

Program Years 2022 & 2023
Workforce and Innovation Opportunity Act
(WIOA)
Local and Regional Plan Modification
Cover and Signature Page

Region 4 Workforce Board

Local Plan

September 30, 2022

Attachment A – Planning Template

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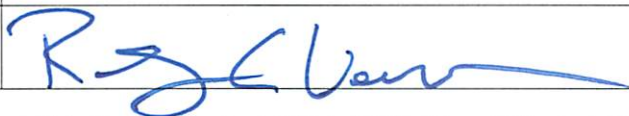
**Please update the Table of Contents prior to sending the plan to DWD.*

Workforce Development Board (WDB) Local/Regional Plan Modification Approval


WDB/Region #	4		
WDB Chair	Mr. Randy Vernon		
WDB Executive Director	Mr. Roger Feldhaus		
One Stop Operator	JobWorks, Inc		
Adult Service Provider(s)	JobWorks, Inc Rebecca Griffiths	Phone	260-410-0869
		Cell	
		Email	rgriffiths@jobworksinc.org
Youth Program Manager/Lead Staff	JobWorks, Inc Terri Simons	Phone	
		Cell	574-304-6579
		Email	tsimons@workonewestcentral.org
Youth Service Provider(s)	JobWorks, Inc Rebecca Griffiths	Phone	260-410-0869
		Cell	
		Email	rgriffiths@jobworksinc.org

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.

Modification approved - Local Workforce Development Board Chair

Name:	Mr. Randy Vernon		
Title:	Region 4 Workforce Board Chair		
Signature:		Date:	9/28/2022

Modification approved - Regional Chief Local Elected Official/Chief Local Elected Official

Name:	Mayor Tony Roswarski		
Title:	<i>Mayor</i>		
Signature:		Date:	9/28/2022

Optional Executive Summary

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

The Workforce Innovation and opportunity Act of 2014 (WIOA) is designed to help job seekers succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Compared to its predecessors, WIOA focuses more heavily on the needs of employers, while also taking into consideration the needs of job seekers and on creating globally competitive regional economies.

WIOA has six overarching goals:

- *Increase opportunities and access to employment, education, training, and support services for individuals to succeed in the labor market.*
- *Align workforce investment, education, and economic development into a comprehensive, accessible, and high-quality regional workforce development system.*
- *Improve the quality and labor market relevance of the system's efforts to provide workers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages and provide employers with skilled workers to succeed in the global economy.*
- *Promote improvement in the structure and delivery of services through the system to better address the skill needs of workers, job seekers and employers.*
- *Increase the prosperity of workers and employers, the economic growth of communities, regions and states, and their global competitiveness.*
- *Provide workforce investment activities through statewide and local workforce development systems that increase participants' employment, retention, and earnings, and attainment of recognized postsecondary credentials.*

There are three key principles in WIOA:

- **Program Alignment**—*through unified strategic planning across core programs and enhancing the role of State/Local Workforce Development Boards to develop/implement a Combined State Plan.*
- **Increased Accountability**—*through common measures across core programs and reporting and evaluation.*
- **Enhanced Service Delivery**—*through strengthened partnerships and investments in the one-stop (WorkOne) delivery system (including shared infrastructure costs among the partners) and engagement of employers and alignment of education and training activities through career pathways.*

Each state must have a structure that includes the Governor, a state workforce board, and designated local workforce areas (Region 4 is one of 12 such local areas in Indiana). Sub-state regions share a single labor market and economic development area and have sufficient resources (including education and training institutions) to administer activities under WIOA. The designation of local workforce service areas or economic growth regions is based on population centers (e.g., the Greater Lafayette and Greater Kokomo population centers), commuting patterns, land ownership, industrial composition, labor force conditions, and geographic boundaries. The Region 4 Workforce Service Area includes Benton, Carroll, Cass, Clinton, Fountain, Howard, Miami, Montgomery, Tippecanoe, Tipton, Warren, and White counties.

Each designated local area is organized through a partnership among the local elected officials and the local workforce development board, whose members are appointed by the Regional Chief Elected Official (RCEO) for Workforce Development. The RCEO is elected from among all county chief elected officials to represent them. Region 4's local elected officials have designated the Region 4 Workforce Board as their fiscal agent.

The Workforce Board and local elected officials create a One-Stop (WorkOne) System from all agencies within the regional community, including workforce and economic development, education (secondary and postsecondary, Career & Technical, and Adult Education & Literacy), State Employment Service, Vocational Rehabilitation, and Temporary Assistance for Needy Families. The Board and elected officials select a One-Stop (WorkOne) Operator, who acts as a liaison between the Board and WorkOne System service providers.

Here are some key terms commonly used in Region 4 Local Plan and their definitions:

- **System:** Network of required and optional partners, programs, centers, and service providers that collectively address the community's workforce development needs
- **One-Stop (WorkOne) Operator:** Agency that coordinates the partners for effective delivery of WorkOne Services
- **Partner:** Funding source/agency that enters a mutually beneficial working relationship, described within a Memorandum of Understanding, to enhance the local workforce development system
- **Program:** Collection of services designed to address a community need
- **One-Stop (WorkOne) Center:** A comprehensive physical location at which all workforce development services available in the region are accessible
- **Service Provider:** Agency that provides the career services or training services for the designated funding source(s)

The role of the Region 4 Workforce Board, the creator of this Local Plan document, includes the following:

- **Strategic Convener:** To engage community partners to promote and broker effective relationships between County Chief Elected Officials and economic development, education, and workforce development partners throughout Region 4
- **Identify community workforce development issues:** To continuously improve and strengthen the workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs to promote economic growth. This is done through the review of labor market information, demographic data, and talking with employers within key sectors
- **Address community workforce development issues:** To actively participate and collaborate closely with other workforce development system partners, including publicly and privately funded organizations, to integrate and align a more effective, job-driven system
- **Build an aligned and streamlined workforce development system:** To develop a comprehensive and high-quality system through collaboration with workforce, education, and economic development partners to improve and align employment, training, and education programs under WIOA

Reflected throughout this document are the Board's stated Values:

- Superior Customer Service
- Innovative Problem-Solving
- Skill Development and Enhancement
- Life-Long Learning
- Economic Success
- Improved Quality of Life through Strong Family Values
- Leadership in Regional Workforce Development
- Integrity and Accountability: "We get things done"

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)]

18 of the top 20 industries are in manufacturing.

Highest Industry Location Quotient

Top 20 Industries (4-Digit) in 12 Counties

NAICS	Description	2020 Jobs	2025 Jobs	Avg. Earnings Per Job	2020 Location Quotient	2025 Location Quotient
3336	Engine, Turbine, and Power Transmission Equipment Mfg	2,122	1,721	\$102,475	16.66	13.88
3363	Motor Vehicle Parts Mfg	11,552	10,200	\$102,317	15.88	13.51
3361	Motor Vehicle Mfg	4,916	6,453	\$81,474	15.54	17.13
3362	Motor Vehicle Body and Trailer Mfg	3,045	2,695	\$64,401	14.76	11.87
3253	Pesticide, Fertilizer, and Other Agricultural Chemical Mfg	679	976	\$110,013	13.10	17.43
3314	Nonferrous Metal (except Aluminum) Production and Processing	909	804	\$102,199	11.27	10.56
3112	Grain and Oilseed Milling	869	892	\$101,929	9.97	10.10
3313	Alumina and Aluminum Production and Processing	694	530	\$92,136	8.86	7.03
3326	Spring and Wire Product Mfg	464	461	\$64,519	8.33	8.41
3311	Iron and Steel Mills and Ferroalloy Mfg	820	832	\$113,667	7.23	7.76
3116	Animal Slaughtering and Processing	4,573	4,471	\$58,510	6.17	6.11
3351	Electric Lighting Equipment Mfg	324	174	\$88,445	5.51	3.13
3312	Steel Product Manufacturing from Purchased Steel	399	456	\$73,825	5.26	6.21
3141	Textile Furnishings Mills	325	305	\$41,819	5.04	5.32
3379	Other Furniture Related Product Mfg	215	126	\$49,179	4.58	2.51
9026	Education and Hospitals (State Government)	18,503	17,770	\$58,008	4.39	4.24
3259	Other Chemical Product and Preparation Mfg	469	677	\$110,925	4.18	6.02
4882	Support Activities for Rail Transportation	200	229	\$54,866	4.11	4.84
3111	Animal Food Mfg	338	463	\$63,574	3.69	4.60

3324	Boiler, Tank, and Shipping Container Mfg	439	397	\$77,039	3.60	3.34
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Source: Lightcast 2022.2 – OCEW Employees, Non-OCEW Employees, and Self-Employed

Fastest Growing Industries

Top 20 Industries (3-Digit) in 12 Counties

NAICS	Description	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Avg. Earnings Per Job	2021 Payrolled Business Locations
722	Food Services and Drinking Places	15,698	18,628	2,931	19%	\$20,066	943
541	Professional, Scientific, and Technical Services	5,601	6,436	835	15%	\$72,480	833
325	Chemical Manufacturing	1,556	2,232	676	43%	\$110,739	23
621	Ambulatory Health Care Services	6,881	7,434	553	8%	\$70,903	575
624	Social Assistance	4,674	5,222	549	12%	\$30,750	193
813	Religious, Grantmaking, Civic, Professional, and Similar Org	5,139	5,687	549	11%	\$24,777	165
238	Specialty Trade Contractors	7,226	7,767	541	7%	\$61,375	627
812	Personal and Laundry Services	2,614	3,059	445	17%	\$31,071	244
311	Food Manufacturing	8,377	8,820	443	5%	\$62,081	66
622	Hospitals	7,651	8,067	416	5%	\$75,171	29
713	Amusement, Gambling, and Recreation Industries	1,151	1,552	401	35%	\$20,947	99
492	Couriers and Messengers	1,129	1,502	373	33%	\$42,499	24
611	Educational Services	2,224	2,574	350	16%	\$30,427	74
488	Support Activities for Transportation	768	1,092	325	42%	\$49,405	33
237	Heavy and Civil Engineering Construction	938	1,213	275	29%	\$84,759	54
452	General Merchandise Stores	5,455	5,620	164	3%	\$30,091	128
423	Merchant Wholesalers, Durable Goods	3,142	3,295	153	5%	\$76,042	290
327	Nonmetallic Mineral Product Manufacturing	536	684	148	28%	\$72,205	28
721	Accommodation	901	1,046	145	16%	\$23,718	102
811	Repair and Maintenance	2,157	2,296	139	6%	\$46,376	323

