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

WDB/Region #	**Region 10 Workforce Board, Inc.** **Economic Growth Region 10**
WDB Chair	**Christy Frederick**
WDB Executive Director	**Ron McKulick**
One Stop Operator	**Region 10 Workforce Board, Inc.**
Adult Service Provider(s) Name and Contact Information	**JobWorks, Inc.; 7832 Bluffton Road; Ft. Wayne, IN 46809 Phone: 260-745-2000**
Youth Program Manager/Lead Staff	**Victor Oberhausen/Dawn Pettys**
Youth Service Provider(s) Name and Contact Information	**JobWorks, Inc.; 7832 Bluffton Road; Ft. Wayne, IN 46809 Phone: 260-745-2000**

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

Approved for the Workforce Development Board
Workforce Development Board Chair
Name (type or print): ***Christy Frederick***

Title: Region 10 Workforce Board Chair Person (Human Resources Director; OPTUM)

Signature: _____ Date: _____

Approved for the Counties of the Workforce Development Area
Chief Local Elected Official
Name (type or print): ***Mark Seabrook***

Title: Floyd County Commissioner

Signature: _____ Date: _____

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3. BEAM Report Executive Summary
4. Region 10 Hoosier HOT Jobs by Sector Listing
5. Louisville MSA Talent Demand vs. Supply Analysis
6. Fast Forward Report
7. Recovery 2020 Executive Summary and Indiana Information
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Optional Executive Summary

ES. Each local area may submit an executive summary of their plan, if desired; not to exceed 3 pages in length.

Click here to enter text.

Section 1: Workforce and Economic Analysis

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

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

In the Louisville, KY Metropolitan Statistical Area (MSA), a 12-county bi-state area that includes most of Region 10, also known as "Kentuckiana", "Southern Indiana has 20% of the area workforce, but 80% of area economic growth and opportunity". This was recently expressed by a major, regional economic development organization. Area financial institutions and developers see Southern Indiana "on the brink of an economic explosion." Region 10 is assessed as the fastest growing regional economy, or among the fastest, in Indiana. In good measure, this assessment and forecast is based on 2 factors: 1) The Bridges project and 2) River Ridge Commerce Center.   The Two Bridges project, which has been decades in the making and cost $2.5 billion, is slated for late 2016 completion; a new downtown bridge is complete, while the East End Bridge, which is adjacent to River Ridge Commerce Center, will be opened in late 2016. Moreover, the downtown area known as "spaghetti junction" is being revamped, as it is the convergence of three Interstate Highways whose traffic volume and flow are forecast to increase significantly. Per a 2014 Bridges Economic Impact study: "In the course of 30 years, the Ohio River Bridges Project is expected to generate an average of 15,556 new jobs a year, $29.5 billion in personal income and $86.7 billion in economic output for the Louisville region, according to a [new economic impact study](....)….done for the Indiana Finance Authority." See: http://kyinbridges.com/ and http://www.courier-journal.com/story/news/traffic/bridges/2014/03/19/ohio-river-bridges-project-economic-impact-study/6629323/ . River Ridge Commerce Center (http://riverridgecc.com/about-us/overview) is a unique and enormous regional asset, a 6,000 acre area, a) on the Ohio River near to the Port of Jeffersonville, b) adjacent to the new East End Bridge which connects quickly to three interstate highways, c) 10 minutes drive from downtown Louisville and 15-20 minutes drive time to the International Airport and the UPS Worldport, the largest of its kind…in the world and d) with ongoing investment in its infrastructure and capabilities, including a recent mega-site designation. Currently, 22 "top companies" are listed, with a workforce of approximately 6,000 representing only 10% of the 6,000 acre area. Job growth forecasts have varied and expanded in the past 2 years, from 12,000 new jobs in the next several years to a more recent estimate 20,000 new jobs. Growth will inevitably occur across sectors and their respective occupational clusters and career pathways, and across a wider geography, from its Clark County epicenter outward in long-term ripples to all of Region 10, Jefferson County, Indiana, and the seven county Louisville workforce area, at a minimum. For example, along the Harrison County/Floyd County line, there are up to 700 acres for industrial/commercial development In the coming 10+ years, given its own locational assets, i.e. adjacent to I-64, minutes from downtown Louisville, New Albany, Jeffersonville, etc., and from the airport and UPS Worldport.
Sector Drivers: In 2010, the WIRED65 initiative produced a comprehensive Regional Competitiveness Strategy, keeping in mind three critical and generic characteristics: Talent, Innovation and (Quality of) Place. That Strategy recognized nine areas, i.e. specific business/industry sectors plus the "entrepreneurial development"

component. This comprehensive data and interpretative analyses clearly indicated a notable diversity in sectors showing growth, high-wage job opportunities and a viable career path.

