2020 – 2024
Workforce and Innovation Opportunity Act (WIOA)

Grow Southwest Indiana Workforce Board Inc.

Local Plan

January 29, 2021

Attachment A – Planning Template

Contents*

*Please update the Table of Contents prior to sending the plan to DWD.

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Attachment A - WIOA Local/Regional Plan
Workforce Development Board (WDB) Approval

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I certify that the information contained herein is true and accurate to the best of my knowledge and I submit this plan on behalf of the WDB listed above.

This plan is approved for the Workforce Development Board by the Workforce Development Board Chair.

Name:	Makenzie Coulter
Title:	Grow Southwest Indiana Workforce Board Inc. Chair

Signature:		Date:	Click here to enter a date.

Executive Summary

ES. Each local area may submit an executive summary of their plan, if desired; not to exceed 2 pages in length.

Comprised of the nine counties of Dubois, Gibson, Knox, Perry, Pike, Posey, Spencer, Warrick, and Vanderburgh, Economic Growth Region 11 incorporates a 2019 population of 434,700. Compared to the 2015 population of 434,717, the U.S. Census population projection for 2020 forecasted an increase of 2.4% or 446,827 residents. While the region's population has not increased at a rate above 2.4% since 2015, the region's population remains within a range of +0.2% to -0.1% of the 2015 figures.

Approximately 16.3% are school age (5 to 17); nine percent are college age; and 24.6% are young adult (25 to 44). Again, the largest group, older adults (45 to 64) represent 26% of the region's population while seniors (65 and older) at 18% complete the population picture.

Caucasians represent 91.2% while African Americans represent 5.2% of the population; 1.3% is Asian. American Indian or Alaskan Native continue to make up three-tenths of a percent and Native Hawaiian and Other Pacific Islander represent one-tenth of a percent. The number identifying as non-Hispanic was 97% and Hispanic was 2.6%.

The largest cities and towns (2019) include Evansville at 117,979 (27%), Vincennes with 16,862 (3.8%), Jasper with 15,784 (3.6 %), and Princeton with 8733 (2.0%). Additional towns include Tell City, Mount Vernon, Boonville, Huntingburg, Chandler, and Newburgh.

In 2019, per capita was $47,854 compared to $42,002 in 2014. TANF families averaged 343 a month in 2019 compared to 430 a month in 2015. SNAP recipients decreased from 44,070 to 33,167 over the same time period. The resident labor force in 2019 numbered 229,295. Of this labor force, 97.1% was employed and 2.9.% unemployed. For comparison, March 2019 unemployment rate was 2.9 and August 2020 was 5.4%. Major employment sectors continue to be manufacturing (24.2%), healthcare and social services (14.6%), construction (6.3%), retail trade (5.7%), and accommodation/food service (6.1%).

Veterans from each war including WWII are represented in each Region 11 county; numbers range from 614 in Pike County to 9477 in Vanderburgh County for a total of 22,695 throughout the region. Services are available for all veterans with priority of service protocols and case management job readiness services for veterans with disabilities.

As the state plan identifies target populations, individuals with disabilities are also represented in every Region 11 county; numbers range from a high of 3650 to 244 with a total of 8,473. Budget cuts to community agencies that serve individuals with disabilities resulted in an increased number of referrals.

In 2017, approximately 25,594 individuals ages 18-64 in the region did not have a high school diploma or high school equivalency. Challenges to obtain a high school diploma or equivalency involve work/life balance issues, hiring practices without the diploma or equivalency, and transportation.

Grow Southwest Indiana Workforce Board, Inc. is the Workforce Development Board (WDB) certified by the Governor of Indiana to provide policy, review and evaluation of activities under the Workforce Innovation & Opportunity Act (WIOA) in the nine-county region of Southwest Indiana.

Grow Southwest Indiana Workforce Board supports job growth in the region through relationship-building with the business community to identify barriers to employment opportunities; works with business and training providers to support business attraction, expansion, and retention; and utilizes timely labor market analyses to identify primary business sectors and regional in-demand, high wage occupations.

To achieve the goal of a cohesive workforce investment system through a delivery model that appears seamless to the customer and achieves all state and federal performance measures, Grow Southwest Indiana Workforce (GSIW) manages the WorkOne Southwest offices in Region 11 through the integration of all workforce services. WorkOne Southwest centers provide local resources for job postings, candidate recruitment, skills training, job placement, and other workforce needs.

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

Under WIOA regulations, Grow Southwest Indiana Workforce Board Inc. continues to strategically plan for an integrated workforce system through support of job growth in the region and a delivery model that serves both the job seeker and employer customer. To achieve all state and WIOA federal performance measures, Board committees concentrate efforts in multiple areas that complement and overlap to create the gestalt of the workforce vision. In conjunction with WIOA-mandated and non-mandated partners including employers, community-based organizations, workers, educational institutions, the WorkOne system leads through identification of needs and collaboration of resources to meet regional identified needs.

As Program year 20-21 began, Region 11 experienced the continuing challenges of a low UI rate, one urban area with the remaining rural areas, and driving distances. Although COVID-19 currently exacerbates some challenges, additional challenges yet include:
- transportation issues
- youth barriers not covered by workforce development funds
- access to technology in rural areas
- alternative service provision
- loss of community-based organization funding, and
- fluctuating employer staffing needs.

Grow Southwest Indiana Workforce (GSIW) envisions the alignment of workforce innovation, education, and employers to provide workers with skills and credentials for self-sufficient wages and employers with a skilled workforce. With the right fit of support and opportunities, this mission can be accomplished by a shift to people, including the above identified target populations. In the following questions, GSIW will describe the major initiatives in the region, support for a talent pipeline, awareness of regional career opportunities, career pathways with application in education, and opportunities for professional job seekers.

Section 1: Workforce and Economic Analysis

Please answer the following questions in 8 pages or less. The Department of Workforce Development has regional labor market analysts assigned for each of the Regions. These experts can assist in developing responses to the questions 1.1 through 1.3 below. **Questions that require collaborative answers for regions 5 & 12 are designated with an *.**

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

Description	2020 Jobs	2030 Jobs	2020 - 2030 Change	2020 - 2030 % Change	2020 Payrolled Business Locations
1.Manufacturing	**45,088**	46,693	1,605	4%	545
2.Health Care and Social Assistance	**32,342**	35,721	3,379	10%	1,067
3.Government	**27,011**	26,349	(662)	(2%)	459
4.Retail Trade	**23,196**	22,915	(281)	(1%)	1,470
5.Accommodation and Food Services	**17,702**	18,459	757	4%	892

Three of the region's top five industries by level of employment are expected to experience growth through 2030. Region 11 continues to see Manufacturing rank number one with an estimated 45,088 jobs.; a 4% growth rate is forecast through 2030. Other top industries that will see increases are Health Care and Social Assistance (32,342 jobs and a 10 % increase by 2030) and Accommodation and Food Services (17,702 jobs and a 4 % increase by 2030). Current top industries that will experience a decrease include Government (27,011 jobs and a 2% decrease by 2030) and Retail Trade (23,196 job and a decrease of 1% by 2030). As in the previous plan, the top current industry expected to experience the most growth is health Care and Social Assistance (10% growth); however, this is 6% less increase than at the time of the previous plan.

Description	2020 Jobs	2030 Jobs	2020 - 2030 Change	2020 - 2030 % Change	2020 Payrolled Business Locations
1 Professional, Scientific, and Technical Services	7,319	8,283	964	**13%**	833
2 Management of Companies and Enterprises	4,297	4,826	529	**12%**	86
3 Health Care and Social Assistance	32,342	35,721	3,379	**10%**	1,067
4 Administrative -Waste Management & Remediation	12,482	13,038	556	**4%**	545
5 Accommodation and Food Services	17,702	18,459	757	**4%**	892

Region 11 Top 5 Emerging Industries will experience growth larger than the top current Industries. The top five industries classified as emerging are Professional, Scientific, and Technical Services with 13% growth; Management of Companies and Enterprises with 12 % growth; Health Care and Social

Assistance with10% growth; Waster Management and Remediation Services Administrative and Support with 4% growth; and Accommodation and Food Services with 4% growth.

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

Most industry sectors require specific certifications for entry or advancement in that sector. Common to all skills needed by employers in all industry sectors is effective oral and written communication, the foundation for work processes, practices, and completion. Employers in the region rank problem-solving and teamwork as top skills needed within their companies. Whether current top industry jobs or emerging industry jobs, communication skills are in demand.

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

Region 11 faces historically low unemployment rates not only comparative year-to-year but lower than the State average; this comparison remains constant in the COVID-19 environment. Companies continue to experience numbers of openings due to company growth and attrition that results in gaps for the labor force currently seeking employment.

Over 25,000 adults ages 18-64 do not have a high school diploma or high school equivalency. In the past, this lack of education occasioned the practice of hiring without a high school education; this lowered standard is proving to be difficult to raise.

Increased focus on raising career and skill awareness with youth coupled with programs designed through employer partnerships emphasizes skills needed by employers – teamwork, problem-solving, and communications skills.