Source: Lightcast 2022.2 – OCEW Employees, Non-OCEW Employees, and Self-Employed

Fastest Growing Occupations

SOC	Description	2020 Jobs	2025 Jobs	2020 - 2025 Change	2020 - 2025 % Change	Median Hourly Earnings
35-3000	Food and Beverage Serving Workers	10,954	12,510	1,556	14%	\$9.38
35-2000	Cooks and Food Preparation Workers	4,327	4,932	605	14%	\$10.99
53-3000	Motor Vehicle Operators	6,393	6,819	425	7%	\$19.51
47-2000	Construction Trades Workers	7,009	7,381	372	5%	\$21.77
13-1000	Business Operations Specialists	4,650	4,997	346	7%	\$28.72
49-9000	Other Installation, Maintenance, and Repair Occupations	6,132	6,476	344	6%	\$22.40
53-7000	Material Moving Workers	11,218	11,558	340	3%	\$15.29
31-1100	Home Health and Personal Care Aides; and Nursing Asst, Orderlies, and Psychiatric Aides	5,624	5,917	293	5%	\$12.60
29-1000	Healthcare Diagnosing or Treating Practitioners	7,131	7,396	265	4%	\$35.34
11-9000	Other Management Occupations	6,414	6,678	264	4%	\$29.20
35-9000	Other Food Preparation and Serving Related Workers	1,385	1,648	263	19%	\$9.38
15-1200	Computer Occupations	2,950	3,193	243	8%	\$33.28
35-1000	Supervisors of Food Preparation and Serving Workers	1,419	1,658	239	17%	\$16.39
21-1000	Counselors, Social Workers, and Other Community and Social Service Specialists	3,496	3,728	233	7%	\$20.17

37-2000	Building Cleaning and Pest Control Workers	5,320	5,539	219	4%	\$12.51
11-1000	Top Executives	2,858	3,045	187	7%	\$37.42
51-3000	Food Processing Workers	2,137	2,303	165	8%	\$15.46
17-2000	Engineers	2,866	3,031	165	6%	\$41.40
39-9000	Other Personal Care and Service Workers	2,462	2,617	155	6%	\$11.10
39-5000	Personal Appearance Workers	1,330	1,482	152	11%	\$12.62

Source: Lightcast 2022.2 – QCEW Employees, Non-QCEW Employees, and Self-Employed

Due to Covid 19 issues and many of the hospitality companies being shut down, it's obvious that as their workforce returns, they will have the highest increases in employment change.

As we look at the projected growth, the big industry focus is still on Manufacturing, Warehouse & Distribution, and Healthcare. Growing occupations are ones that support those three industries along with Construction and Agricultural occupations.

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)]

Many of the occupations require either a High school diploma or equivalent or a Postsecondary nondegree award.

Top Common Skills
Communications
Customer Service
Management
Sales
Operations
Valid Driver's License
Leadership
Lifting Ability
Problem Solving
Detail Oriented
Planning
Professionalism
Time Management
Interpersonal Communications
Computer Literacy
Research
Basic Math
Coordinating
Written Communication
Organizational Skills

Source: Emsi

Skills in Demand for EGR 4

Rank	Skill Title
1	Apply Good Listening Skills
2	Follow Detailed Instructions

3	Exercise Leadership
4	Follow And Give Instructions
5	Work As A Team Member
6	Maintain Safe Work Environment
7	Manage Time Effectively
8	Make Decisions
9	Serve Customers/Clients
10	Use Computer
11	Receive Payments & Make Change
12	Follow Customer Instructions
13	Organize & Work With Detailed Office Or Warehouse Records
14	Follow Government Regulations
15	Use Computer Keyboard
16	Apply Health/Sanitation Standards
17	Keep Records And Maintain Files
18	Apply Patient Care Procedures
19	Use Computers To Enter, Access & Retrieve Client Data
20	Apply Sanitation Practices To Health Care

Source: Indiana Department of Workforce Development - Research and Analysis

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)]

Local Area Unemployment Statistics

Geography	Year	Month	Labor Force	Employed	Unemployed	Rate
EGR 4 , IN	2019	Annual Average	254,432	246,342	8,090	3.2
EGR 4 , IN	2020	Annual Average	244,531	227,246	17,285	7.1
EGR 4 , IN	2021	Annual Average	242,383	233,675	8,708	3.6
EGR 4 , IN	2022	January	240,173	234,288	5,885	2.5
EGR 4 , IN	2022	February	244,435	237,868	6,567	2.7
EGR 4 , IN	2022	March	244,314	237,429	6,885	2.8
EGR 4 , IN	2022	April	243,676	238,336	5,340	2.2
EGR 4 , IN	2022	May	246,666	240,300	6,366	2.6

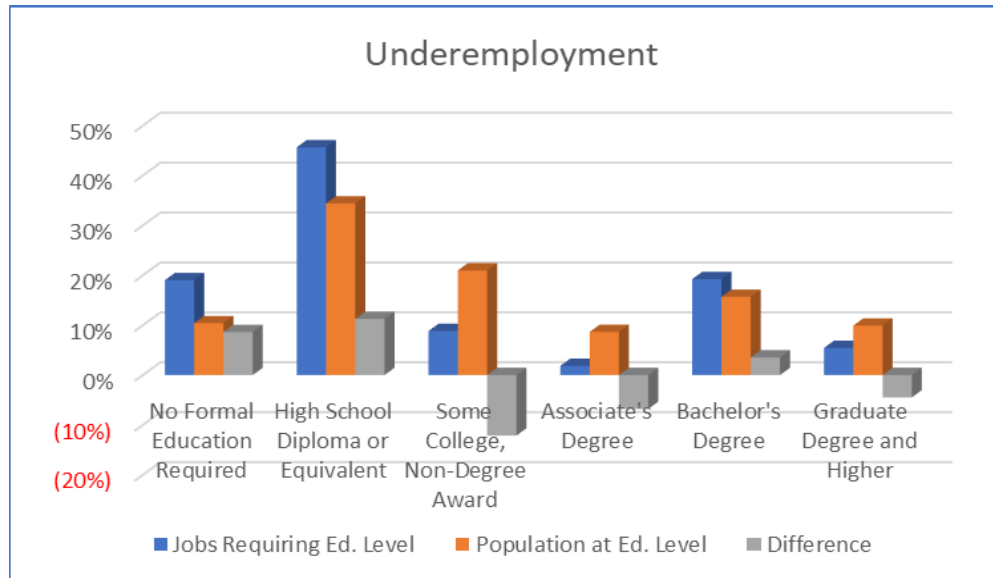
This table was produced by Indiana Department of Workforce Development

Educational Attainment by Level

Education Level	2020 Population	2025 Population	2020 % of Population	2020 State % Population	2020 National % Population
Less Than 9th Grade	10,647	9,991	3%	4%	5%
9th Grade to 12th Grade	24,452	24,646	7%	7%	7%
High School Diploma	115,304	115,269	35%	33%	27%
Some College	69,607	72,098	21%	20%	20%
Associate degree	28,320	30,687	9%	9%	9%

Bachelor's Degree	50,981	56,917	15%	17%	20%
Graduate Degree and Higher	32,367	35,529	10%	10%	13%
	331,677	345,137	100%	100%	100%

Source: Emsi



Source: Emsi

Income and Poverty	Number	Rank of 12	Percent of State	Indiana
Per Capita Personal Income (annual) in 2020	\$43,389	10	83.60%	\$51,926
Welfare (TANF) Monthly Average Families in 2021	457	5	7.10%	6,453
Food Stamp Recipients in 2021	45,517	6	7.10%	636,675
Free and Reduced Fee Lunch Recipients in 2019/2020	38,451	6	7.60%	507,739

Sources: U.S. Bureau of Economic Analysis; U.S. Census Bureau; Indiana Family Social Services Administration; Indiana Department of Education

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 Statement: The Region 4 Workforce Board is more than just a board. We are unrelenting builders of options to develop skills and knowledge of diverse peoples, firms, and future entrepreneurs. We

envision a region where skills and knowledge are highly valued as pathways to personal wealth, as well as to unite regional economic growth. We envision a region where family values and quality of life are key parts of the fabric of our community. Our region will be known for its innovation, will be a national model for workforce development, and will be bursting with opportunity that will catalyze and transform our region's economy.

Goals:

- *We will realign/refocus the current workforce to meet employer work skill and work behavior demands.*
 - *We will continue to develop at least one (1) sub-sector partnership.*
 - *We will ensure workers are prepared with foundational skills.*
 - *We will know employer/employee needs (salaries and benefits, scheduling, transportation and childcare) to assist employers with retention.*
 - *We will frequently monitor and understand employer work skill and work behavior demands (including those of new employers).*
- *We will realign/refocus the emerging, future workforce to meet the employer work skill and work behavior demands.*
 - *We will ensure that youth have information about careers and methods to determine how they fit within them.*
 - *ISY – Support and engage in Youth Summit type activities*
 - *ISY – Engage youth in Manufacturing/Trades/Health Days/Camps*
 - *ISY – Engage youth in STEM activities directly and as volunteers in younger youth STEM activities*
 - *ISY – Develop internships*
 - *OSY – Provide labor market information and career advising*
 - *OSY – iWorks program allows for youth to explore careers*
 - *OSY – **Work-based learning activities that include internships, on-the-job training, apprenticeships and Job Shadowing opportunities***
 - *OSY – Hands on Trades Day*
 - *We will ensure workers are prepared with foundational skills. This will include supporting technical skills training that incorporates behavioral skills development and work and learn opportunities, especially for out-of-school youth.*
 - *ISY – Provide Jobs for America's Graduates Programs*
 - *OSY – Provide intensive work ethic training coupled with **work-based learning components***
 - *OSY – Partnering with Adult Education and occupational skills training to provide work and learn*
 - *In collaboration with regional community stakeholders, CTE Districts, AE Providers, LEDOs, and postsecondary institutions we will develop and promote (to parents, educators and in-school and out-of-school youth) career pathways with multiple on- and off-ramps for in-school and out-of-school youth to pursue.*
 - *ISY – Provide information on work-based learning opportunities*
 - *ISY – Collaborate with secondary and post-secondary to co-create opportunities*
 - *OSY – Develop Internships and On the Job Training opportunities*
 - *OSY – Support Post-secondary training*
- *We will support initiatives that provide career opportunities for underutilized and incumbent workers that will meet employer work skill demands.*

- We will provide incumbent worker skills training.
- We will provide return-to-school/college completion services to college stop-outs.
- We will provide re-entry services to recently returned veterans.
- We will provide re-entry service to ex-offenders.
- We will provide job entry services to individuals with disabilities.
- We will collaborate with and convene strategic stakeholders, local partners, businesses, groups, and agencies to leverage resources and opportunities to meet employer work skill and work behavior demands.
 - We will identify and address the key workforce development issues within the region.
 - We will establish and maintain a region-wide service listing and analyze/address gaps/duplications.
 - We will understand and utilize the resources to meet employer and job seeker needs.
- We will obtain adequate funds to carry out the initiatives of the organization through leveraging and procuring new funds.
 - We will explore public funding sources.
 - We will explore private funding sources.
 - We will leverage funds whenever possible.
- We will have a regional identity.
 - We will market and publicize the region as a whole and each county within it.
- We will address board member transition and succession planning.
 - We will align board development with the strategic vision.
 - On an ongoing basis, we will develop a pool of potential board officers.
 - On an ongoing basis, we will develop a pool of potential board member successors.
 - We will build board ownership.

The Region 4 Board's vision aligns with the Governor's Workforce Cabinet (GWC) in that both

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.

acknowledge workforce development's significant role in economic development. In fact, both vision statements could be interpreted to equate workforce with economic development. Furthermore, the

Region 4 Board's vision for the quality of life of its residents depends on their acquisition of the skills and knowledge necessary for success in life, as does the Cabinet's vision.

