.5%	85.0%	82.1%	87.1%	86.5%	91.4%	86.0%	79.0%	83.0%	83.00%
Average Earnings	\$ 9,559	\$ 9,249	\$ 9,599	\$ 7,733	\$ 7,084	\$ 9,622	\$ 8,796	\$ 9,956	\$ 9,990	\$ 8,821	\$ 7,500.00

WIOA DISLOCATED WORKER METRICS											
	PY23		PY24				PY25				PY25 GOAL
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Entered Employment	100.0%	82.4%	80.0%	88.9%	62.5%	83.3%	92.9%	50.0%	92.3%	69.2%	76.00%
Retention	69.2%	100.0%	90.0%	92.3%	100.0%	90.0%	66.7%	83.3%	78.6%	83.3%	76.00%
Average Earnings	\$ 3,788	\$ 7,470	\$ 10,157	\$ 9,335	\$ 3,706	\$ 10,416	\$ 7,317	\$ 8,943	\$ 6,677	\$ 10,797	\$ 9,335.00

WIOA YOUTH METRICS											
	PY23		PY24				PY25				PY25 GOAL
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Placement	91.7%	82.6%	100.0%	71.4%	77.8%	85.7%	91.7%	88.9%	90.0%	81.8%	83.00%
Credential	45.5%	66.7%	80.0%	71.4%	60.0%	60.0%	66.7%	91.7%	77.8%	75.0%	68.00%
Measurable Skills Gain	27.6%	65.6%	0.0%	53.8%	33.3%	53.3%	0.0%	46.1%	45.5%	60.0%	65.00%

*NOTE: Due to the low levels of WIOA funding (R9 is frequently the lowest funding Region in the state due to our low unemployment rate) these figures are subject to high amounts of variability. This is due to small denominators, as the vast majority of our clients' training is funded from non-WIOA funds such as WRG, ~~Quest, ABA and H1-B dollars.~~

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4.5 Identify successful models of the activities above, especially any best practices for dislocated worker activities relevant to the local area.

Region 9 relies heavily on co-enrolling participants into multiple grants to assist in funding training and supportive services. This best practice is necessary due to having limited WIOA funding and restrictive grant eligibility. This also allows for the participant to receive services from multiple grants. For example, ~~WP~~RESEA staff were trained to refer participants to case managers for eligibility screening for all grants. This not only helped the participant with meeting RESEA requirements, but also assisted the participant in receiving services, and possibly funding for training and supportive services. Many of our Dislocated Worker participants were referrals from RESEA, as RESEA participants automatically qualify for dislocated worker grants.

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4.6 Describe how the local board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities, as described in section 134(a)(2)(A). [WIOA Sec. 108(b)(8) and 20 CFR 679.560(b)(7)].

~~The Business~~In recent months the Board has added the role, Employer Services Manager, on to our team.

Although

~~the Business Services Manager of our service provider holds the primary responsibilities of conducting Rapid Response within the Region, the Employer~~ Services Manager will provide oversight to ensure initial outreach to impacted companies is done to organize and coordinate Rapid Response activities taking place in-person, virtually, or electronically.

Throughout ~~these~~ Rapid Response activities, the RR team will provide the closest WorkOne location accompanied with an orientation to impacted employees on WorkOne programs and services. Surveys for dislocated workers are completed for an in-depth view of the individual's needs, and entire group needs. Partners within the region's communities also receive invitations to RR activities. Partners include: Adult Education, Veteran Services, Office of Apprenticeships, TAA, and WIOA.

There are numerous examples of Rapid Response coordinating with WorkOne services. Such examples would include on-site and off-site Job Fairs, workshops, informational employer events, and additional resources were provided to both companies and dislocated employees.

4.7 Provide 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. two weeks in July); percent of youth budget allocation; WIOA program elements addressed by the program; 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) and 20 CFR 679.560(b)(8)]

~~Region 9 has two program models for in-school youth programming: a WIOA In-School Youth (ISY) program, and the Jobs for America's Graduates (JAG) program.~~ The WIOA ISY program is individualized based on the needs and interests of each client. All Region 9 WorkOne offices offer WIOA youth services to eligible youth ages 14-21 to anyone who could benefit from intensive case management to ensure they meet their academic and employment goals.