Section 2: Strategic Vision and Goals

Please answer the following questions of Section 2 in 10 pages or less. Section 2 responses should reflect input from members of the local workforce development board and other community stakeholders. **Questions that require collaborative answers for regions 5 & 12 are designated with an *.**

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

VISION

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

GOALS

Goal 1. Create new and strengthen existing partnerships in the WIOA workforce system.
- Collaborate with employers to establish job and skill demands
- Collaborate with educators to establish training that provides the skill needs of employers
- Collaborate with other community-based organizations to serve shared customers.
- Collaborate with other "core" partners as defined by WIOA to serve shared customers.

Goal 2. Deliver workforce services that effectively meet the needs of identified target populations.
- Provide career counseling to jobseekers based on current and future job demand including career pathways
- Provide case management to jobseekers based on individual barriers/challenges
- Provide appropriate and eligible training services including supportive services to jobseekers

Goal 3. Deliver workforce services to in-school and out-of-school youth
- Provide services to obtain high school diploma or high school equivalency
- Provide the youth elements as required by regulations
- Provide career education to youth based on job demand and career pathways
- Provide case management to youth based on individual barriers/challenges
- Provide appropriate and eligible youth training services including supportive services
- Provide job placement, job retention and follow-up services for youth

Goal 4. Measure the effectiveness of workforce development service delivery
- Utilize the state-mandated case management system
- Utilize the additional reporting of workforce activities
- Utilize surveys when appropriate or requested

2.2 Describe how the board's vision aligns with and/or supports the strategic vision of Governor's Workforce Cabinet (GWC) as set out in the WIOA State Plan.
https://www.in.gov/gwc/files/Indiana%20Strategic%20Workforce%20Plan.pdf

Indiana's strategic vision is to create a talent system that affords all Hoosiers equitable opportunities for lifelong learning and increased personal economic mobility and provides employers the talent to grow and diversify their workforce.

We will endeavor to increase intergenerational social and economic mobility by:

- Ensuring quality pathways that provide opportunities for career advancement, personal prosperity, and well-being for all Hoosiers;

- Partnering with Indiana employers and education and training providers to identify and close the skills gap while meeting emerging talent needs; and

- Strengthening Indiana's economy by aligning programs and funding to meet current and future workforce needs.

Utilizing a talent pipeline that includes business, education, jobseekers, and workforce development, Grow Southwest Indiana Workforce Board's vision of a skilled workforce for the region's employers aligns and supports the Governor's Workforce Cabinet's strategic vision as set out in the WIOA Plan above through collaboration and services that:
- Establish job and skill demand of employers (GSIW Goal 1 and strengthening Indiana's economy)
- Analyze job seeker skill gaps (GSIW Goal 2 and partnering to close skills gaps)
- Inform jobseekers of current and future job demand (Goal 2 and provision of aligned program and funding)
- Share employer demand data with educators (Goal 1 and collaboration with educators) , and
- Align workforce training with employer demand across K-12, post-secondary, and the existing adult workforce. (GSIW Goal 2 and ensuring quality pathways)

See section 2.1 for strategies to support the vision through the Board's goals.

2.3 Describe how the board's goals contribute to each of the <u>five</u> GWC goals.
https://www.in.gov/gwc/files/Indiana%20Strategic%20Workforce%20Plan_Draft_2.6.2020.pdf

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

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Goal 1. Focus on meeting the individual needs of Hoosiers. Indiana has created a talent development system comprised of wide-ranging workforce training and education programs. Hoosiers need to be able to find and navigate this often complex system to find the best option that meets their current and often immediate needs, fulfills their aspirations, and equips them with the skills and knowledge for socioeconomic mobility. Career pathways that help diversify the skills and talent within Indiana must be designed and delivered with the individual's economic sustainability and mobility as the focal point. These career pathways will help diversify the skills and talent within Indiana to promote economic opportunities for Hoosiers. We need to ensure that we do not focus merely on programmatic requirements and funding streams, but rather what an individual needs and aspires to in order to be successful. We must include an intergenerational approach to communicating, offering, and delivering services in order to meet an individual's ambitions and current and future economic needs. This system may not look the same for each person, and it may not provide the same resources for each person. It will be customizable to an individual's goals and aspirations in order to achieve social and economic mobility.

To meet the individual needs of Hoosiers, Grow Southwest Indiana Workforce will:
- Continue a no wrong door approach implemented in the previous local plan
- Provide comprehensive and customized client-centered employment plans that will include:
  - Labor market information for in demand occupations
  - Career counseling that includes career interest, knowledge, and skills assessment
  - Resolution of barriers utilizing internal resources
  - Wrap-around services of referral partner agencies
  - Supportive services
  - Post-secondary training with a career pathway focus
  - Work and learn experiences
  - On-the-job training
  - Follow up

Goal 2. Integrate state systems to facilitate greater access to information, resources, and services for constituents, businesses, state personnel, career coaches or navigators, and case managers. In addition to acquiring skills, education, and jobs that put them on the path to social and economic mobility, constituents also must understand that they have continuous access to the talent development system throughout their working lives. For sustained economic success and personal growth, Hoosiers will need to continually engage with, and pursue, lifelong learning opportunities, which could exacerbate the complexities of this multifaceted system. Indiana must integrate our state and federal resources to help simplify navigation of this system for constituents. Our current program-by-program approach to serving constituents and businesses has resulted in a profusion of program-specific solutions. If the talent development system is to better serve our Hoosiers and improve their lives, we must align and simplify access to this array of resources and services. Strategic coordination of systems and collaboration across state agencies will begin breaking down to better empower our Workforce Development Boards, outreach personnel, and local partners.

Integration of state systems requires an increased focus on similar goals and services of all agencies. To facilitate greater access to information, resources, and services, Grow Southwest Indiana Workforce will coordinate information and resources for constituents' needs. At the local level, this goal includes:

- Staff sharing at agency sites such as educational institutions and community agencies
- Enhanced confidential information sharing methods and practices that may include designated WorkOne staff contacts.
- Stronger referral systems such as the regional partner referral system
- Database integration will heavily rely on database systems mandated by the state. Examples are Wagner-Peyser, WIOA, RESEA, and recently TAA database information.

Goal 3. Align programs towards creating a healthy, engaged, and talented citizen. Often, our programs deal with the aftermath of either situational or systematic difficulties. Some government programs perform triage on crises occurring in Hoosiers' lives, rather than curbing the systemic inequities through early intervention strategies. We envision a realignment of our programs to include an emphasis on prevention and early intervention that will elevate opportunities for success. The most vital and entrenched strategy we have for early intervention is our early education and K-12 education systems. By expanding access to early education, we can begin providing advantageous programs to Hoosier children. As our students progress through our educational system, better integration of academic and technical skills and knowledge will provide Hoosiers with more opportunities for future mobility. Our education and workforce programs for adults will focus on finding the right fit for the individual person and equipping Hoosiers with the skills needed for career advancement and longevity. By assisting multiple generations in advancement towards quality health, societal engagement, and preparation for the jobs of today and tomorrow, we can foster an environment where economic mobility is attainable for more Hoosiers.

To attain the talent pipeline of healthy and engaged citizens, counseling and advising models are incorporated as early as appropriate whether informational and/or experiential. While curriculum development at the secondary education level supplies the foundation of post-secondary training, a longer-term approach to the creation of a healthy, engaged, and talented citizen is found in the elementary and middle school classroom. Expansion of regional youth programs strengthens this longer-term approach.

The Board Youth Committee that oversees programs for Youth created a Strategic Plan with three goals that are the most critical.:

- Update the youth Committee process and structure
- Increase and diversity funding to meet increased at-risk need
- Increase awareness and understanding with all stakeholders

An example is our Teacher Bootcamps where K-12 teachers/counselors are placed into businesses in our region for two weeks in order to understand the needs of those businesses and can then share their experience with their students to encourage them to seek classes and/or experiences in these jobs. Bootcamps in manufacturing, the number one industry in the region, proved very successful.

Additionally, involvement in the Education Attainment Committee of Talent 2025 exemplifies workforce board efforts to align programs for the betterment of the Region 11 citizens. Committee efforts bring community agencies and employers together to:

- increase the graduation rate of the Evansville metropolitan-statistical area to 88 percent, and
- increase the number of citizens with a bachelor's degree to 25 percent.

Three strategies will support the attainment of these goals:

- alignment of education and industry needs,
- career preparation with a focus on equity, and
- advocacy to better support graduation outcomes.

Goal 4. Maximize state and federal resources through impact-driven programs for Hoosiers. In Indiana, there is a great deal of overlap between the populations served through our various state and federal programs focusing on either social services and/or workforce training. An interdependence of social, medical, and other support services can help Hoosiers overcome employment obstacles. To capitalize on Indiana's investments into these programs, we must include impact data in our evaluation of successful services. In addition to considering inputs (e.g., attendance and participation rates) and outputs (e.g., program completers and graduates) of these programs, we will also examine the outcomes (e.g., wages and improvement in socioeconomic status). We need to understand the return on investment we earn from each of our programs in order to ensure it is truly impacting the lives of Hoosiers.

WIOA programs provide inputs and outputs as defined above with one outcome, wages. Improvement in socioeconomic status in terms of wages may be known by the individual participant and the WorkOne staff member that case manages that individual participant. Region 11 acknowledges that further measurement of effectiveness will provide longer term analysis of program impact.