When the Board's vision speaks of building options to develop the skills and knowledge of its workforce, it supports the State's vision of a place where businesses will find an educated and skilled workforce necessary to compete in the global economy. When the Board's vision/mission speaks of promoting and supporting skills development and life-long learning as a means of achieving economic success and quality of life for its residents, it supports the State's vision of its citizens having access to the information, education, and skill required for career success.

2.3 Describe how the board's goals contribute to each of the five GWC goals.

https://www.in.gov/gwc/files/Indiana%20Strategic%20Workforce%20Plan_Draft_2.6.2020.pdf

The GWC's strategic plan includes several 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.

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 be successful. We must include an intergenerational approach to communicating, offering, and delivering services 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 to achieve social and economic mobility.

The Region 4 Board's goal statements reflect the understanding that it has two basic commitments to jobseekers: 1) provide a clear view of regional career opportunities that match their needs and abilities and 2) develop an individualized career plan, including an education/training pathway and access to the resources that support the goal of employment in high-demand occupations. The goal statements further reflect that these commitments are being undertaken in concert with multiple partners, programs, and funding sources. The Board's goals emphasize the development of career pathways in collaboration with system partners with the understanding that all partners have a stake in the worker-/student-centric execution of any education/training plan that incorporates the pathways they have developed. The Board's goals also support the Governor's client-centric approach by acknowledging that not all clients are able to move along a career pathway at "program speed". The goal of establishing pathway off-ramps and on-ramps provides the client with flexibility, considering individual differences that cut across a particular funding source, program goal, or service provision strategy. Virtual services and virtual training opportunities further enhances flexibility for customized plans. Furthermore, the Board has established the goal of providing work and learn opportunities through which clients will be

able to make more informed career choices, as well as the goal of addressing clients' work behavior deficiencies, a major impediment to their success in training and/or employment.

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.

The Region 4 Board's goal statements reflect the understanding that, for regional economic and workforce development to be successful, there must be a shared vision and commitment among community stakeholders, partners, and resource contributors that result in shared strategies, roles, actions, and resources. The Board is committed to pursuing its vision in partnership with WIOA- and non-WIOA-funded organizations and agencies through an integrated and aligned economic and workforce development strategy. The Board's goals related to system alignment include building partnerships with community stakeholders, CTE programs, postsecondary education, economic development, local units of government, and community-based organizations to create and sustain a talent development system that all parties can agree upon and support. The Board's goals reflect the understanding that a united coalition of key service providers, stakeholders, communicators, and thought leaders is required to align its WorkOne System around solutions, rather than programs and funding streams. It's that kind of system that employer and job seeker customers can confidently access without the confusion and ambiguity that came from hearing disparate voices and mixed messages.

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.

While keeping in mind that the manufacturing sector is the greatest opportunity generator and wealth driver in Region 4, we focus on assisting youth, adults, and older individuals to develop the skills needed for career advancement and longevity in all regional industry sectors. Through our traditional funding we support adults with occupational classroom training and on-the-job training, while utilizing non-traditional funding to support youth of all ages. We bring career awareness and work and learn opportunities to our older youth through our JAG and #iWork programs. To create a cohesive regional talent pipeline for next generation manufacturing that immerses youth (K-12) in hands-on industry-education environment, we are connecting and scaling the following manufacturing outreach initiatives in our region : (1) Robotics in Manufacturing youth summer camps, (2) Manufacturing Week activities focused on career exploration and awareness for K-12 students, (3) CoderDojo after school programs to introduce robotics and coding, and (4) Design & Make School Laboratories to provide IoT-enhanced active learning. These activities will deliver opportunities to educate and inspire the emerging workforce, spark creative thinking, and develop the essential skill sets critical for future careers in manufacturing. We also partner with Purdue University faculty to evaluate the impact of these initiatives in terms of career awareness and perceptions as well as technical skill development for the next generation workforce. Based on the research findings we will optimize these outreach efforts to ensure that we cultivate a talent pipeline capable of supporting the region in becoming the global epicenter of next-generation manufacturing.

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 to ensure it is truly impacting the lives of Hoosiers.

To assure that the region is maximizing resources we will co-enroll customers into multiple programs. Enrolling customers into multiple programs that can share in the cost and add value to the customer's success will allow for better outcomes and stretching of our program dollars. The states data charter once completed will be able to assist the region in determining the return on investment for our programs. At this time, the region has created a draft ROI chart that considers WIOA Adult and WP programs. That calculation demonstrates that Region 4's ROI for these programs is \$18.80 wages earned for every \$1 of funds invested.

Goal 5. Foster impactful relationships between businesses, community partners, and government agencies. 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 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.

Region 4 understands the importance and value that impactful relationships and partnerships have in a robust talent development system. We will build on the relationships established to increase community partner engagement, business engagement, and investment. We will seek commitment to:

- *Participate in program design, professional development and curriculum development to ensure these meet the needs of the industry.*
- *Assist with the development and sustainability of an industry-focused training curriculum and incorporate program activities that will create strong career pathway.*
- *Assist to define the project goals and activities.*
- *Identify occupational skills and competencies.*
- *Provide resources as needed, such as the donation of equipment, mentors, internships, OJT, apprenticeship training, and other work-based learning activities that directly relate to high growth industry/occupations.*
- *Help train and prepare worksite supervisors to integrate participants for work-based learning activities.*
- *Work closely with partners to ensure they are developing relevant and useful curriculum, training programs, and assessments to ensure grant participants are prepared for employment opportunities.*
- *Assist with program design and implementation.*

- *Support and connect students to work and learn opportunities*

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

The Region 4 Board’s goals of delivering a demand driven system based upon a ‘client-centric’ approach focuses on both the current and emerging workforce, with special attention to individuals with barriers to employment, fully align with the federal performance accountability measures.

- *To align and focus services to the current workforce to meet employer work skill and work behavior demands, we have developed a sector strategy and will utilize WIOA funds and other grant funds to build skills and prepare individuals in demand occupations to increase entered employment, retention and wages.*
- *To align career development/education with current and future employer work skill and work behavior demands, we have partnerships with regional employers and economic developers to know and understand current and future skill needs and with CTE Districts, secondary and postsecondary institutions to communicate skill needs to training offerings. The improved alignment will positively impact skill gains, credential attainment, and employment.*
- *We will realign/refocus the emerging, future workforce to meet the employer work skill and work behavior demands by funding technical skills training that incorporates behavioral skills development and work and learn opportunities, especially for out-of-school youth, thereby increasing skill gains, credential attainment and employment.*
- *We will support initiatives that provide career opportunities for underutilized workers that will meet employer work skill demands, such as our USDOL America’s Promise Grant which focuses on the unemployed and underemployed who receive training designated by the employers to meet their skills needs. This aligns with achieving employment, retention, credential attainment, increased wages and employer satisfaction goals.*
- *We will collaborate with local partners, businesses, groups, and agencies to leverage resources and opportunities to meet employer work skill and work behavior demands. The USDOL America’s Promise Grant described above, and future grants are/will be business-led initiatives that meet employer work skill needs, thereby increasing employer satisfaction, employment and credential attainment.*
- *We will continue to pursue additional funds to increase our work and learn projects and initiatives, such as our advanced manufacturing and healthcare sector-based strategies imbedded in the use of WIOA funds, USDOL America’s Promise grant, **Rural Healthcare Grant** and other local grants develop a skills-rich talent pool for employers which positively increases employment, retention, credential attainment, skill gains and increased wages and employer satisfaction.*

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)]

Several indicators are used by the board to measure the performance and effectiveness of the one-stop system and contracted service providers. These indicators include:

- *Customer satisfaction survey of visits to Work One offices and the level of service provided;*

- Completion, credential, and placement rates for customers who receive training (by Region and Service Provider);
- Youth performance, including enrollments, credentials, placements into postsecondary education, employment, and the military, as well as the Common Measures;
- JAG program performance data tracking;
- Customers receiving case management;
- Customers receiving training and type of training provided; and
- Customer placements into unsubsidized employment by Region and Service Provider.

The Board aggressively tracks performance goals. On a quarterly basis, the One Stop Operator Oversight Committee reviews performance reports, which include a year-to-date comparison of actual performance vs. goals. The Committee reviews performance data each quarter to ensure performance metrics are being achieved, looking not only at performance percentages, but the number of customers served, customers served in each office, the level of service provided and efficiency of funds. Service providers also analyze their performance data and submit reports to the One-Stop Operator Committee, including issues/new ideas to meet performance targets. A Service Provider meeting is conducted on a quarterly basis to discuss performance, policy, strategies and fiscal reviews. The Region 4 Board functions as its own fiscal agent. Its Finance Committee acts as the fiscal oversight entity and, along with the Executive Committee, communicates directly with the certified public accountant firm regarding TAP's annual audit.

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 Considering 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)]

Region 4's Economic and Workforce Analysis projects growth in the strategic areas of Transportation Equipment Manufacturing, Health Care and Special Assistance, and Construction, with current strengths in the specific areas of Transportation Equipment Manufacturing, Specialty Trade Contractors, Nursing and Residential Care Facilities, Fabricated Metal Product Manufacturing, and Ambulatory Health Care Services. Emerging strengths are in Agricultural and Animal Production and Aquaculture, Transportation and Warehousing, and Biomedical Sciences and Engineering.

Current and projected employment opportunities by educational requirement do not match the current educational attainment levels found in the Region 4 workforce. The greatest opportunity for the workforce development system to offset the education requirement--attainment imbalance, while also addressing employers' work skills requirements, is to increase the number of workers who have postsecondary credentials that match the key industries' demand occupation skill requirements.

In the domain of partnerships, the Board sees Core Program organizations as “one of us” rather than “other than us”. They are part of the Board and the Region 4 WorkOne System and, as such, we share the same information; we share some of the same facilities and operational resources through formal or informal agreements; we cross-refer program participants; and we meet regularly at the Board level. To ensure all Core Partners have opportunity to plan together on a regular basis to operationalize the alignment of resources, the One-Stop Operator will host quarterly meetings of all partners. All core partners stand to benefit from quarterly meetings that reinforce the Board’s commitment to serve individuals with barriers to employment in a holistic approach.

The Board’s strategy regarding our core partner organizations will be to continue our joint planning, service provision, and resource allocation to increase the number of workers who have the postsecondary credentials that match key industries’ demand occupation skill requirements.

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)]

WIOA Title I Adult program, WIOA Dislocated Worker program, and WIOA Youth Program services are delivered by subrecipient, Job Works, Inc. Adult Basic Education is delivered by AE partners, Lafayette Adult Resource Academy, Kokomo Area Career Center, Miami County Adult Education, Crawfordsville Adult Resource Academy, Warren County Learning Center, Clinton County Learning Network, and Logansport Community School Corporation Adult Learning Center. Our Wagner-Peyser, Unemployment Insurance, Trade Adjustment Assistance and Veterans program partner is the Indiana Dept. of Workforce Development. Our Post-Secondary Career and Technical Education (Perkins) partner is Ivy Tech Community College. Our Vocational Rehabilitation partners are Rehabilitation Service Areas 6 and 9. Our National Farmworker Jobs Program partner is Proteus. The Temporary Assistance for Needy Families program and Supplemental Nutritional Assistance Program partners are DFR/Maximus. Senior Community Service partners include Goodwill, AARP Foundation, and National Able.