Examples of additional Region 10 "uniqueness" that portray significant economic assets/opportunities:

1) The TDL sector (Interstates, rail, inland waterway, air (UPS, etc.),
2) Clark Maritime Center, the fastest growing port in the inland waterway system,
3) Sub-sector growth niches, for example, in HR Management (Ex: US Army HR Command headquarters), Long-Term Healthcare (several corporate headquarters for Aging Care service delivery) and software coding/web development (a range of small start-ups to major companies like Humana, Yum and Texas Roadhouse).
4) Formative work around a defense corridor (shared with 3 other regions, plus areas in Kentucky,)
5) Mid-America Science Park (Scott County).

Business/industry sector diversity continues in 2016 and into the future for the Region 10 area and the Louisville MSA. Kentuckiana Works MSA-based labor analysis scope finds 6 key sectors: 1) Advanced Manufacturing, 2) Health Enterprises and Lifelong Wellness and Aging, 3) Information Technology, 4) Logistics and Supply Chain Management, 5) Consumer and Business Services, and 6) Food and Beverage. See http://www.kentuckianaworks.org/JobTrends/RegionalWorkforceTrends/CareerPathways.aspx and **ATTACHMENT 1 (Quarterly Report example)**. Indiana Department of Workforce Development data shows that 5 of the 6 industry areas listed above also have a top 10 ranking as largest labor market shares in Region 10; for example: Manufacturing-#1, Healthcare-#4, Accommodation and Food Services (similar to Food and Beverage)-#5, Transportation, i.e. Logistics and Supply Chain Management, -#7 and Finance and Insurance, similar to Consumer and Business Services-#9. In terms of Industry Growth by Percent Change in Region 10: Healthcare-#1, Manufacturing-#3, Accommodation and Food Services-#5. Curiously, from a Region 10-only perspective, Transportation is not ranked in terms of growth, nor is Business/Financial Services. **See ATTACHMENT 2: DWD** Region 10 Workforce Data Analysis. When the labor market is viewed through a 22 County bi-state model, running from Region 10 to Lexington, KY along the I-64 corridor, the two fastest-growing industry sectors are Healthcare and Transportation/Distribution/Logistics. The BEAM initiative is premised on a distinctive, valid data-and-history-based industry model: That corridor as a globally-competitive Advanced Manufacturing super-region. See https://louisvilleky.gov/government/bluegrass-economic-advancement-movement and see the regional plan: https://louisvilleky.gov/sites/default/files/economic_development/pdf_files/beam_economic_growth_plan_final_0.pdf "Seizing the Manufacturing Moment", and see **ATTACHMENT 3, the BEAM Executive Summary**.

The most recent and highly informative data on sectors is seen through comprehensive research through the Region 10 Works Council (http://www.in.gov/irwc/), which posits *6 sector drivers: 1) Manufacturing, 2) Healthcare, 3) Transportation and Logistics, 4) Computer and Information Technology, 5) Construction and Utilities and 6) Business and Professional Services.* A more accurate and salient perspective was advocated for by the Works Council; thus, the data is *based on the MSA and not simply Region 10.* This data and view are currently the sector positioning taken by the Works Council, Region 10 Workforce Board, area educational institutions, economic development (LEDOs) and other stakeholders.

The most recent Unemployment Rate data (February 2016) for Region 10 are 5.2%, or 7,710 individuals. The data set references an area workforce of nearly 150,000, compared with approximately 144,000 5 years ago. A 5.2 % regional rate, with Clark County at 4.8%, Floyd County at 4.9%, and Jeffersonville, the region's largest city at 4.1%, is deemed as nearly "full"; that is, the area workforce is near to its maximum point in terms of worker availability, and the popular perception is that "everyone is working". It is a job-seekers' market; employers across sectors are struggling to find qualified applicants; hiring data analytics are indicating a longer time period from job posting to hire. **Thus, in terms of employment needs of MSA employers:**

1. See Region 10 Hoosier Hot 50 Jobs by sector, **ATTACHMENT 4.** All 6 sectors have a Hot Jobs listing. One example, healthcare in Region 10 lists 16 Hot Jobs; while all occupations are in-demand and reflect employer need, some listed are high-waged and some are lower-waged, with the latter's demand, in part, due to higher rates of employee turnover. 26 of its 50 occupations cited require a post-secondary credential and/or degree.