Goal 5. Foster impactful relationships between businesses, community partners, and government agencies. In order to create a more robust talent development system and advance our populous towards economic mobility, the private sector must be a partner to drive training. We need to deepen our current partnerships with engaged businesses and expand our outreach to involve more businesses. Simultaneously, Indiana must increasingly diversify its economy to ensure we keep up with the rapid pace of the global change. The first step is promoting coordinated communication of the state's programs to all Indiana employers so no matter the size or type of business all are empowered to engage. This involves synchronization from state agencies to local regions to ensure our employers know and understand the multitude of state opportunities to engage with the talent development system. Successful business engagement must deliver value to employers, which will require our talent development programs to be more accessible and user-friendly for employers. We must also start to engage with businesses holistically, rather than focusing solely on their current needs. Our ultimate goal is to change the culture of how employers play a role and invest in their own workforce development as opposed to the government steering and telling employers what to do. Our engagement practices will shift employers from simply being the customers of the workforce system to active participants in the creation and implementation of workforce development and wraparound service solutions. Fostering and showcasing business investments in their people will highlight the mutual benefits of the talent development system for both employers and individuals.

In Strategic Vision and Goals, Grow Southwest Indiana Workforce builds Goal #1 upon the relationships and partnerships of businesses, community-based organizations, and other partners to collaborate on behalf of shared customers to:
- Establish job and skill demands
- Establish training that provides skill needs of employers
- Serve shared customers

In addition, the region will explore ways to:
- Increase outreach and knowledge of workforce development to employers
- Engage employers in creation of workforce development services and solutions

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

Board goals in section 2.1 relate to the federal performance accountability through the preparation (development) of a skilled workforce ready to meet employer needs.
- Goal 1 generates job and skill demand information from employers; educators establish training that provide the skills needed for in-demand occupations.
- Goals 2 and 3 deliver workforce information, training if appropriate, and job placement services to adults and youth. Credential achievement is documented. Once job placement is achieved, job retention is followed for a year.

- Goal 4 measures the enrollment of the jobseeker, the service delivery and resolution of barriers, and jobseeker success defined as credential obtainment, employment, job retention, and wage information.

Indiana Negotiated Performance Levels under the Workforce Innovation and Opportunity Act for Program Years 2020 and 2021

Federal Negotiated Levels of Performance		
Performance Indicator	Negotiated Level	
	PY 2020	**PY 2021**
ADULT		
Employment Rate 2nd Quarter after Exit	82.7%	82.7%
Employment Rate 4th Quarter after Exit	82.0%	82.0%
Median Earnings 2nd Quarter after Exit	$6,927	$6,927
Credential Attainment within 4 Quarters after Exit	68%	68%
Measurable Skills Gain	56.3%	56.3%
Effectiveness of Core Programs Serving Employers		
DISLOCATED WORKERS		
Employment Rate 2nd Quarter after Exit	80.5%	80.5%
Employment Rate 4th Quarter after Exit	80%	80%
Median Earnings 2nd Quarter after Exit	$8098	$8098
Credential Attainment within 4 Quarters after Exit	66%	66%
Measurable Skills Gain	50.6.7%	50.6%
Effectiveness of Core Programs Serving Employers		
YOUTH		
Employment Rate 2nd Quarter after Exit	78.4%	78.4%
Employment Rate 4th Quarter after Exit	79%	79%
Median Earnings 2nd Quarter after Exit	$3,341	$3,341
Credential Attainment within 4 Quarters after Exit	62%	62%
Measurable Skills Gain	44.1%	44.1%
Effectiveness of Core Programs Serving Employers		

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

> **2.5*** 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)]

The Board measures performance and effectiveness utilizing the following additional indicators.
- The Board meets with Fiscal staff each month to:
  - Review the monthly financial statements
  - Check periodically to ensure all vendors are paid in a timely manner
  - Review and approve Department of Workforce Development's monitoring report and the annual audit report which is prepared by a third party accounting firm

- The Board meeting monthly with operations staff, service provider management, and local office managers to review:
  - Monthly and year-to-date enrollments
  - Monthly and year-to-date case load size
  - Monthly and year-to-date placements
  - Monthly and year-to-date traffic counts in all offices
  - Monthly and year-to-date counts for selected assessments
  - Monthly training report that is cumulative for the program year (broken into training areas)
  - Monthly credential report that cumulative for the program year (broken into training areas)
  - Monthly list of employers who hire fully-enrolled customers
  - Monthly and year-to-date Youth Services Employment report
  - Monthly reports on other grants (WIOA performance grant #2, NLJ-WRG, Disaster Recovery grant, Employment Recovery grant)
  - Federal performance metrics
  - State performance metrics

- The Board meets monthly with Business Services to review:
  - Rapid Response events and needs
  - Employer needs
  - Employer connections to educator/training issues
  - Hiring events in the region and in the WorkOne offices
  - Veteran hiring information.

Section 3: Local Area Partnerships and Investment Strategies

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

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

Even though the core partners of Wagner-Peyser, Adult Education and Literacy, Title I Adult, Dislocated Worker, Youth Services, and Vocational Rehabilitations share a common goal of employment for jobseekers and by extension provide a skilled workforce for employers, it is incumbent upon the Board to align resources in the local area. Strategies to align resources include, but are not limited to:

- **Education and sharing of core partner information, services, and eligibility**
  - WIOA monthly partner meetings – WIOA mandated and non-mandated partners meet monthly in Vanderburgh County and bi-monthly in Knox County to provide partner updates, highlight new activity development and basic partner information.
  - Co-location where possible

- ▪ Evansville – Staff are no longer co-located, but Adult Education does hold classes in this office.
  - ▪ Princeton – Adult Education is co-located in this office.
- **Coordination of case management and resources**
  - o VR – Once co-enrolled, the WorkOne case manager and the VR case manager work together to resolve the barriers of disability and place the customer in a job. VR is uniquely equipped to assist with funds for workplace accommodations. Cross-training provides knowledge of both WorkOne and VR services and minimizes duplication of service, documentation, and office visits.
  - o AE – WorkOne and AE staff provide services to the benefit of the Adult Education customer. Vincennes AE developed a transitional specialist position that has now become a Career Coach position. There are two Career Coaches. Within the partner referral system, Adult Education and WorkOne produce the most referrals to one another.
  - o Training opportunities – Region 11 staff will ensure that short-term training opportunities are available for clients, including AE participants. In addition, current opportunities include short-term training with Next Level Job Workforce Ready grants, a WIOA Performance Support grant, along with WIOA -funded grants. Other COVID-19 related grants offer opportunities for training. Training opportunities are continually presented to partners in monthly meetings; office training presents training opportunities to case managers for career counseling; and business services continually inform employers of training opportunities

- **Other information sharing**
  - o Hiring events – Business Services shares hiring event information with partners
  - o Labor Market Information – To educate partner staff and/or participants, WorkOne provides occupational information.
  - o Job fairs
- **Resource sharing**
  - o Testing accommodations shared with partners as needed and available.
  - o Accommodation equipment available for partner participants.

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. [WIOA Sec. 108 (b) (2), (10), (11), (12) & (13)]

- Adult Education and Literacy
- Wagner-Peyser
- Post-secondary education and Carl D. Perkins Act

- Transportation
- Trade Adjustment Assistance (TAA)
- Jobs for Veterans State Grant (JVSG)
- Senior Community Service and Employment
- Vocational Rehabilitation
- Temporary Assistance for Needy Families
- Supplemental Nutritional Assistance Program
- JobCorps
- YouthBuild
- Evansville Housing Authority and Vincennes Housing Authority

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3.3* Describe efforts to work with each partner identified in 3.2 to support alignment of service provision and avoid duplication of services to contribute to the achievement of the GWC's goals and strategies. [WIOA Sec. 108 (b) (2), (10), (11), (12) & (13)]

- Adult Education and Literacy, provided by:
  - Vincennes University
  - North Knox School Corporation
  - HOLA
  - The Literacy Center engages with WorkOne to meet the goals of individual needs, program alignment for a talented citizen, maximization of resources, and impacts relationships between business and community.
- Wagner-Peyser (WP) provides reemployment services such as assessments, job search assistance, and links customers to case managers to meet all five goals.
- Post-secondary and Carl D. Perkins Act – Programs of study are provided by Ivy Tech Community College, Vincennes University, and other post-secondary training programs such as Southwest Indiana Health Sciences Academy and 160 Academy to meet all five goals.
- Transportation – Grow Southwest Indiana cooperates with Bridge Builders Transportation program to transport individuals seeking re-entry into the workforce through training, work experience, and the initial weeks of employment. Additionally, bus tokens are available for city transit.
- TAA - TAA provides training for workers who experience a layoff or closure and are unable to return to their previous occupation. If eligible, a level of income is provided while the worker retrains in a new occupation that will provide the same or close to the same level of previous income. Helping to meet individual needs, integrate systems, align programs, and maximize resources, the importance of co-enrollment has deepened with new TAA requirements.
- JVSG – Following Priority of Service requirements, all customers are directed to the appropriate staff. JVSG staff focus on employers who hire veterans or veterans with barriers to employment including homelessness, disabilities, the recently-separately veteran, an offender, a veteran who lacks a high school diploma or equivalency, and veterans with low income defined by law. Case management services support the veteran to resolve the identified barrier(s) to employment.

Wraparound efforts of veteran services provide the unique needs of the veterans and involve all partners and partner resources to ensure veteran success.