~~The JAG program is the most frequently utilized program for ISY in Region 9. Currently, there are 22 programs operating in 17 local high schools serving students in grades 9-12. Lawrenceburg and Seymour each have three programs, Madison has two programs, and Brownstown, Crothersville, Jac-Cen-Del, Medora, Milan, South Ripley, Southwestern, South Dearborn, South Decatur, North Decatur, Greensburg, Franklin, Jennings, and Switzerland County schools each have one program.~~

~~The classroom curriculum for JAG is based on prioritizing high school graduation. There is also a heavy emphasis on employer engagement, trauma-informed care, and project-based learning opportunities all geared to aid students with preparation for enrollment, enlistment, or employment. The Eighty-one competencies delivered in this course are grouped into six functional areas: Career Development, Job Attainment, Job Survival, Basic Skills, Leadership, and Self Development and Personal Skills.~~

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

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Tutoring, study skills training and dropout prevention

- ~~The JAG program is a combined drop-out prevention and career readiness program. The curriculum, which promotes positive study skills, goal development, individual tutoring and the exposure to employment, education, and military opportunities, all focus on high school graduation and preparation for adult life after high school.~~
- ~~When the need for additional support is identified,~~ WIOA ISY may include intensive tutoring, mentoring, individual case management or completion incentives.

Alternative secondary school services

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

Work Experience

- ~~Both Youth Case Managers and JAG Specialists work with students to assess and determine interests related to work. Many students seek out and find work on their own, while others benefit from staff assistance to gain first-time employment. The Specialists and Youth Case Managers seek out those employment opportunities that begin to fill a gap for many students, whether in developing soft skills, or in gaining exposure to an employment area of interest for the student through an On-the-Job training, work experience or job shadowing. Relating the importance of academic success with career success is a component that Specialists and Case Managers are able to assist with.~~
- All WIOA ISY students participating in work experience opportunities participate in a soft skills pre-employment workshop focusing on effective communication, critical thinking, professionalism, teamwork & collaboration, and problem solving.

Preparation for post-secondary education and Occupational Skills Training

- ~~Preparation for postsecondary education is one of the goals of the JAG program. All JAG seniors are required to complete one college application, and all students are encouraged to participate in one college visit and participate in a college fair. JAG Specialists work with students on financial aid applications and help prepare them in all aspects for occupational skills training at the post-secondary level. JAG funds have been used for college application fees, short term training and other related costs for students that do not have the financial aid needed.~~
- WIOA ISY students pursuing a career pathway involving industry-recognized certifications are provided assistance with occupational skills training. Short term certification programs are

often used, such as CNA, CCMA, Welding, or CDL. The use of braided funds and dual enrollment in other grants is often utilized to cover the cost of the training.

Education offered concurrently and in the same context as workforce preparation

~~When needed, financial assistance is offered to students who are working on post-secondary training or credits while still in JAG. For example, students interested in nursing, or a related medical field, may complete a Certified Nursing Assistant program during the summer, either their junior year in high school, or immediately after graduation, with plans to enter college in the fall.~~

- WIOA ISY students may participate in a shorter work experience opportunity designed to help them gain work experience for their resumes, as well as attain soft skills. Some youth clients pursuing a specific career pathway may participate in a longer 6-week work experience or OJT, allowing them to practice skills they have acquired and gain the experience and confidence needed to continue on that specific career pathway.

Leadership development opportunities

~~JAG students have opportunities to develop their leadership skills through activities such as JAG-sponsored community service, group and individual competitions and participation in the JAG Career Association, which is the club aspect of JAG.~~

- WIOA ISY students are given the opportunity to participate in a variety of individualized activities to develop their leadership skills. Some examples would include life skills training, financial literacy training, community service participation or discussion and exploration of post-secondary education and training opportunities.

Supportive services

- All students, ~~JAG and WIOA ISY~~, have supportive services available to them. The supportive service funds are utilized to ensure that students who want to participate and take advantage of available services and curriculum have the means to do so. These funds are limited, so specialists and case managers collaborate and utilize local partners and organizations to help provide supportive services.