2. See the Kentuckiana Quarterly Labor Market Information Reports (ATTACHMENT ----): 1) Of the Top 30 Job Postings for that recent quarter, 23 of 30 occupations are in the 6 sectors 2) Of the top 15 high-demand, high wage occupations listed for the 3rd quarter, 2015, 10 of 15 are in the 6 sectors listed above.

3. The bi-state area Community Workforce Audit database, Kentuckiana Occupational Outlook (KOO), provides a "Projected Net Growth in Jobs 2014-2024" profile for Region 10, Indiana specifically and for the bi-state Kentuckiana labor market at: http://www.kentuckianaworks.org/outlook/default.asp. The profile looks across 776 occupations based on Bureau of Labor Statistics data; the research group includes experts from IU Kelly School of Business and counterparts from the University of Louisville and University of Kentucky. The Projected Job Opportunities in KOO presents, by occupation, in a rank order format, *based on a) the Change in Number (#) of Jobs, and b) percentage of job growth, 2014-2024 for the MSA labor market overall or by <u>industry cluster</u>* A listing of the area TOP 10 Fastest Growing occupations is also available.

4. Indiana Career Connect: See the top 50 fastest growing occupations in Region 10 (2010-2020) are listed via Indiana Career Connect at these links: a) "Here are the top 50 occupations that are predicted to have **the most future job openings** in Economic Growth Region 10. Click on the occupation title in the table below to see more information about that occupation":
    https://www.indianacareerconnect.com/vosnet/lmi/area/areasummary.aspx?enc=SgfjA5gOXyjl8J88h1R JLTV7707JZtzNbaqJztdlvCPtanOOUS0H2b3EC+z2/26B8EJ7RP3TYm8CA6Dj9k4zzyW8XIsMX4195ckFF9lUH A7L0g4ayLTOpZJFYuFeBLG8nSCBnPiYg0K7XMNDMkI7G403ZUh8Rg5x9Grs6VHNR9c=
    b) "Here are the top 50 **fastest growing occupations** (by percentage change of jobs) in Economic Growth Region 10. Click on the occupation title in the table below to see more information about that occupation":
    https://www.indianacareerconnect.com/vosnet/lmi/area/areasummary.aspx?enc=SgfjA5gOXyjl8J88h1R JLTV7707JZtzNbaqJztdlvCPtanOOUS0H2b3EC+z2/26BBDyoy6abNj7iu1U43tLudAbpGf9sq0RogHsoODaWi WoAkerCq1QGBQXJoPjHAO+1SGkCCYbm4ePU2BXweKYHBj8BCxiFczMSC51TNvotOzY=

5. The most recent and salient data to picture area employment needs of employers, by sectors deemed "economic drivers", comes from the MSA Talent Demand vs. Supply Analysis **(See ATTACHMENT 5),** funded by DWD and published by FutureWorks, Inc. in November 2015. The analysis provides occupation-based detail, per sector, in terms of wage levels, recent demand calculated in terms of regional job openings due to growth, retirements, and job postings, total number of jobs in the economy by occupational cluster, and post-secondary requirements. Key highlights regarding the MSA talent demand picture and a foundational characteristic of "employment needs of employers": 1) Across the **6 key sectors**, based on <u>2014</u> "**Total Jobs in the Economy" data**, **61% have post-secondary education requirements**. State and national research, over time, has predicted the 60% level will occur by 2018, 2020, *2025, depending on the particular research and when it was performed…but this educational requirement level is occurring now in the MSA, and 2)* Across the 6 key sectors, based on **2014 "Job Opportunities", 75% have post-2ndary education requirements.** Similar findings come from the MSA-based *FAST FORWARD* Report, published in December 2015, relating to family-supporting jobs over the next 10 years **(See ATTACHMENT 6).**

Note: In each data set rendering, growth in manufacturing occupations appears to be under-represented. Some data sets do not incorporate 'replacement job openings' into their views. Two factors are exemplified: 1) Using the BEAM report as a broad reference point, in the 22 county bi-state area cited, there are approximately 100,000 manufacturing workers, with a third (33,000) projected to retire in the next five years, with that 5 year time period beginning in 2014, and 2) Bureau of Labor Statistics (BLS) data and related analysis cannot incorporate real-time growth that exceeds projected growth; such is the case in Region 10, with the River Ridge area alone and the manufacturing sector resurgence overall in Region 10 especially, but also in the MSA, the

WIRED65 area and the BEAM region. Recent job gains data, from the IUS economic forecast presented in May 2016, indicates that 80% of such gains in the MSA are occurring in Clark County, IN; much of these new job gains relates to the manufacturing sector.