- Senior Community Services and Employment - Evansville Goodwill Industries Inc. provide services for seniors in the Indiana counties of Dubois, Perry, and Spencer as well as nearby Illinois and Kentucky locations. AARP provides services for seniors in 16 Indiana counties in the offices of Linton, Vincennes, and the main office, Evansville. The alignment of WorkOne and Senior Employment programs meet both the individual needs and fosters an impactful relationship between business and community partners.
- VR – Three offices exist in Region 11. Evansville serves Vanderburgh, Posey, and Gibson counties; Vincennes serving Knox and Pike counties; and Huntingburg serving Dubois, Perry, Spencer, and Warrick counties. While utilizing different databases, a designated contact developed through the WIOA Partner meetings assists with information sharing for individual needs and resource sharing, Businesses and community partners work together to meet individual needs and align for a healthy, engage, and talented citizen.
- TANF- Department of Family Resources (DFR) Region 7 covers the counties of Region 11 WorkOne Southwest. The main office for Region 7 is Evansville, IN. We maintain contact with the main office and share updates. Shared information required for both WorkOne staff and TANF staff supports individual needs and, although state systems are not integrated at this time, there are job search requirements required by TANF that WorkOne can meet.
- SNAP – SNAP has offices in the region's counties but the majority are connected to the Vanderburgh county SNAP sites, Deaconess Hospital, and CAPE in Evansville. SNAP information, like TANF information, is essential for eligibility determination leading to resources. Collaboration between WorkOne and SNAP meets the individual need, particularly to provide a healthy and thus engaged citizen.
- JobCorps – JobCorps maintains a staff member in the Evansville WorkOne office. This co-location fosters relationships between community partners, business, and government while promoting individual need.
- YouthBuild – YouthBuild is a part of Evansville Housing Authority in Evansville, Indiana and has historically worked with WorkOne for youth seeking a high school equivalency. In the ninth year of partnership with YouthBuild, individual needs have been supported through not only WIOA but a collaborative community partnership with local businesses to assist in costs for out-of-school youth not covered by WIOA.
- Evansville Housing Authority and Vincennes Housing Authority – EHA and VHA provide housing through multiple programs. Grow Southwest Indiana Workforce provides job search and work readiness workshops for the multiple EHA and VNA programs. This service provision meets individual needs, provides for a healthy, engaged, and talented citizen, maximizes resources to avoid duplication, and fosters relationships in the community.

3.4 Identify how the local board will carry out a review of local applications submitted under WIOA Title II Adult Education and Literacy, consistent with the local plan and state provided criteria. See the Multi-Year Adult Education Competitive Grant Application (Request for Application). [WIOA Sec. 108 (b) (13)].

Grow Southwest Indiana Workforce Board reviews local applications submitted under WIOA Title II Adult Education and Literary for alignment with the Local Plan. Four considerations include:

1. First, the needs assessment that gauges the responsiveness of the potential provider to specific regional needs but also responsiveness to the English language learner and low levels of literary.
2. Secondly, applications are review for alignment with the region's Local Plan and collaboration with the One-Stop center activities.
3. Third, the application is reviewed for coordination with education institutions from elementary to post-secondary education. Also reviewed is the outreach to potential participants.
4. Finally, the provider's capacity to develop integrated curriculum and ensure that training is aligned with the region's needs.

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

Staff of the Workforce Development Board developed a strong relationship with local and state economic development entities. Staff meet with each economic development director on a regular basis to establish the workforce need in each of the counties. Region 11 is very diverse, each county with particular workforce needs. The regular meetings allow for the understanding of the diverse needs and ways to assist with those needs. Entrepreneurial skills training information is shared with WorkOne offices to cultivate training participants.

Board staff also partner with the Small Business Development Center in Southwest Indiana and SCORE to provide services to microenterprise ventures. These services include recruitment events, candidate pre-screening where appropriate, free business seminars for the most relevant employment law topics and job posting assistance. WorkOne offices are equipped to provide office space to entrepreneurs and microenterprise owners,

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

Just as WIOA places increased emphasis on out-of-school youth, Grow Southwest Indiana Workforce continually emphasizes out-of-school youth by:

- Regular contact with local youth organizations
- Regular contact with local youth organizations that need and/or provide adult education services
- Meet with existing adult education students for potential post-secondary and/or employment opportunities
- Continued expansion of WEX as career exploration
- Utilization of the WEX Bootcamp for basic work skills knowledge

WIOA requires that priority of service be given to "recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient for receipt of career and training services." The following priority of service categories represent candidates for training in programs that reflect the industry sectors of Region 11 including manufacturing, healthcare and social services, and accommodations/food services.

1. This guidance encompasses the TANF and/or SNAP population.
   - Case managers will focus on identification of these customers by validated documentation methods.
   - Service provider approves each enrollment and training eligibility based upon WIOA priority of service.
   - Sharing staff with the local FSSA office is a desired goal.
2. To serve the population with Basic Skills Deficiency (reading, math, and language skills among others):
   - Case managers will focus first on customers with a lack of a high school diploma or equivalency
   - TABE test scores of less than 8.0-11.0 depending upon training requirements
   - Service provider approves each enrollment and training eligibility
   - Staff will interact with Adult Education class sites.
3. "Other low-income" individuals refer to the worker who does not make a self-sufficient wage, lacks benefits, or works less than the number of hours needed to work.
   - Case managers will focus on identification of customers by work history and wages documented by validated methods.
   - Service provider approves each enrollment and training eligibility.
   - Staff will engage with this population at job fairs and hiring events to capture these customers
4. "Those with barriers to employment" expand WIOA's priority to include the homeless.
   - Case managers will focus on identification at homeless organizations such as Evansville Rescue Mission, House of Bread and Peace, the YWCA, and other homeless-related organizations.
   - Service provider approves each enrollment and training eligibility.
   - Staff will engage with this population at agency locations.
5. Additionally, a priority of service is the ex-offender.
   - Case managers will identify these individuals with customers presenting at WorkOne and at agency request.
   - Service provider approves each enrollment and training eligibility.
   - Staff will engage with this population at the request of other agencies.
6. In Program Year 19-20, Grow Southwest Indiana Workforce anticipated another population serve – those individuals with addictions.
   - An expert in addiction presented a peer paradigm of addiction services to the board.

- Grow Southwest Indiana Workforce will continue to pursue the potential of service to this population.
7. In 2016, Evansville received the Promise Zone designation to support the most at-risk yet most promising neighborhoods. Evansville's Promise Zone poverty rate exceeds 39%. To serve residents of the Promise Zone, WorkOne staff:
   o regularly meet with the Promise Zone partners
   o provide support for initiatives in the neighborhood zone, and
   o provide statistical information for Promise Zone residents.

3.8* Based on the analysis described Section 1, identify up to three 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.

The Tri-State Manufacturers' Alliance is a collection of approximately 200 businesses and hundreds of professionals who represent the region's dynamic **manufacturing sector**. To serve and support the industry, the alliance produces quarterly events, coordinates plant tours, host peer group discussions and networking sessions, and facilitates best practice sharing. Peer group lend expertise in the area of:
- Energy conservation
- Engineering managers
- Equipment reliability and maintenance
- Global business
- Information technology
- LEAN, and
- Quality and safety

There is a focus on workforce development and the steps needed to improve workforce development.

New to the Local Plan are partnerships with Toyota for 4T Manufacturing and the partnership with the local INFAME chapter, So. INFAME. Displaying the potential of the WDB to serve other populations in addition to WIOA participants, both are sector partnerships for Advanced Manufacturing; for both groups, the WDB serves as the Fiscal Agent/Treasurer. 4T prepares high school students for careers in manufacturing and So. INFAME uses the Advanced Manufacturing Technician program at VU to prepare students for industrial maintenance careers at local manufacturing companies.

Our partners at Vincennes University Jasper have approached Grow Southwest Indiana Workforce to host a Catapult class at the Jasper campus; this four-week class teaches **manufacturing** principles. Opportunity exists to case manage the participants and assist with job placement for all participants who most likely will be WIOA participants. This collaboration demonstrates the partnership of a program that may not provide core programs but does support the goal of employment.

In the **healthcare sector**, Region 11 serves as a partner to the Southwest Indiana Area Health Education Center (AHEC) since its inception. The partnership encourages alignment of programs and opens opportunities for youth participants into healthcare.

Grow Southwest Indiana Workforce participates in the Evansville Regional Business Committee, a coalition of public and private partners that lead the Talent 2025 Initiative to align resources to make Southwest Indiana the talent and economic region of choice in the Midwest. Exploring collective impact opportunities, Talent 2025 workgroups include education attainment, wage growth, health index, and poverty reduction.

GSIW continues to explore opportunities in the IT and/or **business administration sector**. A gap in project management skills guides current conversations with both a potential business partner and an educational institution.

3.9 A-D
Responses may 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 or utilization of effective business intermediaries and other business services and strategies that support the local board's strategy in 3.1. [WIOA Sec. 108 (b) (4) (A) & (B)]

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

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

To facilitate engagement of employers, GSIW will:
- Propose implementation of incumbent worker training wherever appropriate.
- Explore and pursue apprenticeship opportunities
- Utilize Business Consultants to provide business seminars, keep the WorkOne system informed of employer requests, and organize Rapid Responses.