Adult Mentoring

- The ~~JAG Specialist and~~ Youth Case Manager ~~looks look~~ to identify other adults in the community who may serve as mentors for youth participants, and assist in guiding the student to accept the mentor. Students ~~in both programs~~ need and receive individualized attention from their ~~Youth Case Managers~~ Specialists, as well as from these individuals outside of the classroom to support the positive progress the students make while in these programs. While focusing on the students' needs and goals, the ~~Specialists and~~ Youth Case Managers utilize many avenues when identifying a mentor. Family members, supporters or boosters of school activities and parents of students' peers have been identified to be mentors in the past. Another approach is to provide an outside referral, such as Big Brothers Big Sisters. Supervisors in a work environment could also be mentors. This approach allows for those with an employment goal to receive extensive job shadowing and

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acquire knowledge needed in a specific career. Mentors may come from a variety of circles within the students' lives, representing positive adult role models in numerous capacities.

Follow-up services

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

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Comprehensive guidance & counseling

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

Financial literacy education.

- ~~The JAG curriculum encompasses financial literacy elements such as developing and demonstrating key fundamentals of financial literacy, including budgeting, opening checking and/or savings accounts and other foundational steps.~~
- Financial Literacy education elements are offered to WIOA ISY students. Participants' levels of financial literacy are gauged through the intake process, and staff connect them to the necessary curriculum on an individual basis. Additionally, all youth participating in a work experience complete six financial literacy workshops covering: budgeting, borrowing, earnings, investing, services and insurance.

Entrepreneurship education.

- ~~Both~~ WIOA ISY ~~and JAG~~ students are provided resources for entrepreneurship education. ~~JAG students develop business plans, meet local entrepreneurs in the classroom, run school-based businesses within their career association and compete with their peers in the Entrepreneurship Competition at the annual regional and state JAG conferences. These activities allow them to network with local community business owners to mentor them as they are developing their business plan.~~ Both WIOA ISY ~~and JAG~~ students receive information about online resources that can assist with entrepreneurship education. The US Small Business Administration also offers many online resources and webinars that the youth can examine with their ~~Specialist or~~ Youth Case Manager to determine if business ownership is right for them.

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

- ~~Local labor market employment information and other resources, such as the Hoosier hot 50 jobs list, INCE and ICC, are~~ utilized by WIOA ISY. ~~incorporated into the JAG curriculum.~~ ~~WIOA ISY shares this~~

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● ~~information individually.~~ These resources give the students updated labor market information regarding in-demand industry sectors.

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~~The desired outcomes of the JAG program in Region 9 are high school graduation, followed by post-secondary education, unsubsidized employment or military enlistment, as well as skill gains during program participation. The program is evaluated based on the actual performance compared to goals for each of these indicators, as well as the program capacity to recruit the required number of students per class, typically 35-45. Additionally, the JAG program operates on a school-year calendar, but the Specialist remains in contact with students throughout the summer to maintain engagement. The JAG program has proven to be a valuable, structured model program that engages in-school youth in a positive and meaningful way.~~

The length of WIOA ISY program participation is individualized, based on the identified needs and the individual's service plan to address those needs. This period of participation can be anywhere from one month to more than 2 years. The desired outcomes are an increase in skills during the participation period, attainment of a credential, placement into employment or education, retention in employment and earnings post-exit. The program is evaluated based on the actual performance compared to goals for each of these indicators and the number of individuals served.

In Region 9, the WIOA ISY programming being able to individually tailor to suit the needs of each client is a program strength. However, the program's staff-intensive nature affects service capacity, and the ongoing enrollment and exit process separates service delivery from the academic calendar, which can in some cases negatively impact client engagement and progression. Additionally, decreases in funding have placed a strain on being able to provide as many case managers in the region, but this also speaks to the strength and the staff's commitment and abilities since the program continues to remain successful.

The WIOA Out-of-School (OSY) Youth program is similar to WIOA in-school programming, in that it is very individualized based on the needs and interests of each youth, rather than offered as a standard model. Region 9 is divided into 4 service areas following county borders for Youth Case Manager staff to recruit and serve. Program assessment begins at the time of enrollment and is an on-going process throughout the client's participation. Basic skills assessments, including TABE, as well as informational interviews with clients allow the case manager to gain valuable information about skill sets that need to be developed based on the career interests of each client. The Youth Case Managers immediately begin the referral process to ABE for any youth who has dropped out of high school. If a youth tests as basic skills deficient, but is a high school graduate, the Youth Case Manager also immediately refers that client to ABE for remediation. The Youth Case Manager works with the tools available through the DWD website as well as other sources to demonstrate to the out of school youth the positive impact the High School Equivalency diploma (HSE) and proficiency in basic skills can have on their career opportunities and their earning potential, helping to overcome any reluctance on the client's part to completing their education. The Youth Case Manager also explains that incentives are available to youth clients when goals are met. For instance, a youth who obtains an HSE is awarded \$100. Their supportive service needs are also discussed to assure clients that any needed assistance is available while they attend ABE classes. Case management staff take a comprehensive approach to the career planning process with youth, not simply providing a plan addressing only their obvious educational or training needs.