Both overall and sector-based regional employment needs of employers, can be viewed, with general confidence, through these and other occupational data listings.

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)]

" 'How work is done' is in a state of revolution", moving from, for example, the agrarian and then industrial revolutions to the now digital, knowledge-based and technological revolution." In the USA, in the 1950s, 60%+ of the labor market consisted on unskilled occupations; today, locally, over 60% of occupations in key sectors require post-secondary attainment and, overall, conservatively stated, 60%+ of the labor market consists of skilled occupations. This perspective has been borne out and continues as such across many diverse stakeholders regionally, by state, nationally and globally; it is painfully obvious. Related research, again at regional to global scale, continues to identify three main skill sets: 1) Academic, 2) Technical, and 3) Employability. Definitions of talent vary therein, some experts relying only on technical skills as "talent", others seeing talent as the fusion of academic ability and technical skill, and others indicating holistically for talent to function reliably, all three are required.

Regarding knowledge, skills and abilities (KSA) needed in the local area:

1. See Indiana Department of Workforce Development Data in **ATTACHMENT 2.** This report provides priority data on the KSA of each of the Hot 50 Jobs in Region 10, as well as the top soft skills, hard skills and certifications of each of the region's industry clusters. Variances therein are clearly demonstrated, especially as pertains to Knowledge; however, there are striking, predominant Skills and Abilities patterns crossing most clusters and occupations, such as customer service, oral and written communication, problem-solving, reasoning, critical thinking, organizational skills and active listening. For example, based on national surveying: "Active Listening is very important or extremely important to 96% of occupations, and Critical Thinking is very important or extremely important to 96% of occupations."These patterns reinforce national observations/rankings in the Recovery 2020 Report from Georgetown University's Center on Education and the Workforce, published in June 2013 (See: https://cew.georgetown.edu/report/recovery-job-growth-and-education-requirements-through-2020/ and the Executive Summary in **ATTACHMENT 7:**   "Judgment/decision-making, communications, analysis, and administration will be the four most in-demand competencies in the labor market."
2. See the Kentuckiana Occupational Outlook: http://www.kentuckianaworks.org/JobTrends/OccupationalOutlook.aspx; this site provides KSA information, per occupation, across the entire labor market, from O'NET (https://www.onetonline.org/), and also indicates where related post-secondary education/training is available in/near the MSA region. Occupations can be ranked by industry cluster with those that are most in-demand, fastest-growing, etc. provided in rank order. These data sets are up-to-date and available for Region 10, the Louisville workforce areas and its 7 Counties, or for the entire MSA.
3. Kentuckiana Works quarterly reports provide information on Top Skills across sets of occupations, such as: 1) For the top 30 job postings in the quarter, the top 10 basic skills, and 2) For Top 30 Job Postings paying a living wage, the top 10 specialized skills.
4. Employment requirements are cited in the MSA Talent Demand vs. Supply Analysis (See ATTACHMENT ---) by sector and per occupational group listed in terms of educational requirements. The compelling summary: 1) Across the 6 key sectors, based on 2014 "Total Jobs in the Economy" data, 61% have post-secondary education requirements now. *and 2)* Across the 6 key sectors, based on 2014 "Job Opportunities", 75% have post-2ndary education requirements.

5. In terms of current skills snapshots of high-demand occupations in the MSA, <u>samples</u> are provided:
   Manufacturing:
   Industrial Engineer: 4-year specialized degree, license; Heavy STEM skills
   Maintenance Technicians: High school diploma or equivalent; Short-term training often desirable:
   Electronics, mechanical and electrical repair, troubleshooting
   Healthcare:
   LPN, ADRN, BSRN: 1-4 years postsecondary with degree; Varying levels of medical training
   Physical Therapists, Physicians: > 4 years postsecondary with advanced degree
   Overall, Solid personal service skills in addition to medical training
   Computer and Information Technology:
   Computer Programmers: 4-year specialized degree; or alternative training like Code Louisville; Heavy
   STEM skills, office skills, computer skills
   Help Desk Technicians: HS Diploma or Equivalent; Office skills, computer skills, customer service skills
6. From a Future Skills perspective, see **ATTACHMENT 8** a compendium from:

- *Cisco's series on the workforce of the future* *http://csr.cisco.com/pages/workforce-readiness*
- Trends at Work: An Overview of Tomorrow's Employment Ecosystem (Tim Mack/Futurist) WFS Home ›
  The Futurist › 2014 Issues of The Futurist › November-December 2014 (Vol. 48, No. 6) ›

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

Region 10's most recent population information is provided:

Population over Time	Number	Rank in State	Percent of State	Indiana
Yesterday (2010)	287,332	10	4.4%	6,484,229
Today (2015)	293,781	10	4.4%	6,619,680
Tomorrow (2020 projection)*	309,043	10	4.5%	6,852,121
Percent Change 2010 to Today	2.2%	2		2.1%

*Projection based on 2010 Census counts.
Sources: U.S. Census Bureau; Indiana Business Research Center

Income and Poverty	Number	Rank of 11	Percent of State	Indiana
Per Capita Personal Income (annual) in 2014	$38,291	5	96.7%	$39,578
Welfare (TANF) Monthly Average Families in 2015	475	8	5.7%	8,338
Food Stamp Recipients in 2015	31,821	9	3.9%	810,606
Free and Reduced Fee Lunch Recipients in 2014	21,615	9	4.2%	514,128

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

Further information on those who are apt to evidence barriers to employment, based on a comprehensive range of data and descriptors locally, is provided through the 2015 Assessment of Community Needs and Priorities for Clark and Floyd Counties. See http://cfsouthernindiana.com/cna/ and **ATTACHMENT 9.** While this "lens" does not include all Region 10 Counties, this data and the related research are fresh, comprehensive and offering salient interpretation to key community priorities and goals ,representing 65%+ of the Region 10 population.

Aspects of Poverty and Low-Income Households, per the 2015 assessment (published in Fall 2015):
Based on a population in R10 of 292,000:
- 6,200+ reported as Unemployed (More recently in April 2016, 6,746 are reported
- 28,500 do not have a HS diploma (STATS IN)
- 40,000+ have "some college" (STATS IN)
- 34,700 Food Stamp Recipients (STATS IN)
- 21,615 Free and Reduced Lunch Recipients (STATS IN)
- Over 26,000, just in Clark and Floyd Counties, experience Food Insecurity*
- Child Food Insecurity Rate in Clark and Floyd Counties estimated at 21%, with about 35% of those children living in families not eligible for public food assistance*
- Roughly 1,100 low-income renters, in Clark and Floyd Counties, are vulnerable to housing loss, doubling up, or homelessness*
- *Inadequate emergency sheltering; inadequate affordable housing**
- *Inadequate public transit*
- *Inadequate child care assistance*

Clark, Floyd, Harrison Counties Needs Assessment 2015

Per Quick Facts, through the US Census, Indiana has an incidence rate of 9.6% regarding persons who have a disability, under age 65 years, 2010-2014 data. Recalculating this data to Region 10 and the working age population, those with a disability are estimated at approximately 17,000.

Labor Force, 2015	Number	Rank of 11	Percent of State	Indiana
Total Resident Labor Force	147,018	10	4.5%	3,265,761
Employed	140,272	9	4.5%	3,109,217
Unemployed	**6,746**	10	4.3%	156,544
Annual Unemployment Rate	4.6	5	95.8%	4.8
April 2016 Unemployment Rate	4.5	5	93.8%	4.8

Source: STATS Indiana, using data from the Indiana Department of Workforce Development

In terms of Region 10's workforce volume by sector, please see **ATTACHMENT 2,** Indiana Hoosiers by the Numbers, IN Department of Workforce Development data. Overall, Indiana Department of Workforce Development data shows that 5 of the 6 sectors identified as primary economic "drivers" also have a top 10 ranking as largest labor market shares in Region 10; for example: Manufacturing-#1, Healthcare-#4, Accommodation and Food Services (similar to Food and Beverage)-#5, Transportation, i.e. Logistics and Supply Chain Management, -#7 and Finance and Insurance, similar to Consumer and Business Services-#9. In terms of Industry Growth by Percent Change in Region 10: Healthcare-#1, Manufacturing-#3, Accommodation and Food Services-#5. Curiously, from a Region 10-only perspective, Transportation is not ranked in terms of growth, nor is Business/Financial Services.

A summarizing of key factors that reflect major trends bearing on the Region 10 and Louisville MSA labor market are presented below. Some facets are being restated as they are integral to this whole area labor market picture going forward. Some facets reflect national issues, each having clear local impacts and consequences.