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

To support a local workforce development system that meets the needs of businesses, Region 11 will:
- Utilize the strategies in Section 3 with partners
- Connect eligible clients with current grants for dislocated workers, adult clients, and youth
- Continue the presence of a WorkOne staff member at Ivy Tech Community College in Evansville
- Co-locate WorkOne staff at post-secondary educational institutions in the region
- Continue to expand OJT opportunities

- Utilize the position of the OJT specialist in both OJT development and Work Experience development
- Continue to facilitate conversations between communities and transportation providers to provide unmet transportation and employment needs in the region. GSIW will continue to work with the Evansville Metropolitan Planning Organization in this effort to close the gap for workers commuting from the metro area to work in rural areas.

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

To better coordinate workforce development program with economic development partners, GSIW will:
- Continue to meet and work with economic development partners per grant opportunities.
- Maintain relationships with the Chambers of Commerce in the region.
- Collaborate in OJT opportunities.
- Support and recruit for Next Level Jobs initiatives, Workforce Ready grants, and Employer Training grants.

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

Region 11 will strengthen linkages between the one-stop delivery system and unemloyment insurance programs through:
- Wagner-Peyser hiring events
- Recruitment of RESEA participants
- Businesses that place job orders in ICC

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

At a minimum, twenty-five percent of the local WIOA and non-WIOA funding is projected to be expended for training each year. GSIW plans to leverage WIOA and non-WIOA funding to accomplish this projection.

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

- Funding for youth services includes:
  - Teacher Boot Camp that gives teachers the opportunity to spend a week observing a workplace.; the Boot Camp provides knowledge for teachers to guide their students to the much needed career paths, for example, manufacturing.
  - STEM Challenges for high school teams to compete for cash prizes
  - Tour of Opportunity transports high school and middle school student to companies that talk to the students about employment opportunities in the visited industries. Workforce development, economic development, education, and business partner to present this valuable program.
  - New to the Local Plan are partnerships with Toyota for 4T Manufacturing and the partnership with the local INFAME chapter, So. INFAME. Displaying the potential of the WDB to serve other populations in addition to WIOA participants, both are sector partnerships for Advanced Manufacturing; for both groups, the WDB serves as the Fiscal Agent/Treasurer. 4T prepares high school students for careers in manufacturing and So. INFAME uses the Advanced Manufacturing Technician program at VU to prepare high school graduates for industrial maintenance careers at local manufacturing companies

- Funding for dislocated worker and adult services:
  - In the last Local Plan, the Region utilized funding from a large employer for training at a community college; the region will continue to pursue funding with employers and educational institutions.

- Fund diversification:
  - Because of the steady decline of WIOA dollars and the resulting budget reductions, Grow Southwest Indiana Workforce Board is taking steps to continue to provide reemployment services with the addition of supplemental dollars through non-WIOA funds and for populations that WIOA may not be able to serve.
  - The Board has engaged a company, T. A. Dickel Group LLC, that specializes in leadership, creativity, and strategy, to facilitate the creation a funding diversification plan for the region. Initial planning began in August 2020, and the plan will be finalized in December 2020 when approved by the Board. Funding priorities and methods for raising funds are the main foci.

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

- Region 11 borders the state of Kentucky and Illinois. Since residents may live in Indiana and work in Kentucky or vice versa, a need exists for collaboration in workforce development. This occurs with less frequency between Indiana and Illinois.

Section 4: Program Design and Evaluation

Please answer the following questions of Section 4 in 15 pages or less. Many of the responses below, such as career pathways and individual training accounts, should be based on strategic discussions with the local board and partners. **Questions that require collaborative answers for regions 5 & 12 are designated with an *.**

> **4.1** Describe how the local board, working with the entities carrying out core programs *(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 referral processes with one stop partners. [WIOA Sec. 108 (b) (3)]

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

Adult Education –
- Increase occupational and industry data through case manager presentations to students at Adult Education class sites.
- Utilize the Partner Referral digital system to connect adult education participant with a case manager and appointment.
- Incorporate Adult Education staff in career awareness information in the classroom and Team Time training opportunities

Wagner-Peyser –
- Increase contact from unemployment services to case managers
- Refer eligible WorkKeys participants to case managers
- Train service provider staff to provide reemployment services

TANF and SNAP -
- Continue to follow direction from state and local TANF and SNAP staff including referrals
- Engage TANF and SNAP with Partner Referral digital system

Vocational Rehabilitation –
- Increase co-enrollments when appropriate including Order of Selection requirements
- Support subject matter experts for both WorkOne and VR
- Engage VR with Partner Referral digital system

Out-of-school youth –
- Identify out-of-school youth upon entry to a WorkOne office
- Continue to serve out-of-school youth at community sites when possible
- Expand the reach of Youth Employment Services (YES); United Methodist Youth home was added in last year performance
- Integrate youth staff with adult and dislocated worker staff
- Engage partners with Partner Referral digital system

> **4.2** Describe how the local board will facilitate and develop career pathways and utilize co-enrollment, as appropriate, in core programs, and improve access to activities leading to a recognized post-secondary credential, including a credential that is an industry-recognized certificate. https://www.in.gov/gwc/2445.htm [WIOA Sec. 108 (b) (3)]

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

- Career pathways are an essential part of career counseling and a potential part of co-enrollment.
- Most WorkOne customers will be enrolled in Wagner-Peyser services.
- Appropriate customers will be enrolled as WIOA Adult, Youth, or Dislocated Workers.
- Enrolled youth over the age of 18 will be co-enrolled as Adults if there is benefit for additional services. This is particularly important for out-of-school youth and Adult Education.
- All TAA enrollees will be co-enrolled in WIOA. There may be a few exceptions to this requirement.
- TANF and SNAP participation indicates a significant barrier to employment and may be a qualifier for enrollment in a WorkOne adult or youth program.
- VR and WorkONe may utilized co-enrollment to enhance employability.

> **4.3 A-E** Describe the one-stop delivery system in the local area as required by WIOA Sec. 121(e). See below subparts for specific areas that must be addressed. [WIOA Sec. 108 (b) (6) (A-D)] (4.3 D is a collaborative answer for Regions 5 & 12).

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

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

- Continuous review of service provider performance including enrollment, active case load numbers, and job placement numbers
- Bi-weekly meetings with service provider manager and Operations Manager in Evansville
- Team Time training by WDB staff
- Customer surveys
- Employer surveys
- Site visits

- Committee meetings for Finance, Operations, Youth, and Business Services
- In Program Year 2019, a Continuous Improvement Team formed first to implement the comprehensive office move, then to review Standard Operating Procedures for improvements in customer experience.

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

GSIW facilitates access to one-stop service by multiple methods in remote areas. These methods may include, but are not limited to:
- Available laptops for enrollment, job search, and assessments.
- Tablets in the JAG classrooms are used for electronic lessons,
- Tablets for the WorkEthic Certification in high schools in the region
- Traveling IPads are utilized for customer surveys in the WorkOne offices.
- Shared office and/or staff with other community resources include AIS, YouthBuild, and Ivy Tech locations
- Planning for services on-site with employers
- Webcams were purchased for WorkOne offices for virtual interviews between WorkOne customers and employers in the region. These were distributed in the WorkOne offices in early November 2020.

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 and DWD Policy 2016-09)

Each WorkOne office is monitored at least once a year for compliance with physical access to the facility including operation of doors, the proper graduation of accessibility ramps, and a sufficient number of parking spaces for those individuals with disabilities.
- Interpreter services follow the state contracted services that area accessed by an 800 number through the contracted company.
- Through grants, Region 11 received technology for the visually impaired and hearing impaired. Technology included:
  - LED monitors
  - Large print keyboards
  - Video magnifier and cart
  - Reader

- o Headset
  - o Trackball
  - o Articulating arm supports
  - o Adjustable workstation
  - o Ergonomic office chair
  - o Speech-to-text communication
- GSIW is currently reviewing the Ticket to Work program.
- Partnerships that serve individuals with disabilities are ARC Industries, Sycamore Services, and VR. Staff may co-enroll, refer, and work with other agency staff to place individuals with disabilities in employment and ensure provision of workplace accommodations.

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

WIOA requires one-stop partners to contribute to the infrastructure/additional costs of the American Job Center. In Region 11, those partners who employ staff in the WorkOne offices contribute to costs including but not limited to rent, utilities, shared technology, career services, and the Partner Referral System. Mandated partners who do not maintain staff in the WorkOne office(s) contribute to the Partner Referral System.

E. Describe how one-stop centers are implementing and transitioning to an integrated technology enabled intake and case management information system for core programs and programs carried out by one-stop partners. [WIOA Sec. 108 (b) (21)]

- Region 11 utilizes the state-mandated database, Indiana Career Connect for intake, enrollment, case management including service documentation and follow up. Scheduled updates bring the case management system closer to integrated technology for some one-stop partners. The next scheduled update is December 7, 2020.
- TAA and WP applications will share some demographic information with program-specific information to be added by for the specific applications.
- Available to customers in WorkOne offices or online are ICC, TORQ assessments, WIN WorkKeys preparation, and ICE.
- Where possible, TABE testing, the NCRC, and other WorkKeys assessments are completed online.
- Unemployment insurance is delivered online with chat features and direct phone connections.
- Webcams were purchased for WorkOne offices for virtual interviews between WorkOne customers and employers in the region. These were distributed in the WorkOne offices in early November 2020.