Similar to WIOA ISY, the length of the out of school youth program participation is individualized, based on the identified needs and the plan to address those needs for each youth client. The period of

participation can range from one month to more than 2 years. Program performance is measured through client skills gained during the participation period, attainment of a credential, placement into employment or education, retention in employment and earnings post exit. The program is evaluated based on the actual performance compared to goals for each of these indicators and the number of individuals served. Similar to WIOA ISY, the out of school youth program has federal and state performance metrics that are evaluated quarterly and annually. In Region 9, each case manager is monitored quarterly and an annual evaluation is conducted at the end of each program year.

The out of school youth programming being able to be individually tailored to suit the needs of each client is a program strength. However, the program's staff-intensive nature affects service capacity, and the ongoing enrollment and exit process separates service delivery from the academic calendar which can, in some cases, negatively impact client engagement and progression. Additionally, decreases in funding have placed a strain on being able to provide as many case managers in the region, but this highlights the staff's commitment and abilities, since the program remains successful.

Youth workforce activities, such as those offered through the WIOA Youth (Workforce Innovation and Opportunity Act) and Jobs for America's Graduates (JAG) programs, are designed to help all youth, regardless of disability, develop essential skills, explore careers, and transition successfully into the workforce. These programs provide a range of services, including career exploration, vocational training, job shadowing, paid work experiences, soft skills workshops, and supportive services, all focused on fostering career readiness and skill development. Special accommodations are made for youth with disabilities to ensure they have equitable access to these services. These accommodations may include adaptive technologies like screen readers, flexible schedules, accessible training materials, and career coaching.

The WIOA Youth program emphasizes inclusion and equal opportunity for all participants. WIOA Youth services are comprehensive and cater to both in-school and out-of-school youth, often in partnership with vocational rehabilitation agencies to offer workplace accommodations and assistive technologies. Collaboration with community organizations and vocational rehabilitation agencies further supports youth with specialized services such as pre-employment transition support and job placement assistance. The program aims to ensure that youth, with and without disabilities, have the resources and tools needed for successful career development, though regional variations may impact the availability and effectiveness of these services.

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4.8 Identify successful models of the activities above and any other best practices for youth workforce activities relevant to the local area. [WIOA Sec. 108(b)(9) and 20 CFR 679.560(b)(8)]

Region 9 ISY/OSY Workforce Activity Best Practices

1. Individualized Assessment & Service Planning

We complete an extensive Assessment Interview during enrollment to understand each youth's strengths, needs, barriers, interests, and goals and develop an individualized plan together.

2. Work Experience & Soft Skills Preparation

Before participating in WEX, youth complete individualized soft-skills workshops based on needs identified through the Objective Assessment and Case Manager observations. This ensures youth are prepared for the workplace and set up for success from the start.

3. Individualized Supportive Services

We meet youth where they are and provide supportive services based on individual barriers. Assistance may include transportation, uniforms, housing, utilities, insurance, technology, testing fees, and other needs that could prevent participation in education, training, WEX, or employment.

4. Education Partnerships & Engagement

Youth Case Managers prioritize maintaining a strong relationship with our Adult Education and training providers by being present in the classroom and maintaining regular communication with instructors and youth. This allows Youth Case Managers to build trust, understand individual needs, identify concerns early, and coordinate services. By meeting youth where they are and being actively engaged with our educational partners, we can provide more timely and individualized support.

5. Academic & Testing Support

Case Managers provide individualized study support for HSED, driver's permit, occupational training, and other required testing.

6. Youth Information & Outreach

We created Youth Informational Folders that include the 14 Youth Program elements, the role of the Youth Case Manager, available services, and reasons to enroll. Folders are provided to youth and shared with community partners for additional outreach.