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)]

The Region 4 one-stop system operates an integrated service delivery arrangement with Wagner-Peyser, Veteran, Unemployment Insurance, Trade Adjustment Assistance and WIOA programs to support alignment of service provision and avoid duplication, to enhance Hoosiers’ skills, increase employment opportunities and grow a strong economy. We are building a system that is employer-driven, sector based and client-centered with functional work teams designed by customer service needs, not program funding. We will continue to build on this delivery system to provide a seamless system of partners that delivers worker-centric and student-centric services.

Adult Education partnerships have been developed across the region. The Board has also worked very

closely with the region's Adult Education partners to develop joint referral processes, staff development, and, when feasible, co-location of staff.

Region 4 collaborates with the local Adult Education and Excel Centers to engage out-of-school youth in the #iWork program. The program has been designed to complement the high school graduation program with the addition of employability skills and work experiences.

Partnerships with Vocational Rehabilitation have developed cross-informing of services training and customer service planning. Joint case management with WorkOne staff and Vocational Rehabilitation staff ensure the customer is best served without duplication. Vocational Rehabilitation case managers are on-site one day a week in comprehensive WorkOne offices to provide case management services. Meetings have occurred with WorkOne staff and Division of Family Resources (DFR) and ResCare staff. WorkOne provides information on the region's Occupations in Demand List, WIOA services, and training opportunities under WIOA and other grants. WorkOne staff made several presentations to TANF and SNAP clients at the DFR office about WorkOne services and will strive to continue to serve clients on-site and at WorkOne offices. As a result of this partnership, DFR/ResCare referrals to WorkOne for job search assistance have increased.

Region 4 has a long history of WorkOne and Postsecondary Education partners working together. We review the region's occupations in-demand list and discuss the alignment to current training offerings as well as strategize on what additional training is needed to build a skilled talent pool in the region. This partnership resulted in new training programs being placed on the Eligible Training Provider list, more individuals accessing training, more certifications attained and increased skills.

The regionally developed Hoosier Heartland Partner Referral program bolsters the strength of the partnership by allowing partners to directly schedule appointments or refer customers to each partner. The program shares information regarding each partner so that staff can make appropriate referrals.

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)].

The Region 4 Workforce Development Board (WDB) will follow a six-step process when reviewing WIOA Title II Adult Education and Family Literacy Act (AEFLA) applications:

- 1. Eligible Adult Education (AE) providers who seek to provide AE services in the Region 4 Workforce Service Area submit their AEFLA applications to DWD's AE Grants Manager for consideration.*
- 2. The AE Manager sends each application to the WDB Chair.*
- 3. The Chair or its designee appoints a committee of three to five board members and/or board staff who each acknowledge having no real, apparent, or organizational conflicts of interest.*
- 4. The Chair or its designee completes and submits its recommendation for promoting alignment with the Local Plan by the established date.*
- 5. Each application reviewer will have signed and submitted a confidentiality statement along with the recommendation.*
- 6. DWD will consider the results of the review by the local WDB in making the awards.*

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

The Region 4 Board realizes that aspiring entrepreneurs who enter the WorkOne System are not likely to have access to the capital needed to start a business. They often do not have the full set of specific practical skills and/or general business skills needed to be successful in running a start-up operation or microenterprise. Region 4 Business Consultants and Operations Team Members will ensure that aspiring entrepreneurs have access to the technical/practical skill development training opportunities they will require and connect them with the many networking and mentoring opportunities available through local Chambers of Commerce and Economic Development Organizations. Examples of the latter are the local offices of the Small Business Development Center (SBDC) and Service Corps of Retired Executives (SCORE), Wabash Valley Lean Network, Business & Professional Exchange, and other career and business-to-business networking groups. These organizations and groups will help aspiring entrepreneurs develop a business plan, access start-up capital, and identify in what areas the local WorkOne System may most appropriately support the skill development and business management training needs of these individuals.

The Board, in collaboration with local economic development organizations, will explore the feasibility of adapting the successful Kokomo-based Creating Entrepreneurial Opportunities (CEO) education program to a broader constituency of young adults. Blending the CEO education program with Jobs for America's Graduates (JAG) is one possibility; providing CEO-like programming for out-of-school youth is another. The Board has as its economic development representative a city economic development director with wide-ranging experience is promoting entrepreneurship and microenterprise initiatives.

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

The Board's business services staff work directly with area employers to develop work experiences and internships in the region's demand occupations for out-of-school youth, including adult education students, under several initiatives in our region. Our #iWork out-of-school model engages youth in short-term skill training and certifications, National Career Readiness Certificates, employability skills, community service, internships, on-the-job training and employment. The region has developed a strong program with our Adult Ed partners to provide training and internship opportunities for out-of-school youth. These work and learn opportunities provide benefits for both the employer and the youth. Youth are engaged in productive work experiences and employers have individuals trained in their specific work environment while receiving reimbursement for part of the training costs. Adult Education providers receive weekly updates on job availability/job fairs throughout the region from the business services team. Region 4 WorkOne magazines are distributed to the Adult Education locations. The region utilizes social media – Facebook and Twitter – to notify youth of opportunities throughout the region.

3.7 Based on the analysis described in Section 1.1-1.3, describe plans to focus efforts and resources on serving priority of service populations in the local area, including how this will be managed. Include any other priority populations the local area will focus on.

Region 4 will focus efforts on serving individuals that meet at least one of the priority of service populations, including: receiving public assistance, low-income, high school dropouts, basic skills deficient, and individuals with disabilities. The Region 4 Board also identifies long-term unemployed individuals to receive priority service.

Additional Priority of Service Groups

Region 4 Board has approved the following additional priority groups.

- Individuals with Disability
- Individuals 55 years of age and older
- Long Term Unemployed
 - Indiana has defined “long-term unemployed” as an individual that has not worked for twenty-seven or more weeks in aggregate over the past year
- Underemployed
 - Individuals employed less than full-time who are seeking full-time employment.
 - Individuals who are employed in a position that is inadequate with respect to their skills and training.
 - Individuals who are employed who meet the definition of a low-income individual in the WIOA Section 3(36). Individuals who are employed, but whose current job’s earnings are not sufficient compared to their previous job’s earnings from their previous employment, per state and/or local policy.

Twelve (12) percent of the workforce in Region 4 in 2019 did not have a high school diploma. Region 4 will continue to work closely with the Excel Centers (high school dropouts) and Adult Education providers (basic skills deficient) to increase the opportunities for those individuals with incomplete secondary education and academic skills deficiencies. Food Stamp recipients in 2019 were 39,450 or approximately 7.6% of the region’s population.

The priority of service population levels served for PY19 were 53% of those enrolled. This includes: 4% of Veterans and eligible spouses who are public assistance recipients or low income or basic skills deficient; 49% Non-veterans who are public assistance recipient or low income or basic skills deficient. Recent meetings with agencies, such as Maximus (individual receiving public assistance), Gilead House (low-income), Kokomo Housing Authority (low-income), United Way (low-income), and Proteus (low-income) will assure that high priority groups are receiving services. Through the Board’s partnership with Vocational Rehabilitation, focus will remain on individuals with disabilities. Vocational Rehabilitation and WorkOne have been partnering for several years.

The Board will focus on these individuals by strengthening relationships with regional partners who serve many individuals in priority of service populations. The improved relationships provide for staff to co-serve individuals to gain the skills and training needed for occupations in demand. This network of partners provides the wrap-around resources to support successful transition to employment. Additional resources have been brought to the region through the Board’s support of partner grants and grants directly received by the Board. Our USDOL America’s Promise grant program brings in over \$5 million to up-skill unemployed and underemployed individuals. Management of this effort will be accomplished through the tracking of eligibility documentation and the reporting of individuals served. Region 4

assures that most individuals served by the WorkOne system are individuals in priority of service categories.

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.

A sector partnership has been convened in Region 4 that comprises the Manufacturing Super Cluster of Industries (NAICS 31-33), primarily those industries involved in food, primary and fabricated metal, machinery, and transportation equipment manufacturing. The partnership began during 2011 and continues in response to a dramatic increase in manufacturing investment and real-time and projected employment growth. The partnership continues today and includes regional economic development organizations, local units of government, private foundations, educational institutions, and the Region 4 WorkOne System. Twenty-six (26) employers launched Region 4's Advancing Manufacturing Initiative (AMI) to streamline the onboarding process for jobseekers pursuing employment in manufacturing jobs/careers or seeking training and certification in skill areas identified as critical by AMI employer partners. To this day, the AMI Partnership also serves as the framework for promoting education and training leading to manufacturing careers through initiatives like Manufacturing Day/Week activities, Youth Summits, Job/Internship Fairs, and Manufacturing Effect (educator outreach) events.

The partnership informs the WorkOne System and its education partners of the industry's critical skill needs as they arise. This information has been used to drive the design of training programs like the Advanced Manufacturing Standardized Work Certification training provided through Purdue Polytechnic Institute, the expansion of Certified Production Technician training offered by Ivy Tech Kokomo and Lafayette, and the NIMS Industrial Maintenance Certification program for incumbent workers soon to be implemented by Ivy Tech Lafayette. The partnership has established the importance of work hardening, work simulation, and work and learn components being incorporated into online and traditional instructor-led classroom training. And, perhaps most importantly, employer partners provide internship opportunities for youth and adults who successfully complete manufacturing skills training and receive the associated certifications. This level of partnership and participation in manufacturing workforce preparedness has resulted in over \$17 million (and counting) in federal and state financial assistance, including the federally funded Youth CareerConnect and Ready to Work grants, America's Promise grant, and the state funded Skill UP Indiana grants.

The Region 4 Board will continue its convening and facilitation roles with the Region 4 Advanced Manufacturing Sector Partnership/Skill UP Indiana! Alliance to continuously improve training outcomes, add new employer partners, and design new (or redesign old) training programs. Perhaps the most important role in the future for the Partnership and the Region 4 Board is to promote the opportunities that exist in the manufacturing sector for those who are qualified. A public awareness campaign that includes all partner organizations, including local units of government, economic development and community development organizations, and public schools, must effectively communicate at the home and classroom grassroots level the bright future manufacturing careers offer for the emerging workforce. We must promote the importance of investing community resources in building and funding education/training pathways to establish a sustainable manufacturing career pipeline that will attract national attention and continued investment.

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.

The Board gives special attention to our wealth driver, the advanced manufacturing industry and its subsectors. From among these the Board focuses on three subsectors that are currently experiencing the strongest growth: Automotive/Heavy Vehicle Equipment, Metal Production & Related Manufacturing, and Packaging Products. The Board currently either convenes or facilitates the convening of representatives of the Automotive/Heavy Vehicle subsector. When the critical needs of that subsector are being satisfied, the Board will shift its focus to the Metal Production & Related Manufacturing and Packaging Products subsectors. All manufacturing industry subsectors are represented on the Advanced Manufacturing Initiative Partnership and receive premier employer services. The Partnership is a confederation of manufacturing industry employers that the Board may also convene from time to time when labor demand necessitates new or expanded workforce development programs; however, the Board commonly interacts with its AMI Partners via Business Consultant one-on-one contacts. Small employers are often not able to participate in convened events due to management staffing constraints. Business Consultants and Employer Services staff members are responsible for keeping small employers informed about and involved in new initiatives and opportunities. The Board's website provides helpful information and the Board also publishes annually the West Central Indiana Region 4 Employer Services booklet to inform all employers of the services available and tailored to their needs. The Board's Lead Business Consultant also provides labor market analysis services for all Region 4 employers. The Board subscribes to the EMSI database to enhance LMI services beyond that which is readily available through DWD. Providing this service in a timely, tailored way has greatly contributed to the Board's engagement with employers of all types. Partnerships with

employers through the Advanced Manufacturing Initiative and the America's Promise grant, and other grant projects have sparked the establishment of an incumbent worker program, greatly increased paid internship and on-the-job training opportunities, led to the development of customized training programs, and brought more in-demand occupational training programs to the region.