> **4.4** An analysis and description of adult and dislocated worker workforce development activities, including type and availability of education, training and employment activities. Include analysis of the strengths and opportunities of such services, as well as the capacity to provide such services, in order to address the needs identified in 1.2. [WIOA Sec. 108 (b) (1) (D) & 108 (b) (7)]

WIOA stipulates a more immediate path to individualized customer services. With a no-wrong door approach, individual needs may quickly provide a career pathway or alternatively, workforce development activities will lead to a career pathway. Workforce development activities begin with assessments, customer strengths and barriers, and career counseling based on job and skill demand of the region's employers. Assessments that may be used:

- Informational interview that provides comprehensive picture of customer at WorkOne entry, used by new case managers if needed.
- TABE provides an educational level benchmark for basic skills and classroom training performance.
- WorkKeys displays a foundational level benchmark for basic skills in the workplace enviroment.
- WIN is remedial practice for education and basic workplace skills.
- ICC provides case management, job matching activities, skills levela, and occupation information.
- ICE compiles career exploration inventory information of knowledge, skills, and work values.
- TORQ provides a comparison of current occupational skills and potential skills and education needed for a different occupation, usually an occupation suggested by the ICE assessment.
- ONet displays occupation and industry information of needed skills, education, occupation forecast, salary, and demand.

Workforce development activities in group settings:
- Rapid Response Orientation
- Resume assistance workshops
- Interviewing skills assistance workshops
- Job search assistance workshops
- Workplace skills (job retention) workshops
- Hiring events

Workforce developmemt activities in individualized setting leading to employment and/or training:
- Resume assistance
- Mock interviews
- Job search
- Career pathways
- Labor market information
- Career counseling

Training and education activities:
- ITAs (Individual Training Contracts) for classroom training, adult and dislocated workers

- OJTs – On the Job Training for job placemnt with skills gap to be resolved, adults and dislocated workers
- WEX – Work Experience for adults with poor work history and lack of basic work skills
- Pre-apprenticeships that have a combination of classroom and on the job training.

Workforce activities for adult and dislocated workers deliver solid employment skills. Region 11 explored and fashioned alternative capacitiy for service delivery involving:
- shared staff with other agencies
- alternative service hours
- alternative service sites for specific employers, and
- virtual service delivery.

Still, a potential gap or weakness in the workforce development activities is a category of soft skills, not defined as punctuality and attendance, but workplace behaviors that disrupt workflow, increase the turnover rate of employees, and create an antagonistic workplace. While WorkOne staff are trained to recognize these behaviors when working with the customer, an assessment and remediation activitiy could serve both employer and employee job satisfaction thus increasing job retention.

4.5 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)].

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

Information obtained is number affected if not already known, if a severance package will be offered, a list of emloyees names and needed information, and if Trade Adjustment Act is applicable. Local staff and company representatives schedule the date for Rapid Response Orientation.

The Rapid Response orientation delivers information focused on WorkOne services including job search assistance, re-training opportunities, and basic information for unemployment. Attendees receive materials regarding services available and a survye to complete for DWD. Completed surveys are copied and sent to the Service Provider and originals sent to the Dislocated Worker Unit.

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

Jobs for America's Graduates (JAG) participants comprise the majority of in-school youth in nine schools in the region; the nine schools plan to serve 360 participants. A small group of eligible in-school youth are served at an alternative site that includes credit recovery. A case manager resides at the site on a part-time basis and delivers youth services. To attain the in ISY and OOS youth fiscal prescription, eligible credit recovery students training is funded by WIOA Adult monies.

The out-of- school youth program plans to annually serve 120 participants. With extended youth ages, the region focused efforts on the obtainment of a high school equivalency coupled with a short-term certification. For nine years, GSIW has worked with YouthBuild and for two years with United Methodist Youth Home in a program that covered costs not normally covered by WIOA supportive funding. Future work with YouthBuild is uncertain for Program Year 2020 as YouthBuild's grant comes to an end in December 2020.

In-school youth and out-of-school youth with disabilities are provided with:
- Extended test times
- Test reading to students
- Testing in isolation
- Student placement at the front of the classroom (often part of the IEP)
- Calculator provided on math tests
- Physical access to transportation and buildings
- Appropriate accommodations for a youth Work Experience

Though delivery may be different, youth elements are the same for ISY and OOS youth:
1. Tutoring and study skills training –
   - JAG Specialists offer tutoring opportunities before and after school.
   - Adult Education classes offer tutoring and study skills training.
2. Dropout recovery services –
   - JAG Specialists maintain regular contact with participants to prevent dropout.
   - Youth clients connect to Adult Education and complete assessments that demonstrate the needed emphasis for study skills; clients attend class and undertake readiness tests before attempting the HSE exam.
3. Work readiness –
   - Paid and unpaid work experience are career pathway-related and relevant to the JAG participant's chosen career fields with a focus on seniors.

- OOS youth client participate in work experience for various reasons:
  - Gain work experience where none exists
  - Focus on learning and developing basic work skills
  - Gain ability to retain a job
  - Explore careers and occupations

4. Occupational skills training -
   - Eligible JAG students participate in short-term occupational skills training to graduate with not only a high school diploma but with an additional certification.
   - OOS youth also participate in short-term occupational skills training to obtain not only a high school equivalency but also an additional certification.

5. Education + workforce preparation activities –
   - Required JAG competencies cover career exploration, job attainment, job retention, workplace academic skills, teamwork, leadership, and personal development skills. Specialists present the competencies in a variety of instructional methods including whole-group, small group, and individual activities.
   - OOS youth take part in activities similar to the JAG competencies related to work preparation.

6. Leadership development opportunities –
   - JAG participants are part of the Career Association, the student-led extracurricular portion of the JAG program. Membership gives the JAG student opportunities to develop and implement community service activities throughout the schools and communities.
   - OOS youth are exposed to leadership opportunities through Work Experience (WEX) Bootcamp, a preparation for a WEX. Bootcamp curriculum includes skills such as decision making, time management, goal setting, financial literacy, social media use, and job retention skills.

7. Supportive services –
   - JAG supportive services may include youth performance incentive for graduation.
   - Out-of-school youth supportive services may include incentive for HSE completion, HSE test fees, and/or OJT opportunities.

8. Adult mentoring –
   - JAG Specialists, Coordinator, and Manager are actively involved in mentoring JAG graduates in the 12-month period following graduation.
   - Case managers are actively involved in mentoring OOS in the 12-month period following exit. Recognizing the tremendous barrier faced by the OOS youth, the Youth Committee of the Board is working on a plan to engage local business leaders and employees as individual youth mentors.

9. Follow up services –
   - During follow-up, JAG staff connect with participants who did not graduate and are not attending college or are employed. To ensure successful outcomes, referrals are made to alternative education, adult education, and WorkOne services. The 12-month follow up phase is critical to program performance and JAG National 5 of 5 standards.
   - OOS are also followed for the 12-month period. OOS staff connect with participants to ensure the availability of needed services. Again the 12-month period is critical to program performance.

10. Comprehensive guidance and counseling -

- Frequent guidance and counseling is vital to youth success; part of guidance and counseling is appropriate referrals to community resources.
- Both JAG specialists and OOS staff provide guidance regarding career choices and employment while referring youth to community resources.

11. Financial literacy education –
- JAG classrooms promote budget writing, smart shopping, researching the costs of rentals, mortgages, and new and used cars.
- For OOS, financial literacy is a large part of the Bootcamp before a work experience; it covers managing money, wise purchases, bill paying, learning about credit and opening bank accounts.

12. Entrepreneurial skills training –
- In the JAG classroom, local businesses share the rewards and difficulties of maintaining a business while also conveying the skills needed to successfully operate a business.
- Thinking creatively, interpersonal skills, personal characteristics, budget development, and effective communications are a part of the entrepreneurial skills presented in the WEX Bootcamp.

13. Labor market and employment information about in-demand industry –
- JAG participants must register in both Indiana Career Connect and complete Indiana Career Explorer. These two sites provide local and state labor market information.
- OOS youth staff utilize ICC and ICE along with ONet to discuss various career pathways, average wage, demand for occupations, and skills/knowledge/values needed in various industries.

14. Transition to post-secondary education/training activities –
- JAG participants must complete the FAFSA. Field trips provide visits to local college and universities.
- Youth staff support insight into training for occupations through a career research packet. Staff also campus encourage clients to attend college campuses to speak with admission offices and take tours.

Youth budget allocation –
As WIOA regulations focus on the priority of out-of-school youth and work-based learning, the region changed focus to meet the youth budget allocation of 25% ISY and 75% OOS. GSIW will continue to move closer each program year to meet both the ISY and OOS percentages and the 20% work-based learning for youth programming. The current service provider along with the fiscal agent include this youth budgeting in monthly reports.

Both ISY and OOS programs are evaluate on multiple levels:
- Monthly enrollments
- Active case load numbers
- Post-secondary training
- Work experience numbers
- HSE obtainment
- Database documentation
- Job placements and
- For JAG, 5 of 5 metrics

Strengths of youth services include:
- More monetary resources for OOS
- Increased employer involvement with WEX
- Increased appropriateness of OJT for OOS
- Improved youth outcomes through JAG
- STEM Challenge for JAG students
- Career Development Conference participation with JAG

Weaknesses of ISY and OOS youth services include:
- Rural areas with transportation issues affect participation.
- Technology access outside the classroom affects participation.
- Employers continue to accept employees without a diploma or HSE.