7. Community-Based Outreach & Partnerships

We go where youth are by participating in career/job fairs, resource fairs, community events, and visiting local resource hubs such as The Care Center in Lawrenceburg to connect with youth and strengthen community partnerships.

8. Team Communication & Collaboration

Our Youth Team holds a Monday Morning Team Chat to discuss weekly priorities, participant needs, resources, program goals, upcoming activities, and ways staff can support one another.

9. Continuous, Youth-Centered Support

Our services are not cookie-cutter, and each youth has different needs, goals, strengths, and barriers. We meet youth where they are and tailor services and support to the individual, helping them overcome barriers and connect to education, training, work experience, and employment opportunities.

4.9 Describe the 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. Describe how training services outlined in WIOA sec. 134 will be provided through the use of individual training accounts, including, if contracts for training services as described in 20 CFR 680.320 will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter, and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided. [WIOA Sec. 108(b)(19) and 20 CFR 679.560(b)(18)]

Our response from the prior Local Planning cycle remains consistent with our current approach. Occupational skills training is directly linked to in-demand industry sectors via the DWD provider database. Programs approved for inclusion on the database list must be in-demand occupations within the Region 9 area. Participants are informed of the in-demand occupational sectors. The IEP process requires participants to evaluate the various providers who offer credential-based training for the in-demand occupations they want to pursue. Staff counsel participants to evaluate all the various factors to identify feasible training programs including availability, schedule, quality of training outcomes and certification, overall costs, and financial assistance available. The participant may then make their own decision.

4.10 Describe how Reemployment Service and Eligibility Assessment (RESEA) activities are implemented in the local area and how they will be incorporated into WIOA programming.

Once a participant receives a letter stating that they are eligible for RESEA, the participant will come to the local WorkOne and receive an orientation that outlines the RESEA program, along with information about the WorkOne services and other services and special programs such as TAA, MSFW, etc. There will be a development of the Individual Reemployment Plan (IRP) which will include services or referrals that will assist in reemployment. Participants may become co-enrolled into WIOA, JVSG or Wagner-Peyser, where additional services will be provided like case management, upgrading the educational and skill levels of those individuals through occupational training, or work-based learning. The goal is reemployment, so having a participant co-enrolled in multiple grants will only provide them more services towards the goal, as well as more funding opportunities for training, work-based learning, and supportive services.

4.11 Describe the local area's grant application and project design strategy, including staffing, when applying for additional funding (e.g., non-formula grants). How does the local area braid funding and/or prioritize use of certain funding streams?

The Region applies a highly collaborative approach to grant writing and program design, with funding and programmatic targets arising organically through the course of our existing operations. The Region benefits from an experienced staff, as well as an extensive, matured network of partners, allowing for robust responses to new funding opportunities. Once a new opportunity is identified, Board and Service Provider staff evaluate for feasibility and coordinate responsibilities for the grant writing process. Depending on the circumstances, the grant applicant can be the Board itself or another designated partner, and when awarded, contracts are coordinated accordingly. Staffing and programmatic design vary dramatically depending on the circumstances and funder preferences, but whenever possible this is arranged before the application is submitted to avoid misunderstandings and ensure adequate buy-in.

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The Board seeks a diverse range of funding opportunities to facilitate the maximum amount of responsiveness to jobseeker and employer needs and insulate against risk of funding fluctuations, which is a common occurrence in the nonprofit space.

4.12 Describe how the local area plans to implement program evaluation. What aspects of program delivery and performance will be evaluated, and how will these evaluations take place?

The Board staff meets weekly, either virtual or in-person meetings, to discuss program implementation and performance. Directly after this meeting, the board staff have a virtual meeting with our contracted service providers management to discuss grants performance and new projects. Once a month the board staff, service providers management, and points of contact for the offices meet to discuss performance and program implementation. During this meeting we also discuss improvements for the offices and services. Every other month we have a grants team meeting that discusses performance of each grant with the grant point of contact, how the grant could be improved, and best practices. Board staff and service provider management meet every quarter with DWD to discuss funding and performance of each grant. The Board staff conducts an annual monitoring for WIOA Adult, Dislocated Worker, and Youth programs. This monitoring includes case file monitoring and interviewing staff on process for enrollment, training, referrals, etc. If necessary, mini-monitorings will be conducted throughout the program year for grants that may have a concern.