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

To meet the needs of business, our business service team will collect business intelligence from employers in the region and develop personal relationships with the major contributors to the regional economy. Our business service team will evaluate the workforce development and hiring/recruitment needs of businesses and develop solutions-based strategies to meet those needs, by improving alignment of future employer demand and current and future workforce supply, and align our education and training programs to support market need. We will compile business profiles and advise the Board of business intelligence for strategic planning. We will deliver presentations to business and trade organizations regarding workforce related topics, services and talent strategies. We will engage with employers to ensure their needs are being met and raise awareness about WorkOne services including but not limited to; Indiana Career Connect, WorkKeys, on-the-job training programs, specialized recruitment and placement, screening services, etc.

Region 4's workforce development system partnerships allow for the most diverse funds and services to assist in connecting employers and job seekers. Partner program participants are being sought for training opportunities to meet employer's skill needs and partner organizations resources/programs are included in employer outreach efforts. These programs and groups are represented in Business Consultant and Employer Services staff members' contacts with employers and featured in the Region 4 Employer Services publication and websites. In addition, business services send weekly job listings to all partners so that they may share with their participants.

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

The Region 4 Board follows the maxim: "Economic Development leads; Workforce Development follows." Nothing happens in the planning or funding of training initiatives without the input and support of local and regional economic development organizations for a couple of reasons: 1) LEDOs are closer to their employers than are workforce development representatives and 2) LEDOs are closer to their local elected officials than are workforce development representatives. Consequently, the Board pays close attention to what LEDOs are saying and doing. Board representatives are members of LEDO boards and committees and vice versa; the Board co-convenes and co-hosts employer meetings with LEDOs; LEDOs provide funding for Board activities; the Board supports LEDOs in business attraction and expansion efforts; and Region 4 Business Consultants call on local employers either with LEDO representatives or with their knowledge.

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

The Region 4 Board understands that, under WIOA, the UI program is a vital program within the workforce development system and continues to be a mandatory WorkOne partner. Given the recent opportunity for WIOA staff to become more involved in delivering services through the UI Reemployment Services and Eligibility Assessment (RESEA) Grant program, the linkages between the Region 4 Workforce Development System and Unemployment Insurance programs are strengthened. WIOA career services staff support the RESEA program by conducting eligibility assessments and referring UI recipients to adjudication, as appropriate; providing labor market and career information that addresses claimants' specific needs; ensuring claimants are registered in Indiana Career Connect; orienting claimants to WorkOne services; and developing Individual Reemployment Plans that include work search activities, accessing services provided at WorkOne Centers and Affiliate Sites or using self-service tools, referral to approved training that meets the claimants goals, and referral to at least one reemployment service and/or training that is appropriate to the individual's needs. The America's Promise grant project currently being operated in Region 4 is another example of the partnership between the local WorkOne service delivery system and the unemployment insurance program. The America's Promise program serves unemployed and underemployed individuals. The Board depends on the UI system and staff for appropriate information about and referrals from Region 4's population of UI claimants or exhaustees. America's Promise grant provides a ready training and employment opportunity for claimants/exhaustees interested in pursuing manufacturing careers.

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

For purposes of the Local Plan, Region 4 Board is defining "training" as "expenses that are paid directly to the participant for him/her to participate in training, paid directly to a training institution for the cost of the training, and/or paid directly to an employer who provides internships or On the Job Training opportunities." The Board's goal for training is 29% of total expenditures for both WIOA and non-WIOA funding. The remaining expenditures break out as follows: 56% for the costs to provide counseling, workshops, case management, Business Consultant services, and other career services within the WorkOne Centers, as well as One Stop Operator functions, 6% for WorkOne Infrastructure Costs and 9% for the costs to provide administrative support such as fiscal, personnel, and WDB board support and One Stop Operations Oversight.

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

The Board administered a \$6 million H-IB America's Promise Grant (APG). This is a USDOLETA High Growth Project that will extend through December 2021. The grant serves unemployed and underemployed individuals and incumbent workers. Program participants are enrolled in WIOA Adult or Dislocated Worker programs. The project provides career and training services leading to careers in Advanced Manufacturing occupations. Its impact is significant considering the gap that exists in Region

4 between the manufacturing skills and experience found in the available (and marginal) workforce and the skills demanded by manufacturing employers. The APG grant funding will serve over 1200 adult and dislocated individuals, 900 of whom will participate in education and work and learn training activities that are aligned with partnering employer needs. Education/training completers will qualify for an Advanced Manufacturing Standardized Work Certificate awarded by Purdue University and endorsed by the Indiana Automotive Council.

The Board is the lead applicant for a USDOL H-1B Rural Healthcare grant. The Board is partnering with eight (8) other regions across the state in requesting \$2.5 M to increase the number of individuals training in healthcare occupations that directly impact patient care. This grant, if awarded, will serve 875 adults.

For the budget for PY 20, the breakdown of funds is as follows: WIOA Adult, Dislocated Worker, and Youth (35%), Other DWD funding (29%), USDOL Funding (29%), and other Board funding (7%). We are continuing to pursue all appropriate opportunities for funding for future years

For the budget for PY 22, the breakdown of funds is as follows: WIOA Adult, Dislocated Worker, and Youth (43%), Other DWD funding (44%), USDOL Funding (10%), and other Board funding (3%). We are continuing to pursue all appropriate opportunities for funding for future years.

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 because of the collaboration.

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 Region 4 Board operates an integrated service delivery system of Wagner-Peyser, Veterans, Unemployment Insurance, and WIOA programs which has increased access to services to individuals served through the one-stop system. Our collaboration with Adult Education partners has significantly increased access and service delivery to individuals with barriers to employment, especially to out-of-school youth. To expand access to employment, training, education, and supportive services, the Board works with these and other partners to enhance cross-agency training to ensure customers are served in a client-centric approach that maximizes the access to and coordination of existing resources. The cross-agency trainings occur twice a year. Agency staff have found these events to be helpful in learning about programs and how they may assist their customers. They have time during these events to ask specific

questions about each program. Many services can be accessed via technology and on-line systems and the region will seek to add access to additional services using technology. Joint referral processes have been developed with regional partners to expand access to individuals with barriers to employment and out-of-school youth. Shared referral processes, including shared referral formats have been developed with Adult Education, TANF, Vocational Rehabilitation, Senior Services and Veteran staff. Potential customers are identified during the intake process and referred according to regionally developed procedures. The Hoosier Heartland Partner Referral program (internet based) bolsters the strength of the partnership by allowing partners to directly schedule appointments or refer customers to each partner. The program shares information regarding each partner so that staff can make appropriate referrals. Such referrals are notated in the case management system. Building on these existing partner relationships, the Board will convene partners to update resource mapping, improve service delivery for increased access, and continually improve the referral process. These sessions will focus on serving individuals with barriers to employment, including out-of-school youth. We have also added an online scheduling tool that will allow customers and/or partners to directly schedule an appointment from our Facebook page or website. Strategies will be developed for increasing co-enrollment of customers so that multiple resources are accessed for effectively and efficiently serving the customer.

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)]

Region 4 has facilitated career pathways using short-term stackable credentials and work and learn opportunities. The pathways have been focused in the areas of advanced manufacturing and healthcare. Through our co-enrollment with DOL America's Promise Grant we have been able to assist many individuals with their initial training and certification in manufacturing. They can earn a certificate that gives them an edge over other job seekers.

The Rural Healthcare Grant is another DOL grant that allows for co-enrollment into core programs. This grant allows for entry into the healthcare arena as well as existing healthcare workers to increase their skills and move up the healthcare pathway.

In addition, they also can have an internship with local advanced manufacturers. Additional programs that are utilized include the Workforce Ready Grant, State Earn and Learn and WorkIN. We continue to develop and re-align the pathways through discussion with our employers and educators. Region 4 is now a sponsor for DOL apprenticeships and will be working with employers on developing apprenticeship opportunities for new and incumbent workers. Through the Career and Technical Education providers in our region there are several career pathways available for high school age students. Students could earn college credits and credentials and some may even be close to earning an associate degree.

Co-enrollment will be utilized as appropriate between all programs. This will increase training and supportive service opportunities.

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).

Our one-stop delivery system is designed to bring together workforce development, educational, and other resources/services in a customer-focused service delivery network that enhances access to the programs' services and improves long-term employment outcomes for individuals receiving assistance. We envision a system that enhances the range and quality of education and workforce development services that employers and individual customers can access.

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)]

To ensure continuous improvement of service provision, regular meetings are held with providers to discuss service delivery design, challenges and opportunities to be more effective in meeting the needs of business and job seekers. Strengths and successes are discussed, improved upon and replicated to strengthen the region. Any deficiencies are also fully disclosed with remedies jointly developed. This open, solution-driven dialogue has helped the region meet, exceed and in many years lead performance across the state in entered employment, employment retention and wages. The Board continually talks with and surveys employers to understand their needs and challenges to develop solutions. The region's Advanced Manufacturing Sector partnership, Youth Summits, Manufacturing Day/Week, USDOLETA America's Promise grant, and other grants have resulted from the Board's mission of building a demand-driven system that moves at the speed of business and finds innovative solutions for building a skilled talent pipeline.

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

Many of the services, particularly the core services, provided in the one-stop system such as unemployment benefits filing, job matching, resume building, skill assessments, and skill building are currently available through technology and accessible anywhere with internet access. Enrollment into WIOA may now be completed virtually through Indiana Career Connect. Our local WorkOne West Central website provides regional access/links to these services and access to regional events such as job fairs, recruitment events, workshops, occupations in-demand information, local grants, internship opportunities, and partner services. The Board uses social media and publishes a bi-monthly WorkOne West Central magazine which is distributed via partners across the region to increase awareness of and access to services provided in the one-stop system. These services may be accessed at all partner locations and at other entities such as local libraries, community-based organizations and faith-based organizations. The Board has implemented on-line workshops, referrals, scheduling appointments and e-training. The Board will also investigate virtual assistance for customers using Zoom and other technologies as a balanced approach to service delivery, keeping in mind the technology literacy level of the customers we serve.