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

ISY and OOS programs succeeded in different approaches. Concentrating on the most successful practices, GSIW will focus on:
- In-school JAG program with employment and/or education goals
- Co-enrollment of credit recovery youth at an alternative education site with short-term training and employment goal
- Out-of-school youth completion of the HSE with training and/or employment goal
- Work experience
- On-the job training
- OJT specialist
- Combination of a WEX and and OJT for eligible youth
- An annual Youth Committee-sponsored Youth Conference covering relevant topics such as employer hiring concerns for youth and youth resiliency

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

Grow Southwest Indiana Workforce ensures that training provided is linked to in-demand industry sectors through:
- Utilization of the INTraining website

- o Job seekers – Local staff may direct clients to this site to research approved training programs, curriculum of training programs, and costs of training resulting in customer choice.
- o Training providers – Local staff may direct potential training providers to INTraining for provider approval, training approval by location, and support for regional need for training.
- Career counseling informed by labor market information
- Utilization of a Career Research packet
- Utilization of ONet
- Utilization of Hoosiers by the Numbers website

Individual training accounts (ITAs) specify the mechanisms for payment of training expense to eligible training providers to the training of individuals using WIOA funds or other grant funding. Training services are expected to meximize customer choic in selectionof training program. For training eligibility, customers must:

- Have a comprehensive assessment and an IEP
- Test at reading and math level conssitent with the requiremtns for theoccupatio chosen for training.
- Complete a standardized occupational skills assessment to ensure the customer's interest, values, and abiities match the stated training goal
- Complete a labor marker study for the desire occupation to fully understand the requirements of the occupation and local demand.
- Apply for all available grant and scholarships, but will not be asked to seek loans. If the customer otains a loan, the appropriate WorkOne staff will discuss the impact of such loans as a part of exellent career counseling.

Selection of an approriate training goal –

- Training is limited to approved training programs and location on the INTraining list.
- The appropriate WorkOne staff will forward a copy of the ITC to the WDB staff.
- Duration of an ITA will be for one program year. At the end of each program year, the ITA must be closed. If the training program spans another program year, an additional ITA must be completed and submitted.
- Each customer can be awarded up to $4500.00 for tuition per program year. If the training costs exceeds $4500.00 and a rationale can reasonably explain the need, a process exists to obtain approval for the additional cost.

4.9 Describe how Jobs for Hoosiers and RESEA activities are coordinated and carried out in the local area and how these activities will be incorporated into WIOA programming.

The federal/state UI program is an important core service in the comprehensive workforce system. Beginning in 2015, the program is a voluntary RESEA program directed to UI claimants most likely to exhaust benefits under the method established for the state WPRS program and transitioning veterans. RESEA requirements must include:

- UI eligibility assessment and referral to adjudication, as appropriate
- Requirement for the claimant to report to an AJC
- The provision of labor market and career information that addressed the claimant's specific needs
- Registration with the state's job bank
- Orientation to AJC services
- Development or revision of an individual reemployment plan that include work search activities, accessing services provided through an AJC, or using self-service tools, and/or approved training to which the claimant acknowledges agreement
- Referral to at least one reemployent servie and/or referral to training if appropriate to the individual's needs.

Those excluded from the RESEA program:
- Those who have a definite return-to-work date
- Claimants who secure work only through a union hiring hall
- Claimants who are in approved training

Additionally:
- All eligibility issues must be referred to UI merit staff for adjudication, as appropriate.
- WIOA combines basic and individualized services into one categoroy – career services,a nd consequently does not require a sequence for service delivery. This allows for quicker access to appropriate career services.
- The same staff are to deliver bothe the require RESEA activities and some of reemployment services of WIOA.
- Region 11 capitalizes upon this ability to integrate RESEA with WIOA at the earliest opportunity.
- WIOA staff are trained in RESEA service delivery.

4.10 Describe strategies to engage workers and employers impacted by the COVID-19 pandemic and how services will be provided.

As a recent webinar speaker stated, "nothing has been untouched by COVID-19." The impact of the COVID-19 pandemic to health and to the economy in Region 11 is both direct and significant including, but not limited to:
- mandated closures for non-essential businesses
- work-at-home orders
- furloughs
- reduction in work hours
- layoffs, and
- permanent closures.

Initial unemployment claims combined with ongoing claims substantially increases the immediate need for WorkOne Southwest services that offer career counseling, job search, and job placement assistance

in order to return either to the previous industry or train and prepare for a new industry. The COVID-19 crisis affects multiple industry sectors, especially Manufacturing, Hospitality, Food and Beverage, Retail, and agencies/organizations that serve the elderly populations. While providing flexibility that employees in hospitality, retail, and food service may desire, employees laid off due to the COVID-10 public health emergency may take this opportunity for education and training to transition into careers that offer higher wages, health benefits, and advancement prospects if training and education is short-term. As employees move home to maintain remote work, online training takes on new meaning and importance. Acceptance of remote work adjustments will hopefully drive increased acceptance of online training.

Multiple recruiting methods may be utilized including but not limited to:
- social media
- survey
- training provider contact
- mass emails
- caseload review
- WIOA partner notification and meeting
- RESEA, and the
- Digital partner referral system.

Self-employed and contract workers in multiple customer service industries have been affected by closure or may eventually decide to close. In addition, regional data identifies a category of "other"; numbers of the dislocated workers in this category exceed all other categories. For this reason, we are conducting a survey to gage the level of pre-employment services for individuals who do not plan to return to previous employment or take this opportunity to choose another career path.

We have also communicated with businesses and training providers. In the last two months, one region-wide long-term healthcare facility confirmed a need for phlebotomists and pharmacy technicians. An online medical training provider communicated with the region and will host a webinar for all WorkOne staff to better serve our customers who seek remote training.

Barriers to remote training may include:
- basic skills deficiencies and a need for Adult Basic Education
- computer literacy skills
- access to online training
- lack of technology
- lack of basic job readiness skills
- Need for clinical training spaces

Region 11 is conducting and will continue to conduct an Employment Recovery Survey to identify potential participants who indicate that they will not be returning to previous work, need an HSE, are interested in training, or plan to change occupations. This will assist staff contact with potential clients.

In addition, there is a potential increase of partnership with the Promise Zone for financial literacy through the Fair Shot program, a credit counseling and debt recovery program.

Section 5: Compliance

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

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

Contracts and sub-grant process:
- A Request for Proposal is issued with announcement in all local newspapers, published on DWD's website and WorkOne Southwest's website, sent to other interested parties including entities that have previously responded to the RFP.
- Award is made for a two-year contract with an option at the Board's discretion to extend an additional year
- Within the RFP:
  - Due date
  - Copy instructions
  - Timeline including a Bidder's Conference
  - Proposal opening date
  - Planned decision date of contract award
  - Planned contract start date
- Lobbying is strictly prohibited
- No bidder including Board members, employees, or other agents shall contact the Board members or staff after the release of the RFP to secure favorable treatment with regard to the awarding of a contract.
- At an appointed time, each bidder will present their proposal to the Executive Committee and interested Board members.
- Proposals are scored based on the RFP proposal evaluation critera.
- Based upon the scores, a recommendation is to the Executive Committee and the recommendation is taken to the Board for final approval.
- Final negotiation with the selected service provider are conducted after final approval.

JobWorks, Inc. holds the current Adult, Dislocated Worker, and Youth contract for Region 11. Copies of contracts are attached in this plan as Exhibit 1.

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

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

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

- **Executive Committee** is composed of Board Officers and Chairs of the standing committees. *Chaired by Makenzie Coulter.*
- **Finance Committee** is charged with overseeing the funds provided to Region 11 with support from the fiscal agent, Crowe LLC. *Chaired by Lawrence Taylor.*
- **Operations Committee** is charged with overseeing the implementtion of the policies set forth by DWD and tracking performance. *Chaired by Stephanie Norrick.*
- **Business Committee** is charde with overseeing and implementing intiatives to assist business and industry in the region. *Chaired by Brittney Kirwer.*
- **Youth Committee** is charged with overseeing and implementing programs that serve in-school and out-of-school youth. *Chaired by Makenzie Coulter*.
- **Human Resource Committee** is charge with overseeing all benfits and personnel policies for the Board staff. *Chaired by Amy O'Dell.*

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

Linda Jones
Grow Southwest Indiana Workforce Board Inc.
4600 Washington Avenue Suite 113
Evansville, IN 47714
Phone (812) 424-4473 X 112

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

Crowe LLP has served as the Fiscal Agent for Grow Southwest Indiana Workforce Board since 2007. As Fiscal Agent, Crowe conducts financial monitoring of all contracts. Crowe assists when the Board is monitored by the Department of Workforce Development and the Department of Labor.