4.13 Describe the local area’s professional development plan for all staff, including the frequency, type (in-person, self-guided, web-based, etc.), and topics addressed.

The service provider staff receives a link on the anniversary of their hire date to complete an annual review of safety videos, which includes videos of Bloodborne Pathogens, Fire, and Office Safety. For new hires, the service provider has staff complete New Employee Onboarding Plan, which includes Month 1 goals, base office specifics, technology, tool access and walk-throughs, HR Policies, and an overview of items that are repeated weekly. WIOA staff meet virtually every week to discuss the Region’s priority list, upcoming trainings, new policy updates, regional news, grant updates, numbers served, numbers needed, new DWD information on current events, and any other changes that would affect service implementation. Trainings to staff have included a refresher on WOTC, Federal bonding, and ID.me. Case managers meet at least twice a year for an ICC review, implementation review, and a review of the Livebinder used by staff.

In addition, Wagner Peyser case managers, as well as office managers, meet monthly to discuss pertinent information on upcoming trainings, new policy updates, regional news and grant updates.

Section 5: Compliance

Please answer the following questions. Most of the responses should be staff-driven, as the questions focus on the organization’s compliance with federal or state requirements. **Questions that require collaborative answers for planning regions are designated with an asterisk (*). See the Regional Plan subsection of Memo 2023-16 for more information.**

5.1 Describe the competitive process that will be used to award the sub-grants and contracts in the local area for WIOA Title I activities. Identify agreement type (sub-award or contract), name of sub-recipient or contractor, and length of agreement. Attach copies of current agreements as Exhibit 1 for, as applicable: One Stop Operator, Service Provider(s), Fiscal Agent, and Staff to the Board. [WIOA Sec. 108(b)(16) and 20 CFR 679.560(b)(15)]

The Board procured bids for the Service Provider in the summer of 2023. River Valley Resources was selected to remain as the Service Provider and Regional Operator of Region 9. This contract is valid until June 30, 2025, with a possible one-year extension, as noted in the attached (Exhibit 1A) RFP. The current WIOA contracts, adult, dislocated worker, and youth services, are contracted out for the length of the grant, ending June 30, 2025. The requested contracts are attached as Exhibit 1. **UPDATE: with the explicit blessing of DWD, the Board granted an additional year extension to RVR for these contracts owing to the uncertainty regarding realignment. As such, a full procurement for all available contracts will be conducted in the spring of 2027 for a July 1, 2027 start date.**

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5.2 Provide an organization chart as Exhibit 2 that depicts a clear separation of duties between Title I roles (e.g., between the board and service provision). [20 CFR 679.400 – 430]

Attached as Exhibit 2 is the organization chart, showing separation of duties between the Board, Service Provider, and Fiscal Agent.

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

The Board currently maintains only one standing committee, the Executive Committee. The Executive Committee meets once every other month, alternating months with the Board meetings, and provides direction to staff on issues and challenges in the Region. The Executive Committee will also recommend actions for the full board and monitor fiscal operations.

5.4 Identify the entity responsible for the disbursement of grant funds as described in WIOA Sec. 107(d)(12)(B)(i)(III), as determined by the chief elected official or the Governor under WIOA sec. 107(d)(12)(B)(i). [WIOA Sec. 108(b)(15) and 20 CFR 679.560(b)(14)]

A contract with Crowe LLP covers the disbursements of grant funds from the Board. Crowe LLP
3815 River Crossing Parkway, Suite 300
Indianapolis, IN 46240

5.5 Indicate the local levels of performance negotiated with the Governor and chief elected official consistent with WIOA sec. 116(c) to be used to measure the performance of the local area and to be used by the Local WDB for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA title I subtitle B, and the one-stop delivery system in the local area. [WIOA Sec. 108(b)(17) and 20 CFR 679.560(b)(16)]

Listed below are the latest proposed goals for the PY26-PY27 WIOA State Negotiated Levels of Performance for the Region.