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]

The Board ensures individuals with disabilities have full access to the one-stop delivery system and services available. Offices, facilities, equipment, and systems are formally monitored no less than once a year for compliance, accessibility, and capacity to serve anyone with special needs. Notification is provided to individuals with Limited English Proficiency (LEP) of their right to free language assistance. The language most spoken in addition to English in our region is Spanish. We connect customers to the Spanish version of ICC and other tools when available. We have bi-lingual staff in our main WorkOne centers to assist, but if they are not available, individuals with LEP or any other individual in need of interpretive services are provided such services at no cost. We maintain strict adherence to ADA standards and provide accommodations as needed to customers. Assistive Technology and TTY service are in our full-service offices. Assistive technological devices include: 21-inch monitors, sound wizard, Intellikeys keyboards, CCTV, Dragon voice recognition software, ergonomic keyboards, Franklin speaking dictionary, height-adjustable tables, JAWS screen reader, Magic screen enhancer, motorized workstation, Zoom Text screen enhancer, articulating arm supports and typing aide. The Region's website is ADA compliant. Training is provided for one-stop staff to better understand how to serve individuals with disabilities, the different types of disabilities, how to handle issues of disclosure and disability identification with sensitivity at program intake, and how to determine the most effective mix of services and referrals to make when a disability is identified. These trainings are presented by subject matter experts and include such topics as: federal, state, and local disability policies; identifying barriers/hidden disabilities; disability awareness and etiquette; website accessibility; providing reasonable accommodations; assistive technology accommodations and resources. Vocational Rehabilitation and Mental Health Providers are invited to attend these events and asked to present on relevant topics. Training will also be provided for all new staff and refresher training will be provided annually.

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)]

Each year the Board staff bring all the required partners together to discuss the One Stop System for Region 4. The partners at the table at a minimum include, representatives of WIOA Title I Adult program, WIOA Dislocated Worker program, and WIOA Youth Program, Adult Basic Education, Indiana Department of Workforce Development (Wagner-Peyser, Unemployment Insurance, Trade Adjustment Assistance and Veterans programs), Ivy Tech Community College (Post-Secondary Career and Technical Education (Perkins), Vocational Rehabilitation, Proteus (National Farmworker Jobs Program), Temporary Assistance for Needy Families program, and DFR/Maximus (Supplemental Nutritional Assistance Program) and Goodwill, AARP Foundation, and National Able (Senior Community Service partners).

The partners determine their MOU Mission, services to be included in the centers, and options for access. Based on the services to be included in the One Stop System by partners, the costs to provide those services are agreed upon as well as methods to determine fair share by each partner (Full Time Equivalents and Square Footage).

See Attachment A - Service Matrix and IFA Partner Contribution Worksheet.

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)]

Many of the services, particularly the core services, provided in the one-stop system such as unemployment benefits filing, job matching, resume building, skill assessments, and skill building are currently available through technology and accessible anywhere with internet access. The enrollment process for WIOA can now be completed virtually through Indiana Career Connect. The WorkOne West Central website provides regional access to these services and additional access to regional events such as job fairs, recruitment events, workshops, occupations in-demand, local grants, internships, and to partner services. The Board uses social media for outreach and information sharing and has implemented scheduling for appointments, on-line workshops, referrals, and e-training. Region 4 utilizes Engage by Cell to connect with customers. Engage by Cell is a texting service that can be used for sending reminders of appointments, contacting people that have difficulty in making face to face meetings and for follow up information. The Hoosier Heartland Partner Referral program was added to bolster the strength of the partnership by allowing partners to directly schedule appointments or refer customers to each partner. The program shares information regarding each partner so that staff can make appropriate referrals.

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, to address the needs identified in 1.2. [WIOA Sec. 108 (b) (1) (D) & 108 (b) (7)]

The adult and dislocated worker workforce development activities provided in the region are developed and delivered in alignment with the needs and occupations in-demand of regional employers. In our demand-driven system, career counseling, skills assessment and skills gap analysis is conducted to determine the academic and career plan. The appropriate employment and training activities for everyone will be offered through the one-stop system. Employment and training activities include workshops, skill assessments, career awareness, pre-vocational services, training, supportive services, and work and learn opportunities. Services will be provided in-person or virtually when needed and /or feasible. The following paragraphs will highlight these activities.

There are several workshops available for individuals. There are basic workshops such as: Resume, Job Search, Interviewing, Career Interest, Digital Literacy and Work Ready. Workshop settings are the best tools for general information on these topics. Facilitated workshops provide Individuals the opportunity to be in group settings to practice teamwork, communication and problem solving. These employability skills are at the top of the skills most requested by employers. Individuals who need additional assistance can receive individualized support through the open facilitated lab and Job Club.

Individuals seeking greater assistance in finding employment receive services that will guide them towards a career pathway. These services include career counseling to develop a career plan which identifies and outlines how to overcome barriers to employment, skill assessments to help them identify occupations that match with their skills, and pre-vocational services that can assist with preparing them to enter occupational training or a work activity.

And the final area of activities includes training. The adult and dislocated worker workforce development activities provided in the region are developed and delivered in alignment with the needs and occupations in-demand of regional employers. Training includes post-secondary, on-the-job training, and work and learn activities that lead to an occupation in demand. These activities contribute to the greatest success for the individuals and the employers, but only after the individual has been assessed for their ability to benefit from the training. Additionally, individuals who participate in these services will have completed many of the above activities prior to starting the training, which will allow for the best prepared individuals to succeed in training and employment. Supportive services are also available for individuals as needed.

Supportive services include such things as: transportation, childcare, books, and tools. WIOA funds are the funds of last resort; therefore, case managers will work with other community agencies to collaborate on funding. The strength we have found is the demonstrated success of delivering a cohort model of aligning services to a sector partnership, providing employer supported, occupation-specific training, and incorporating work and learn models of internships/OJTs. The weakness lies in improving career awareness of growth occupations and in marketing and recruiting for the training and employment opportunities available. Through the additional non-WIOA grant funding received from USDOL and DWD in combination with WIOA funding, we have the capacity and are dedicating resources to deliver these activities, such as recruitment marketing, not as easily delivered under WIOA.

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)].

The local staff and DWD will work together to assist with rapid response activities. The local staff will be connecting directly with the employer and the workers so that they can begin looking at their options while still employed. Staff will share information regarding upskilling and reskilling opportunities. Staff will provide information on next steps including training opportunities, job openings and how to connect with the local offices so that they can begin creating their plan. The local Rapid Response (RR) team consisting of the RR coordinator, Veteran staff, Trade Adjustment Assistance staff and WIOA staff, coordinate its efforts to deliver information and services at rapid response events. After notification of a potential RR event, either a lay off or plant closure, the Local RR coordinator makes contact with the organization and schedules an initial meeting with company and union representatives, as appropriate, to discover the implication of the event and to determine whether or not the layoff can be averted. If it appears that Trade Adjustment Assistance (TAA) is likely, then resources are provided to help apply for TAA. The State TAA unit is alerted and applications are filed. If the TAA petition is certified by DOL then the State and local TAA Coordinators are brought to the table to provide a separate TAA session for affected employees. Resources are identified and dates are determined for a full-blown Rapid Response Dislocated Worker Orientation to Services meeting with the affected workers. During the RR session, services are outlined, including potential workshops that can lead to reemployment, such as Job Clubs,

Skill Identification, Getting the Most from Indiana Career Connect, Resume Preparation, Interview Skill Development and Non-Traditional Job Search Activities. At the event individuals are scheduled for the workshops provided at a WorkOne location. If job retraining is indicated the applicant relates to a WIOA case manager who determines WIOA eligibility and enrolls the individual into the program. All veterans relate to local WorkOne staff and Veterans with significant barriers to employment are connected to the Disabled Veteran Outreach Person (DVOP). The region will strive for 100% co-enrollment with TAA.

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, to address the needs identified in 1.2. [WIOA Sec. 108 (b) (9)]

The Board's vision for in-school youth is to successfully complete secondary school and transition to post-secondary and/or employment. This will be accomplished by assessing a participant's skills, interests, needs and goals, creating customized service plans in collaboration with the participant, and expanding the participant's connection to the local labor market, educational opportunities and community services. This process is accomplished through the region's Jobs for America's Graduates (JAG) program which is a year-round program and coordinated around 14 Youth Program Elements, which must be made available to every participant. Many of the students included in JAG classes have a disability and Individual Education Plan designed for their educational needs. The in-school youth budget will not be more than 50% of the youth allocation. The 14 youth program elements are:

- *Tutoring, study skills training, and dropout prevention strategies*
- *Alternative secondary school services, or dropout recovery services as appropriate*
- *Paid and unpaid work experiences including summer employment and other opportunities throughout the year, pre-apprenticeship programs, internships and job shadowing, on-the-job training opportunities*
- *Occupational skills training*
- *Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors*
- *Supportive services*
- *Adult mentoring*
- *Comprehensive guidance and counseling*
- *Follow-up services for not less than 12 months after the completion of participation*
- *Education offered concurrently with and in the same context as workforce preparation activities is incorporated for in-school youth through short-term work experience, employability skills training, or internships.*
- *Financial literacy education is delivered to in-school youth by financial specialists from local banks, credit unions, and other financial institutions during JAG class time.*
- *Entrepreneurial skills training provided via guest speakers by the Small Business Development Center staff and through entrepreneurial training curriculum.*

- *Services that provide labor market and employment information is provided through INReality, an online tool that allows users to select a lifestyle that matches their career interest and salary information, the region's Top 60 Critical Occupations in West Central Indiana career guide and other regional resources*
- *Activities that help youth prepare for and transition to post-secondary education and training The JAG program model integrates curriculum and activities such as scholarship application and financial aid assistance, entrance exam preparation, and other independent living skills that would ensure success in the youth's post-secondary experience.*

To complement the JAG program the region has developed Youth Summits, Manufacturing Month, and Youth Career Awareness Publications. We work in collaboration with the CTE Districts, AE Providers, LEDOs, and postsecondary institutions. We will develop and promote career pathways with multiple on- and off- ramps for in-school.

*The outputs and outcomes of the JAG program are: 90% graduation rate; 60% job placement rate; 60% of those with jobs are in full time jobs; and 75% positive outcomes (job, military or post-secondary); and 80% full time placement of those in positive outcomes. **A new outcome has been added "Further Education Rate" with a rate of 35%.** The strength of the JAG program goes beyond the graduation success rate. The larger success is the positive impact on the lives of students in the program and the communities where they reside. JAG is a year-round program therefore it allows for the students to have continuous engagement with the JAG Specialist and have the opportunity for internships, job shadowing or improving their academic status after the school year ends. Weaknesses include burnout of JAG Specialists, finding long-term mentors, insufficient internships to align to student interest, and ability for small schools to have enough students who qualify for the program. And lastly, limited funding does not allow the JAG program to be implemented in all schools across the region.*

In- and out-of-school youth have the same set of services available but the methods of delivery vary.

In-school youth (ISY) receive many of their services through the JAG classroom and specialist and services that are provided through the school system. In-school is structured to how services/learning is provided. There is a curriculum, class time and competencies that is required for all. Capacity currently has not been an issue. We still have availability in our classes. The strength of this model is having a cohort of students who can benefit from continuous instruction, and leadership opportunities throughout the school year and a connection to classmates they may not have elsewhere. The limitation for providing the JAG program for ISY is that it is not available in all high schools. Several of our schools are rural and do not have the number of students to fill a class.

Out of school youth (OSY) can receive services through their case manager but also through other partners. It is provided in an individualized setting. The iWork workshop is the foundation for most of the out of school youth. Once they have completed the workshop then they begin moving down various pathways/career opportunities. The strength of this model for OSY is it is open entry/exit. A new class starts every Monday and youth move through at their own pace after they complete the initial workshop.