5.6 Indicate the negotiated local levels of performance for the federal measures. [WIOA Sec. 108 (b) (17)]

LOCAL LEVELS

Local Negotiated Levels of Performance		
Performance Indicator	**Negotiated Level**	
	PY 2020	**PY 2021**
ADULT		
Employment Rate 2nd Quarter after Exit	82.9%	82.9%
Employment Rate 4th Quarter after Exit	79.3%	79.3%
Median Earnings 2nd Quarter after Exit	$5,923	$5,923
Credential Attainment within 4 Quarters after Exit	58%	58%
Measurable Skills Gain	60.4%	60.4%
Effectiveness of Core Programs Serving Employers		
DISLOCATED WORKERS		
Employment Rate 2nd Quarter after Exit	81.6%	81.6%
Employment Rate 4th Quarter after Exit	81%	81%
Median Earnings 2nd Quarter after Exit	$7,237	$7,237
Credential Attainment within 4 Quarters after Exit	49%	49%
Measurable Skills Gain	55.7%	55.7%
Effectiveness of Core Programs Serving Employers		
YOUTH		
Employment Rate 2nd Quarter after Exit	80%	80%
Employment Rate 4th Quarter after Exit	77.7%	77.7%
Median Earnings 2nd Quarter after Exit	$3,341	$3,341
Credential Attainment within 4 Quarters after Exit	62%	62%
Measurable Skills Gain	50.3%	50.3%
Effectiveness of Core Programs Serving Employers		

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

Previously, Region 11 was the site of a pilot program for cross training of staff, technical assistance, and use and sharing of information between Vocational Rehabilitation and the WorkOne system. Staff of both entities received an overview of the scope of work for each in training times; training has highlighted common data and entity-specific data. Whereas VR evaluates individuals who are referred or request evaluation, other organizations such as WorkOne help find employment. VR has more capacity for provision of workplace accommodations/equipment. No longer a "pilot" effort, Grow Southwest Indiana Workforce continues a close relationship with VR through a mandated board member and partnership. A designated contact works with Board staff to share agency information and needs. The Partner Referral System is utilized to refer between the agencies.

5.8 Describe the process for getting input into the development of the local plan in compliance with WIOA section 108(d) and providing public comment opportunity prior to submission. Be sure to address how members of the public, including representatives of business, labor organizations, and education were given an opportunity to provide comments on the local plans. If any comments received that represent disagreement with the plan were received, please include those comments in Exhibit 3 attached to this Local Plan. [WIOA Sec. 108 (b) (20)]

- Once the first draft of the local plan is completed, Board staff review appropriate sections for inclusion, exclusion, and additional recommendation of information.
- This draft of the local plan is submitted to Board committee members for review and comment at the November 2020 committee meetings.
- With committee approval, the local plan will be presented to the Board at the December 2020 Board meeting.
- With approval of the Board at the December meeting, the local plan will be published for public comment for 30 days.
- Final approval of the plan is scheduled for the January Board meeting and submitted to DWD on January 29, 2021 with Exhibit 3 -public comments.

5.9 Describe the board's process, frequency and schedule for monitoring adult, dislocated worker and youth services, including who conducts monitoring visits for your agency, training these staff receive on monitoring or site evaluation, and a listing of all upcoming planned or scheduled monitoring visits, all forms used during the review process and in Exhibit 4 attached to this Local Plan. [WIOA Sec. 108 (b) (22)]

Grow Southwest Indiana Workforce monitoring is an ongoing process:
- Client services are monitored at all point of contact including database changes, receipt of education cost agreement, and receipt of credentials.
- Formal monitoring required by WIOA is conducted at a minimum annually. At least 10% of client files are reviewed. Program Year 20 monitoring began in November 2020.
- During the regional monitoring, the Operations Team initially informs the service provider and other appropriate supervisors. A notification is sent stating the annual monitoring start date and tentative end date, the time of desk review of case managers, and report.
- In desk review, case manager caseloads are reviewed in ICC and errors and concerns are noted. The review includes data validation requirements, accurate document storage, service provision, case management documentation, and customer progression to employment and retention.
- If site visits are scheduled, the center manager is informed of the site visit date and time.
- Youth paper files are expected to be present for monitoring during the site visit.
- During the site visit, WDB staff review the site for facility safety, the employee-client communication, the services offered, the government signage (veterans, work laws), dress codes, and ensure all policies and procedures are followed.
- Region 11 utilizes a simple grid to record findings, check required file items, and note general issues common to all WorkOne staff. Each client reviewed has a monitoring check list. See Exhibit 4.
- A report is compiled of findings, observations, and good practices noted in the review. This report is submitted to the service provider manager, the service provider CEO, and the Executive Director of the Board.
- Office managers and service provider submit a response that addresses the corrections that were reported. A response to the report is expected not later than 10 business days from the date of submission to the service provider and local managers. An electronic copy is acceptable to the Operations Manager.
- Screen copies of ICC corrections are required to validate the correction.

Regional training:
- Generally presented on Wednesdays during a session called Team Time, this training time covers new information, reminders, standard operating procedures, general case management training, and topics requested by WorkOne staff.
- Annually, a comprehensive WorkOne training is presented at Team Time. For the Program Year 2020, this will be a virtual event after the November update and December 7 launch date for ICC updates.
- Monitoring staff are trained in the following ways:

- Operations Manager – Continuing management leadership development courses, diversity, target populations, local agency trainings
- Performance monitoring staff – MIS meetings, IDWD trainings, e.g. webinars, state regional trainings
- Professional development workforce webinars
- The Performance Monitoring Specialist is now the MIS Chair for the group statewide.

Monitoring schedules, monitoring forms, and sample report: See Exhibit 4.

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

Youth staff receive professional development on various levels and by varied delivery methods:
- Annual State JAG training
- JAG refresher training
- OOS youth training at state trainings
- OOS Youth Summit; November 18, 2020 virtual meeting
- IYI online seminars
- Annual regional WIOA youth training
- Continued training of eNDMS
- Available online webinars suggested by DWD
- Team Time trainings

With an intensified focus on adult education and OOS youth, all staff may serve both adult and youth customers.

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

SOP 08-07 Smoke Free WorkOne Centers and Express Sites
SOP 08-09 Record Retention 2
SOP 08-11 Document Shredding and Confidentiality Policy approved 2-25-09
SOP 08-13 Lactation Support Policy Approved 02-25-09
SOP 08-17 Limited Personal Use of State Resources Approved 02-25-09 (update?)
SOP 11-07 Supportive Services Policy (write to 2016)
SOP 11-08 Dress Code Policy
SOP 12-01 Media Inquiry Policy (revision 10-27-2017 and 10-28-18)
SOP 12-02 Social Media Usage Policy (waiting for update?)
SOP 12-03 WorkOne Brand Policy (update?)
SOP 15-01 Work Experience
SOP 15-03 On-the-Job Training

SOP 15-05 Customer Flow Policy [(see SOP 20-03 User Experience (formerly Customer Flow) as SOP 20-03]

SOP 15-06 Regionally Elected Youth Barrier

SOP 15-07 Incumbent Worker

SOP 15-08 Rapid Response Activities

SOP 15-09 Confidential and Privileged Information

SOP 15-11 Property Management

SOP 15-12 Electronic Participation in Meetings

SOP 16-04 Nepotism

SOP 16-06 Sectarian Activity

SOP 16-07 Reporting Procedures for suspected Violations in Grant Administration Resources

SOP 16-08 Sub-Recipient Monitoring

SOP 16-09 MOU and Infrastructure Sharing (see 19-03)

SOP 16-10 Priority of Service for Veterans and Eligible Spouses

SOP 16-11 Required Roles and Responsibilities of DVOP and LVER Veteran Representatives

SOP 16-12 Dislocated Worker Guidance for Category "A" Eligibility

SOP 17-01 Procurement

SOP 17-02 EO and Non-discrimination

SOP 17-03 Selective Service Registration

SOP 17-04 EPTL

SOP 17-05 Youth Eligibility

SOP 17-06 Conflict of Interest

SOP 18-01 ITA

SOP 18-02 WorkIndiana Change 1

SOP 18-03 Managerial Structure

SOP 18-04 Youth Work Experience

SOP 18-05 Educational Functional Level Assessment Policy

SOP 18-06 Youth Program Elements

SOP 18-07 Regional Performance Metrics and Supports Grants

SOP 19-02 State Performance Metrics

SOP 19-03 Memorandum of Understanding and Infrastructure and Additional Costs

SOP 19-04 Local Workforce and CEO

SOP 19-05 Required Roles and Responsibility of Disabled Veteran Outreach Program and Local
         Veteran's Employer Representative Staff

SOP 20-01 WIOA Adult Priority of Service

SOP 20-03 User Experience (formerly Customer Flow) pending approval December 4, 2020

SOP 20-04 TAA Co-Enrollment pending approval December 4, 2020

	Program Participants	Program Funding (WIOA)	Additional Funding (State)	Additional Funding (Federal)	Total Budget	Budget per Participant	Explanation (Optional)
WIOA Adult	850	$569,417			$569,417	$669.90	
Dislocated Worker	508	$784,016		$938,217	$1,722,233	$3390.22	RESEA/Disaster RR/ WRG/ER-DWG
Youth (In School)	360	$285,658	$610,073	$172,800	$1,068,531	$2968.14	9 schools
Youth (Out of School)	160	$428,487			$428,487	$2678	
ABE					$0		
WorkINdiana					$0		
Wagner-Peyser				$60,000	$60,000		Business Services
Veterans (Overall)					$0		

Each program should reflect <u>all</u> participants enrolled, regardless if they are co-enrolled in another program. Explanations of projections are encouraged.
Note: $650,025 Employment Recovery Dislocated Worker Grant funding is included and has been awarded but not in a grant at this time.
$115,200 Pre-ETS youth funding is included but not in a grant at this time.