PY26-27 State Negotiated Levels of Performance				
Performance Indicator	Adult	Dislocated Worker	Youth	Wagner-Peyser
Employment 2Q	89.45%	77%	83.3%	74%
Employment 4Q	83.25%	77.40%	83% (84% PY27)	72%
Credential	81.4%	76% (77% PY27)	72%	N/A
Median Income	\$8,840 (\$9,000 PY27)	\$9,300 (\$9,700 PY27)	\$6,500 (\$6,700 PY27)	\$8,000
MSG	82.8%	70% (76.9% PY27)	74% (77.3% PY27)	N/A

5.6 Describe the actions the local board will take toward becoming or remaining a high-performing local workforce development board, consistent with the factors developed by the State WDB. [WIOA Sec. 108(b)(18) and 20 CFR 679.560(b)(17)]

Over the past decade, the Board has established Region 9 as one of the most consistently strong performers, especially given our status as the lowest-funded Region in the state. The Board's long-

serving Service Provider, River Valley Resources (RVR) has established a reputation for excellence in both compliance and performance, and this remains a key variable in our procurement process. The Board welcomes the establishment of goals and commits to partner with designated entities to identify, define, and pursue these goals. As described above, Performance is reviewed on an ongoing basis, including a quarterly review of the service provider. When intervention is needed, the Board Staff has a wealth of relevant contacts, including fellow Board and Provider staff around the State (including related partners in Ohio and Kentucky), IWA (a statewide association of Workforce Board's) designated state personnel at the Department of Workforce Development, ~~the Governor's Workforce Cabinet~~, the newly-reinstated State Workforce Board and other grantees, as well as federal contacts. Through dissemination of best practices, technical assistance, and ongoing collaboration, the Board is well prepared to address any reasonable performance challenge, but welcomes additional conversation about how to elevate the public workforce system.

5.7 Provide as Exhibit 3 copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop delivery system. This includes cooperative agreements (as defined in WIOA sec. 107(d)(11)) between the Local WDB or other local entities described in WIOA sec. 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of the Rehabilitation Act (29 U.S.C. 720 et seq.) (other than sec. 112 or part C of that title (29 U.S.C. 732, 741) and subject to sec. 121(f)) in accordance with sec. 101(a)(11) of the Rehabilitation Act (29 U.S.C. 721(a)(11)) 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) and 20 CFR 679.560(b)(13)]

WorkOne has an ongoing, productive working relationship with the local Vocational Rehabilitation staff. There is also a Vocational Rehabilitation staff member who rotates between the offices, sharing information and assisting customers as needed. Services provided and offered include job search assistance, resume writing, use of the computers in the information resource area and possible training opportunities. The WorkOne offices also offer hearing-impaired, interpretive, and assistive technology services.

A Vocational Rehabilitation staff member serves on the Southeast Indiana Workforce Board and assists with questions and services as needed. The MOU between the Board and Vocational Rehabilitation is attached as Exhibit 3.

5.8 Describe the process used by the Local WDB, consistent with WIOA sec. 108(d), to provide a 30-day public comment period prior to submission of the plan, including an opportunity to have input into the development of the local plan, particularly for representatives of businesses, education, and labor organizations. If any comments that represent disagreement with the plan were received, they must be included as Exhibit 4 attached to this Local Plan. [WIOA Sec. 108(b)(20), 20 CFR 679.560(b)(19), and 20 CFR 679.560(e)]

The local plan will be distributed to the Board and its extensive network of partners via direct email, and a link will be provided on the Board's websites (both the DWD maintained site, as well as the Board's own site). This distribution list naturally includes all of the required stakeholders, as well as many others we seek to engage. Historically, we have not received a great deal of comments on our local plans, but

this does not in any way minimize our obligation or desire to solicit feedback. Per the requirement, any comments and concerns will be attached to this document as Exhibit 4 before final submission.

5.9 Describe the board's process for oversight and monitoring of sub-recipients and contractors. Include staff titles for who conducts monitoring and how staff are trained to conduct monitoring. Provide a list of all upcoming planned or scheduled monitoring activities as well as copies of or links to all monitoring procedures and tools utilized during the review process. Submit this information as Exhibit 5.

On-site monitoring of the service provider is conducted once per year at a minimum, typically in the Spring. The monitoring is conducted by the Board Staff. The Quality Assurance Manager conducts a quarterly review of the program performance, while the Operations Manager conducts a monthly review of operational needs.

Monitoring is conducted by selected random files for the specified programs, and reviewing them against established regional, state and federal guidelines. When available, Board Staff utilizes DWD and DOL tools to ensure all relevant items are revised. Additional programs are added periodically based on capacity, relative importance and frequency of past monitorings.