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)]

Currently there are no capacity issues. The weakness for out-of-school youth is trying to find the best outreach tools to assist in engaging them in the programs.

The JAG program is highly successful for in-school youth and has improved the graduation rate of those youth who were at-risk of not graduating on time. The work and learn activities have increased employment opportunities for both in-school and out-of-school youth. Through work and learn experiences the youth have a chance to prove their skills to potential employers. Youth are often offered employment by the work and learn employers. In addition to the programs described above, the region has implemented the following initiatives to build a talent pipeline focused on connecting youth to advanced manufacturing occupations.

Manufacturing Month

Due to the pandemic, Manufacturing Week activities have been modified for classroom and virtual delivery over an extended time. The four-week modified curriculum includes: Week 1 - Design It, Week 2 - Produce It, Week 3 - Move It, and Week 4 - Support It.

The month is devoted to students' and teachers' learning manufacturing that happens in the communities where they live. Schools and employers in Region 4 are invited to participate in designing and delivering the activities. Students learn about career opportunities and career paths. They discover the length and type of education and training required for a variety of manufacturing occupations.

Manufacturing Month is a partnership that involves CTE Directors, Economic Developers, Secondary School teachers and administrators, WorkOne Business Consultants, and our regional employers.

Coder DOJO

Coder DOJO is a coding club and a collaborative effort between several community partners to expose youth aged 7-17 to coding activities which include app development, game creation, Python and JavaScript programming, and a variety of hands-on robotic activities.

Youth Summits

The goal of the event is to educate more youth in the region about careers available in their community with a special focus on careers in advanced manufacturing. Participants needed to attend pre-event sessions on topics of networking, resume writing, and learning how to make a good first impression. Business cards were made for all students listing their top three skills to present to employers during the 'Get a Job' networking session at the Summit.

The Summit also offered youth the opportunity to learn about the skills employers' value, summer jobs, internships, and the critical need for skilled workers in the manufacturing industry. Students attended additional workshops, such as 'Show Me the Trades', in which local trade organizations acquaint youth with local career opportunities, and 'You're Fired', where they learn that the lack of soft skills and misuse of social media can lead to being fired from a job.

The Summit had the support of local businesses, Ivy Tech, WorkOne, WDB Youth Council, local economic development organizations, and local government.

#iWork Program

This is a program specific to out-of-school young adults. The program is designed so that you may enter the program quickly and begin developing a career pathway and honing job-getting and -keeping skills. The program moves the young adult from the beginning of trying to figure out what they want to do, to moving into work and learn opportunities, and finally to kicking off a career. This is a rapid-paced program that allows for positive reinforcement throughout.

Tippecanoe Building Trades Camp

A summer building trades camp provides opportunities for students and young adults to explore career opportunities in the trades. Ten trades are highlighted over several weeks. Participants are encouraged to try hands-on activities as well as learning first-hand from active journeyworkers and apprentices.

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)]

*To ensure training is linked to local in-demand industries, the Region 4 Board develops a regional Occupations in Demand list annually. Data is gathered and analyzed from multiple sources including local employers, EMSI, Occupational Outlook Handbook, O*NET and Department of Workforce Development. The Board also publishes the "Top 60 Critical Occupations in West Central Indiana" on the WorkOne West Central webpage www.workonewestcentral.org.*

Individual Training Accounts (ITA) are developed for individuals who need training to become self-sufficient and for Individuals who lost a job and now require training so that they may return to a comparable or higher wage in demand occupations. Case Managers, prior to establishing an ITA and enrolling a customer into Occupational Skills Training, discuss and review the desired career pathway, relevant labor market information about the chosen occupation, review training providers for the occupation being sought, and ensure it is an occupation in demand. An Academic and Career Plan is developed jointly with the customer. Assessments are conducted to determine if the customer has the skills, qualifications, and ability to successfully complete the selected training program. If an individual does not have sufficient academic foundation to succeed in the training, the customer is referred to Adult Education for remediation as their first step along their chosen career pathway. Individuals determined to have the ability to benefit from training, select a program from the Eligible Training Provider List that is directly linked to employment opportunities and listed on Occupations in Demand list in our region or in another area to which he/she is willing to commute or relocate.

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 Jobs for Hoosiers/REA/RESEA programs assist unemployed individuals to connect with One-stop Career Center services to help build job search skills and employment skills for rapid reemployment. This

goal aligns with the WIOA goals and activities in the Center that are coordinated with WIOA staff and WIOA resources. WIOA staff attend the Job for Hoosiers and REA orientation sessions to provide information on workshops, resume assistance, demand occupations, and training/internship opportunities under WIOA funding and other grants such as America's Promise Grant. These activities are incorporated into WIOA integrated teams with WIOA funded staff assistance in conducting eligibility assessments and referring UI recipients to adjudication, as appropriate; providing labor market and career information that addresses claimants' specific needs; ensuring claimants are registered in Indiana Career Connect; orienting claimants to WorkOne services; and developing Individual Reemployment Plans that include work search activities, accessing services at WorkOne Centers, referral to approved training that meets the claimants goals, and referral to at least one reemployment service and/or training that is appropriate to the individual's needs.

Our RESEA staff positions are funded by a combination of RESEA and WIOA funds – RESEA is their primary funding but we use a small percentage of WIOA funds also. We encourage co-enrollment of RES clients but with telephonic RESEA this has been a challenge.

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

Our region, as regions across the country, struggles with the significant workforce-related impact resulting from the COVID-19 pandemic. Not only has this pandemic resulted in a dramatic rise in unemployment, but it has increased the demand for humanitarian services and the implementation of health and safety measures across all businesses. Our strategy began with contact and discussion with several organizations in our region on the pandemic impact to their operations. This public health emergency and resulting unemployment have created a huge need for food access and the implementation of health and safety protocols for businesses and agencies to re-open to provide necessary services. Implementing these protocols is especially difficult for schools, hospitals, and childcare centers where large groups gather for services. We know finding workers during this time is also a challenge and we are using our WorkOne resources to help in recruitment and enrollment in WIOA for supportive services, if necessary. To increase engagement during this unprecedented time, our region implemented virtual service delivery for individuals impacted by COVID-19 to access the resources and services available through our WorkOne system. Providing virtual, and later modified limited access to WorkOne centers, help to support the dramatic rise in unemployment and dislocated workers throughout our region in a safe and secure manner. We trained staff on proper protocols and new resources, and re-aligned teams to meet the increased demand for career and training services due to COVID-19. This strategy helped in successfully connecting individuals to employment and/or advancing their skills through training. We were able to continue to provide services that helped dislocated workers understand local and regional economic demand, especially the impacts on the job market made by COVID-19, and that helped them make more informed education and reemployment decisions. Through CARES Act funding, we had additional funding to support training services include occupational training, on-the-job training, entrepreneurial training, and customized training that will lead to employment for workers dislocated due to COVID-19. Supportive services have been enhanced under USDOL have enabled dislocated workers to participate in career and training services successfully.

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)]

*Region 4 Board had planned to perform a procurement for the WIOA Title I activities during the spring of 2020. Due to the unique circumstances caused by the coronavirus pandemic, the board voted to award JobWorks, Inc. a one-year extension to their current contract that had been procured in Program Year 2016. A new procurement will be performed during PY 20 (Spring of 2021). **The procurement was completed in 2021. JobWorks was awarded the contract for One-Stop Operator and WIOA Service Provider.** The new procurement followed the same process utilized for PY 16 which follows:*

*The Region 4 Board reviewed options allowable within WIOA Title I and DWD Policy. During Program Years 2016 and **2021**, the Board competitively procured an entity for the combined role of One-Stop Operator, Provider of Career Services, and Provider of Youth Services. This procurement was completed and subgrants awarded with effective dates of no later than July 1, 2017, **and July 1, 2021, respectively.** The following steps were taken in the procurement processes that began in approximately January 2017 and **January 2021**:*

- 1. Review and update potential bidders listing to ensure broad range of potential service provider(s) and/or One Stop Operator(s).*
- 2. Develop Request for Proposal within guidelines established by DWD Policy and Region 4 Workforce Board vision.*
- 3. RFP via email and postings on Board's website and DWD's website.*
- 4. Convene a potential bidders' conference required for potential service providers.*
- 5. Review and respond to questions received regarding RFP.*
- 6. Rate and Review proposals received.*
- 7. Hold interviews with top bidders, if needed.*
- 8. Obtain final Board approval.*
- 9. Negotiate terms with service provider(s)/One Stop Operator(s).*

*The procurement process occurred as described above. Job Works, Inc. was selected as Service Provider and One-Stop Operator for Region 4 for PY 17 and **PY 20** and following. JobWorks, Inc. subaward beginning date was July 1, 2017, and has been extended to end on June 30, 2021. **The new subaward term is July 1, 2021, to June 30, 2023.***

See Exhibit 1 Subaward JW-WIOA-44-7-04 – Amendment JW-WIOA-44-7-04 #8

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 PY20 WDB 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).

The following are the standing committees of the Region 4 Workforce Development Board:

Executive Committee: *Committee members include the Board Chair, Vice Chair, Secretary and Treasurer. The Executive Committee acts on behalf of the Board between regularly scheduled Board meetings, reviews and approves Board meeting minutes, agendas, and reports prior to and for presentation to the Board.*

Finance Committee: *Committee members include, at a minimum, the Board Treasurer, Board Chair, and one other Board member. The Finance Committee's role includes overseeing all financial aspects of the corporation, such as reviewing and approving the most recent Financial Report, reviewing and making recommendations to the Executive Committee regarding the Annual Budget, and reviewing the Annual Audit Report.*

One-Stop Operator Oversight Committee: *The role of the Committee is to oversee the one-stop service delivery system for the attainment of short-term and long-term goals that achieve WIOA objectives and performance outcomes, and compliance with all pertinent legislation and regulations. This includes ensuring the development and implementation of an integrated service delivery system in accordance with federal, state and regional policies and processes. The Committee monitors program performance to ensure the service delivery system incorporates products, protocols, and quality standards to meet the Region 4 Board's strategic and operational goals and requires action plans for improvement when necessary. The Committee ensures the effectiveness of service delivery and implements continuous improvement processes.*

Youth Committee: *The Youth Council that was established under WIA serves as the Youth Committee for the Board under WIOA. The roles and responsibilities adopted by the Youth Committee are:*

- *Recommend the design, development, and implementation of programs that benefit all youth.*
- *Recommend the design of a community workforce development system to ensure a full range of services and opportunities for all youth, including disconnected youth.*
- *Recommend ways to leverage resources and coordinate services among schools, public programs, and community-based organizations serving youth.*
- *Recommend ways to coordinate youth services and recommend eligible youth service providers.*
- *Provide on-going leadership and support for continuous quality improvement for local youth programs; and*
- *Assist with planning, operational, and other issues relating to the provision of services to youth.*

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

The designated Equal Opportunity Officer for the Region 4 Workforce Service Area is:
Mellisa Leaming
Director of Operations
Region 4 Workforce Board
976 Mezzanine Drive, Suite C
Lafayette, IN 47905
765.807.0888

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

Tecumseh Area Partnership, Inc. d/b/a Region 4 Workforce Board has been designated as the fiscal agent by its Regional Chief Elected Official and County Chief Elected Officials Executive Council.