A CONVERGENCE OF NATIONAL AND LOCAL FACTORSTHAT BEAR UPON REGIONAL TALENT DEVELOPMENT WORK INTO THE FUTURE

FACTOR 1: Lag in Educational attainment (Nationally, higher rates of educational attainment correlate positively with economic growth and area "thriving"): Talent Demand Highlights **(See ATTACHMENT 5):**
1. Across the 6 key sectors, based on 2014 "Total Jobs in the Economy" data, _61% (263,191 of 435,074)_ have post-2ndary education requirements, i.e. some college, two-year degree, four-year degree, or higher
2. Across the 6 key sectors, based on 2014 "Job Opportunities", i.e. Regional job openings due to growth, retirements, and job postings, _75%_ have post-2ndary education requirements.

State and national research has predictions the 60% level will occur by 2018, 2020, _2025…varies with the research (Example: Georgetown University Recovery 2020 Report: 65% of LM will consist of occupations requiring some type of post-2ndary attainment, by 2020.) but its now in Kyiana MSA._

Educational Attainment Level in R10: 27%   IN: 32%   USA: 37% **(See ATTACHMENT 10, with 3 attainment time-points)**
(Source: Most recent American Community Survey Census Data. Thus, the Indiana Career Council Goal (And Lumina Foundation goal): Educational Attainment Goal 60% of the Workforce has Post-2ndary Attainment by 2025.

FACTOR 2: Area Talent Demand vs. Supply Analysis (See ATTACHMENT 5)
In the Talent Demand vs. Supply Analysis, supply is seen through 2 views, based on 2014 data
   i.   13 County MSA Demand vs. *Post-2ndary* Production in 13 County area (13,814 produced)
   ii.   13 County MSA Demand vs. *Post-2ndary* Production in100 mile radius (53,342 produced)
Talent Demand vs. Supply Findings are based on the red, yellow, green model:
Red = **more demand than supply** of credentials (inadequate supply; scarcity)
Yellow = more supply of credentials than demand
Green = demand and supply approach balance (adequate to abundant supply)
Findings:
MSA Talent Demand v**s.** **MSA Supply: All Sectors RED**
  MSA Talent Demand vs.**100 Mile Radius Supply: <u>4</u> of 6 <u>sectors</u> RED**
   • 	1-Manufacturing, 2-Information Technology, 3-Trans./Dist./Logistics, 4- Construction & Energy
   • 	1 of 6 sectors: GREEN *Healthcare*
   • 	1 of 6 sectors: Professional & Bus. Services Part RED Part GREEN
  Most significant Talent Supply Scarcity, reflecting High-waged jobs: Computer and Information Technology
<u>Overall, for FACTORS 1 & 2, findings suggest:</u>
   1.   Inadequate post-2ndary degree production volume
   2.   Some degree of "misalignment" between what the Labor Market needs, what is being studied, and the
        time and pace for one completing post-secondary work and gaining a Family-Supporting Waged
        Job/Career

FACTOR 3: <u>Low Unemployment Rate</u>
4.5% rate currently (6,746 persons) vs. 9.4% (12,958 persons) in Dec. 2010. Economists typically refer to "full
employment" in the LM at 4-5% unemployment.

FACTOR 4: As an aspect of Area Poverty and the Number of Low-Income Households:
 22% of "Total Jobs" in the MSA (approx. 140,000) pay, on average $11.11/hr. ($23,000 annual wage).
 In perspective, a household needs to earn at least $39, 036/year to afford a 3-bedroom apartment ($20.33/hr.
 for a single earner household). For Region 10 specifically, this is estimated roughly at 28,000.

FACTOR 5: <u>A Shrinking Workforce…at an unprecedented level</u>
The MSA and 26 County model suggest a tipping point is near in the Net Change in Working Age Population
(Ages 20-64). In 2016, the approximate Net Change is +3500 (<u>only</u> 3500 people); by 2022, the Net Change is
forecast in the negative. This is being called "<u>Silver Tsunami</u>". Nationally, over the next 20 years: 77 million
persons will leave the labor market while 44 million are projected to enter it.

FACTOR 6: <u>From the Agrarian Revolution to the Industrial Revolution… now the Digital Revolution</u>
How work is done, across sectors, is in a long-term phase of enormous change: Digital, knowledge-based, etc.
Technical Skill sets are pervasive; Basic Skills are relatively more advanced and sophisticated compared to 10-
20+ years ago. Now and into the future, the bulk (60-70%) of the Labor Market consists of skilled occupations;
for many years, it had been unskilled occupations composing the LM's bulk.