The Board Staff has extensive, direct experience with running WIOA and related programming, but also stays up to dated via reviewing of available TEGs and Policy Memos, periodic trainings and seminars from state and federal subject matter experts and participation in past DWD and DOL monitorings. Forms used in the monitoring review, as well as the PY253 report are attached as Exhibit 5.

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The next monitoring of the service provider is planned for January 2025.

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5.10 Describe local operating systems, including data systems, and local policies that will support the implementation of the local board's strategy.

The Board maintains several local policies that support the implementation of the Board's strategy.

These include:

Assessment Policy
Customer Complaint Policy
Customer Flow Orientation & Informational Workshops Policy
On-the-Job Training Policy
OJT Employer Reimbursement Rate – Regional
EO Policy
PII Protection Policy
Social Media Policy
WIOA Adult Priority of Service
WIOA Case Management Policy
WIOA Incumbent Worker Policy
WIOA Post Exit Follow-Up
WIOA Youth Policy
WIOA Individual Training Account Policy
WIOA Supportive Service Policy
Youth Incentive Stipend Policy

Section 6: Participant Information, Costs, and Supplemental Funding

In the “Program Participants” column, each program should reflect all participants enrolled or projected to be enrolled regardless of whether they are co-enrolled in another program. Please provide an explanation of the projections if they are at or below participant levels from the prior year. In the “Co-enrolled Participants” column, please list how many participants are co-enrolled in any core or other programs. In the text box below, include the programs in which the participants are co-enrolled.

Program		Program Participants	Co-enrolled Participants	Referrals			Average Cost Per Participant
				ABE	VR	Other	
WIOA Adult	Actual PY24	365	103	*	*	*	\$939.04
	Actual PY25	275	11	*	*	*	\$1032.21
	Projected PY26	175	11	*	*	*	\$1483.94
	Projected PY27	175	11	*	*	*	\$1483.94
WIOA Dislocated Worker	Actual PY24	128	46	*	*	*	\$2062.57
	Actual PY25	80	11	*	*	*	\$2097.85
	Projected PY26	50	11	*	*	*	\$3524.06
	Projected PY27	50	11	*	*	*	\$3524.06
Youth (In School)	Actual PY24	16	3	*	*	*	\$4012.01
	Actual PY25	7	1	*	*	*	\$3348.85
	Projected PY26	3	1	*	*	*	\$3450.01
	Projected PY27	3	1	*	*	*	\$3450.01
Youth (Out of School)	Actual PY24	108	36	*	*	*	\$4012.01
	Actual PY25	116	12	*	*	*	\$3348.85
	Projected PY26	108	4	*	*	*	\$3450.01
	Projected PY27	108	1	*	*	*	\$3450.01

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**At the time of the submission, there was no efficient method to extract referral data. Referrals are tracked on a client-by-client basis, and can be reviewed manually, but to our knowledge, ICC lacks an aggregate report for this function. R9 will be happy to explore this matter as needed.*

PY24 (and some remaining in PY25) number of participants served were higher due to having NDWG/HIB grants. Now that those grants are gone, the numbers have decreased due to not having WIOA direct client dollars, except the youth program.

Supplemental Funding

Please list additional funding sources that will supplement the funding that the local area receives through WIOA.

Funding		Program Participants	Total Budget	Budget per Participant	Explanation
Additional State	PY26	State JAG	\$131,515	\$775.22	
		WRG	\$414,000	\$2217.74	
		FSSA	\$42,855	\$2857.14	
		PowerUp	\$710,730	\$2475.82	
Additional State	PY27	WRG	\$414,000	\$2217.74	
		FSSA	\$42,855	\$2857.14	
		PowerUp	\$710,730	\$2475.82	
Additional Federal	PY26	SCSEP	\$1,552,224	\$9,701.40	
		YouthBuild	\$1,279,321	**	**Awaiting performance report for participant count.
Additional Federal	PY27	SCSEP	\$1,552,224	<u>\$9,701.40</u>	
		YouthBuild	\$1,279,321	<u>**\$700.76</u>	<u>**Awaiting performance report for participant count.</u>
Additional Other	PY26	Contributions	\$30,385		
Additional Other	PY27				