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

REG 04	Local Negotiated Levels of Performance PY20 and PY21		
	Adult	Dislocated Worker	Youth
Employment 2Q	79.1%	75.9%	77.1%
Employment 4Q	77.6%	75.8%	76.2%
Credential	66.8%	61.1%	63.5%
Median Earnings	\$6,184	\$7,130	\$3,352
MSG	69.5%	62.7%	45.5%
REG 04	Local Negotiated Levels of Performance PY22 and PY23		
	Adult	Dislocated Worker	Youth
Employment 2Q	80.20%	70.15%	78.55%
Employment 4Q	76.35%	70.00%	79.20%
Credential	73.20%	70.75%	73.90%
Median Earnings	\$7,377.00	\$7,334.50	\$3,681
MSG	61% (PY22) 63% (PY23)	61% (PY22) 63% (PY23)	65.00%

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

The One-Stop System in Region 4 is designed to increase access to, and opportunities for, the employment, education, training, and support services that individuals need to succeed in the labor market, particularly those with barriers to employment. We work jointly with our Vocational Rehabilitation partner to create a seamless customer-focused one-stop delivery system that integrates service delivery across all programs and enhances access to the programs' services. The Region 4 Board agreement with the Vocational Rehabilitation Service, through our locally developed Memorandum of Understanding, is to collaborate and identify opportunities within the region to increase employment for individuals with disabilities. We work cooperatively to develop and maintain a WIOA partner cross-referral system that facilitates the access of services and resources. Together we cross inform staff, coordinate training offerings, and cooperate on joint business development activities for increased training and employment opportunities. We agree to continuously develop new access and/or improve existing access (physical and technological) to resources and services throughout the one-stop system.

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)]

*The Board's draft of the WIOA Local Plan Modification was published on the Board's website, www.region4workforceboard.org on **August 15, 2022**, for public comment. Notice of its publication was sent to local chambers of commerce, local economic development organizations, labor organizations, postsecondary education institutions, and local elected officials for their review and comment by **September 15, 2022**. The Board met on **September 28, 2022**, to approve the draft of the WIOA Local Plan Modification for submission.*

See Exhibit 3 Comments
No comments were received.

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)]

Region 4 Workforce Board's Chief Financial Officer (CFO) and/or designee performs onsite fiscal monitoring of its contracted service providers at least once annually. After performing a risk assessment on each service provider to determine areas of increased emphasis, a letter is sent to the provider outlining the scope of the monitoring. The letter contains time frame to be monitored, documents to be sent to the CFO prior to the onsite monitoring, documents to have onsite when monitor(s) arrive, and dates of onsite monitoring. Documents that must be submitted prior to arrival include detailed General Ledgers for all sub awards and check registers for all sub awards. Items that must be made available upon arrival include payroll registers for selected payrolls, cost allocation documents, bank reconciliations, etc.

Monitors then make selections of disbursements and payroll checks to be reviewed. The goal is to have a sample that adequately covers all funding sources. Disbursements and payroll entries are reviewed for accuracy in terms of sub award charged, allowability, adequately documented, etc. Internal controls are reviewed throughout the process including during the interviews with staff about accounting policies and procedures. Any errors or areas of concern are discussed on site with appropriate staff. If not resolved onsite, the issues will be included in the report either as observations or findings. Reports are issued outlining observations and/or findings and the service provider then begins the resolution process, if necessary. Final reports are issued after resolution of all findings. Corrective action will be reviewed in subsequent monitoring visits which may include interim visits or increased documentation submitted monthly. Fiscal staff keep up to date on changes to OMB Circulars/Uniform Guidance, applicable Laws and Regulations (WIOA), and US Department of Labor Policies by attending training offered as changes occur or by attending webinars. Region 4's WIOA Service Providers' fiscal systems and records are monitored each spring during the months of March and April.

The Board's Chief Operations Officer (COO) and/or Director of Operations performs monitoring for operational compliance annually, usually in the months of February and March in accordance with the provisions of the federal, state, and local policies and regulations. Monitoring is conducted on all programs with files randomly selected. The monitoring process includes:

- *Notification of scheduled monitoring provided to each provider*
- *Monitoring completed using attached monitoring forms and guides*
- *Monitoring is conducted via case management system and onsite*
- *Monitoring reports issued to providers*
- *Resolution response from service providers due back within 30 days*
- *Negotiation on final resolution as necessary*

In addition to annual reviews, random desktop monitoring is conducted monthly, and data edit checks are reviewed weekly. WIOA Service Providers provide quarterly desktop operational monitoring on each WIOA program and/or other sub-contracted grants to the COO. Staff are trained on recommended improvement processes determined during the review as well as on best practices to implement. Monitoring training has been conducted through review of local, state, and federal policies/guidelines and webinars.

See Exhibit 4 – Monitoring Forms and Guides.

<p>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.</p>
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The Board’s vision for the professional development of all youth staff includes a variety of virtual and web based local, state, and national trainings. With a goal of expanding alignment of regional systems and creating regional synergy, the Board plans to continue regional one stop partner staff training fairs with staff from Vocational Rehabilitation, Adult Education, Wagner-Peyser, WIOA Title I Adult, Dislocated Worker, and Youth Programs, National Farmworker Jobs Program, Local Veterans’ Employment Program and Disabled Veterans’ Outreach Program, Trade Adjustment Assistance, Temporary Assistance for Needy Families, Community Services Block Grant, Older Americans Act, and Supplemental Nutritional Assistance Programs. Our professional development plan for all youth staff is detailed in the chart below:

Frequency	Subject Area	Audience	Type
Yearly or Semi-Annually	Partner Cross Training	Region 4 WorkOne and Regional Partner Staff	Virtual or In Person Regional Training
Yearly	JAG Pre-National Training Seminar and National Training Seminar	In School JAG staff	Virtual or In Person Training Conference
Two times per year	JAG Refresher Training	JAG staff as recommended	Virtual or In Person Training
Two times per year	Region 4 JAG WIOA/ENDMS training	All JAG	Virtual or In Person group training
Yearly	JAG Indiana All Staff Summer Training	All JAG Staff	Virtual or In Person Training
Yearly	JAG Indiana New Specialist Training	New JAG Staff	Virtual or In Person Training
Quarterly	JAG Indiana Regional Coordinator Meeting/Training	JAG Coordinators	Virtual or In Person Group Training
Quarterly	JAG Indiana Manager Meeting/Training	JAG Managers	Virtual or In Person Training
One Time Training	E-Learning Modules - Working with People with Disabilities	OSY Youth Staff	Self-Guided/Web-based
One Time Training	Skillful Indiana	OSY Staff	In Person Regional Training
One Time Training	US Census	OSY Staff	Virtual Training
One Time Training	Case Management Training	Region 4 WorkOne OSY Staff	Virtual or In Person Regional Training
Yearly	Indiana Young Adult Services Training	All Young Adult (OSY) Staff	Virtual or In Person Training
Yearly	NAWDP Youth Symposium	Various Young Adult (OSY) Staff	Virtual or In Person Training
Yearly	IYI- Because Kids Count Conference	Various Young Adult Youth Staff and ISY JAG staff	Conference
Yearly	Region 4 - Indiana Career Explorer Training	All Youth Staff	Virtual or In Person
Yearly	Region 4 - Indiana Career Connect	All Youth Staff	Virtual or In Person

Yearly	OSY Enrollment/Eligibility Training	OSY Staff	Virtual or In Person
Yearly	ISY/OSY Work Experience Training	All Youth Staff	Virtual or In Person
Yearly	Confidentiality & Personally Identifiable Information Training	All Youth Staff	Virtual or In Person
Yearly	EO Training	Youth Staff	Virtual or In Person
Yearly	Youth Team Leader Training	Region 4 WorkOne	In Person Regional Training
Quarterly	Youth Worker Café/ IYI various topics relating to serving young adults in need	Young Adult (OSY) Staff	Virtual or Local In Person Training held throughout the region or web based

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

Region 4 Workforce Development Board Policies

Admin Policies

Fiscal
Accessibility Policy
Equal Opportunity Policy and Complaint Procedure
Functional Supervision Policy
Indiana Career Connect Policy
Monitoring Policy
Non-Smoking Policy
Record Retention Policy
Region 4 WorkOne Office Covid – 19 Policy
Weapons and Safety Policy
WIOA Complaint and Grievance Procedure
WorkOne Referral and Direct Linkage Procedure
Workstation and Office Appearance Policy
Personnel Policies
Audit Policy
Voter Registration Policy
DWD Confidentiality Statement Policy

Adult, Dislocated Worker and Youth Policies

Adult Priority of Service Policy
Adult/Dislocated Worker Assessment Policy
Adult/Dislocated Worker Eligibility Policy

Adult, Dislocated Worker and Youth Policies (cont.)

Selective Service Policy
Social Media Policy
Supplemental Data Policy
Supportive Services Policy
Veterans Priority of Service Policy
Work Experience Policy
DVOP LVERS Roles and Responsibilities
Participant Payment Policy
Follow Up and Job Retention Policy
Youth Incentives Policy
Youth Individual Services Strategy Policy
Youth Individual Training Account Policy
Youth Program Elements Policy
Youth Requires Additional Assistance

Youth State JAG Eligibility and Compliance

Accounting Policies

Chart of Accounts
Budget Controls and Modifications
Cash Management Policy

Apprenticeship Policy
Case Closure and Exit Policy
Case Note and Organization Policy
Co-enrollment of RESEA Policy
Customer Flow Policy
Incumbent Worker Policy
Individual Employment Plan Policy
Individual Training Account Policy
On the Job Training Policy
Personally Identifiable Information Policy
Prior Learning Assessment Policy

Check Signing Policy
Cash Disbursement Policy
Allowable Cost Policy
Credit Card Policy
Employee Travel Policy
Property Management and Inventory Policy
Record Retention Policy
Procurement Policy
Internal Controls
Financial Reporting
Journal Entries
Co-Enrollment and Common Exit Policy

DWD Memo 2020-05
Attachment B - Program Participants for PY20 *

PY 20	Program Participants	Program Funding (WIOA)	Additional Funding (State)	Additional Funding (Federal)	Total Budget	Budget per Participant	Explanation (Optional)
WIOA Adult	676	\$1,025,409	\$114,563	\$1,941,800	\$3,081,772	\$4,558.83	USDOL America's Promise Grant-\$1,941,800 WIOASP-114,563
Dislocated Worker	563	\$338,267	\$124,900		\$463,167	\$822.67	Disaster Recovery Grant-\$124,990
Youth (In School)	188	\$75,000	\$779,696		\$846,696	\$4,546.25	JAG State Funds-\$707,696 JAG-Pre-ETS \$72,000
Youth (Out of School)	100	\$746,834			\$746,834	\$7,468.34	
ABE	368		\$1,768,364			\$4,805.33	Includes both State and Federal Funding
WorkINdiana	N/A						No PY 20 WorkIN Grant
Wagner-Peyser	15000				\$ -	\$-	
Veterans (Overall)	1200				\$-	\$-	

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

* Since July 1, 2020, Region 4 WorkOne offices assisted 9,817 customers (may include repeat customer visits)