FACTOR 7: <u>Significant Economic Growth in Region 10</u>
Cited as the fastest growing area of IN economically

What Region 10 and the Louisville MSA are seeing more frequently, be it through the publicly-funded, private,
non-profit, philanthropic or civic 'lens' in response to this of distinctive and unprecedented mix of global,
national and local factors converging and interacting for the foreseeable future (in terms of Labor Market
conditions and Trends)…includes the urging and fueling of more comprehensive, long

Term Community Initiatives; for example: Education Matters Southern Indiana; Southern Indiana Cradle-to-Career Initiative; comprehensive K-12 College and Career Readiness operations evolving; College Success Coalitions; Various Industry Sector Partnerships; a FORD Next Gen Learning Community in Southern Indiana; and 55,000 Degrees (MSA initiative). Communities and regions cannot afford to and should not accept the inefficiency, leakages and waste in developing talent. Long-Term Community Initiatives are being evidenced with _basic characteristics_ like:

a)Collaboration-mature, authentic, relationships, b) Wide, comprehensive range of stakeholders, c) Not doing business as usual; instead, operating in truly innovative ways, and d) Diligence and good stewardship….and what is the ROI? Are we moving the needle?

Additionally, research is providing more recommendations for tackling the Talent Development issue, in its various manifestations, acknowledging that, for the most part, the work is long-term…thus, movements inclusive comprehensive long-term community initiatives. See **ATTACHMENT 5, MSA Talent Analysis**, and **ATTACHMENT 6,** Fast Forward Report, as each offers recommendations.

Section 2: Strategic Vision and Goals

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

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

REGION 10 WORKFORCE BOARD Vision:

The Region 10 Workforce Board will serve as a catalyst within its region
To effectively develop the workforce
To compete successfully in the 21st century global economy

REGION 10 WORKFORCE BOARD Mission:

To advance the growth of a skilled, competitive workforce through
Community and business partnerships and workforce resources
That maximize the long-term viability of the regional economy

The strategic intention of the Region 10 Workforce Board focuses on *regional demand-driven 'talent development and employment' to meet the needs of area business and the needs of jobseekers; thus*: 1) Building authentic partnerships with various economic stakeholders, 2) Gain, leverage and/or lead various resources to further the improvement of the region's workforce, 3) Investing in skill improvement of the workforce of Region 10, and 4) Using workforce development as a key tool for growing a thriving 21st-century regional economy.

REGION 10 WORKFORCE BOARD: 4 PILLARS

1 : WorkOne *Goal:* The Region 10 Board will build, improve and sustain, an effective and successful regionally-focused ***WorkOne service system*** under: A) the Workforce Innovation and Opportunity Act (WIOA) and B) Indiana's Plan, which focuses on 1) System Alignment. i.e. diverse employment and training resources coordinating and cohering as a high-performing service system for key sectors, employers, and job-seekers, 2) Worker- and Student-centric services, i.e. employment and training services are centered on the individual customer and his/her talent cultivation to an in-demand career and a family-sustaining wage, and 3) Demand-driven Programs and Investments, i.e. employment, training and business services are always focused on the region's labor market and occupational needs, relying in a sector-based, demand-driven framework.

2: Increasing Educational Attainment   *Goal:* The Region 10 Board will maximize current and new resources at its disposal to increase marketable, in-demand skills attainment and educational attainment of its residents for employment and career.

3 : Economic Development   *Goal:* The Region 10 Board will use current and/or new functional linkages and relationships with businesses and/or County or regional Economic Development resources, as feasible and in a positive cost/benefit manner, to provide value-adding assistance, i.e. for example, workforce availability data analysis, customized talent recruitment, etc. in specific a) business expansion/retention, and related employee training and retention, and b) business attraction.

4: Youth and Career Preparation   *Goal:* The Region 10 Board will maintain and expand services, as feasible, to assist area at-risk youth to High School diploma or equivalency attainment, post-secondary education/training completion and/or (skilled) employment. As feasible, the Board will assist Student Career Preparation activities and programs in area Schools' High School programs and services.

*The **cornerstone direction, priorities and recommendations** center on* two main operational goals fitted to these pillars*:*

1. ***Build, adapt effectively to, and sustain a new high-performing and effective regional WorkOne system** , one that maintains and improves its <u>customer-centered design and approach</u>, integrates One-Stop and other area service partners in a coordinated and cohesive service platform, and serves both a) Employers and b) The mainstream public and those who have more specific <u>barriers to employment</u> to higher-waged employment and career.*
2. ***Grow training resources** that operate <u>meaningfully</u>, with local policy parameters, in the area Labor Market, with and for <u>Job-seeker</u> Customers and <u>Employers</u>*

Thus:

1. **Establish new WorkOne Express services locations** and make site improvements, as needed and as funding is available

2. **Expand and improve WorkOne service quality, customer volume, and positive outcomes. 'Positive outcomes' aligns directly to a) the federal performance accountability measures: Entered Employment, Employment Retention, Wages, Educational Attainment, etc., and b) meeting/exceeding those measures in Region 10.**
   - ➢ Establish and grow the region's One-Stop partner network operationally and dynamically, coordinating services and integrating services, as appropriate; the network is inclusive of both required partners, per WIOA, and local service partners who choose to affiliate.
   - ➢ Expand WorkOne services access both physically and virtually
   - ➢ Increase and improve employment, career, education/training and support services with Adults, Dislocated Workers, and At-Risk Youth who have barriers to employment, including those who are referenced (by US DOL) as "most vulnerable". "Barriers to employment" includes, <u>for example</u>, those who have the Unemployment Insurance (UI) benefit and related REA, JFH, and RESEA services; Rapid Response and Trade Adjustment Assistance (TAA) services tracks; those who do not have a High School Diploma (Adult Education), those who are under-employed and/or have 'some college', etc.
   - ➢ Increase and improve employment, career, education/training and support services with persons who have a disability, in part, through a growing partnership and networking with the Area Office of Vocational Rehabilitation (OVR)
   - ➢ Promote WorkOne services in more ways to: a) more diverse job-seeker 'populations', and b) sector-framed business communities
   - ➢ WorkOne staff professional development and teams development (Welcome Team, Skills/Employment Team, and Business Services Team), in relationship to WIOA, the state plan, based in the Indiana Career Council plan, and local goals and needs.

> Maintain and refine the customer-centered service model Region 10 WorkOne has established (since 2008).

3. Based on employer input, design, regularly implement, measure and improve regional **sector-based Training Initiatives**. For example,
    > Maintain and expand the **Manufacturing** sector initiative around i) MSSC Certified Production Technician training-credentialing and ii) CNC machining,
    > Increase affiliation with the Greater Louisville **Healthcare** Career Collaborative (which includes southern Indiana employers) toward cultivating a stronger healthcare talent pipeline in southern Indiana, with WorkOne employment, career, education/training and support services contribution, and in partnership with post-secondary providers,
    > Increase affiliation with area **Information Technology** training initiatives, like Code Louisville, as well as advancing an IT employer talent development partnership in southern Indiana, and
    > Establish a viable **Transportation /Distribution/Logistics** sector partnership

4. **Assist customers into education/training**, as appropriate to his/her needs, abilities, readiness and goals; that is, provide objective, customer-empowering career development services and provide financial support, as appropriate, **toward credential or degree attainment and entry into in-demand, skilled employment with a higher-wage/"family sustaining wage" and offering career mobility and a career path/ladder.**

5. **Educational Attainment (workforce training) specifics**:
a. Seek and gain new training resources, relating to in-demand, SKILLED occupations that provide a "family sustaining wage"; for example, the National Fund for Workforce Solution partnership with Kentuckiana Works
b. Continue WORK IN, i.e. short-term occupational trainings that connect with: in-demand occupations; an area employer-valued credential, a viable career path, and a wage level more aligned toward a family-sustaining wage, in accord with DWD policy
c. Continue and grow the "Hand Up" scholarship program, in concert with:
    > The Harrison County Community Foundation and Harrison County government
    > The Washington County Community Foundation
    > Community Foundation of Southern Indiana (Clark and Floyd Counties)
    > Scott County Community Foundation
    for adult learners who need tuition and other assistance while in training , with WorkOne dollars 1st providing assistance, i.e. "skin in the game", followed by Foundation-related dollars to better ensure all training costs are covered for the customer and he/she is more apt to persist and complete.
d. Continue to play a core leadership and service infrastructure role in Education Matters Southern Indiana (EMSI) (See: http://www.educationmatterssi.org/), which partners, in turn, with Indiana's "Go Back. Complete." Initiative, all focused on assisting those with 'some college' to go back and attain a degree and/or credential.
e. Contribute actively to the region's Cradle-to-Career Initiative, which is focusing on: a) Early Childhood Education and b) Talent Development (K-Adult)

6. **Continue and expand employer and business services:**
a. Customized recruitment to meet specific employer needs; on-site recruiting events (44 to date in PY 15)
b. Continue quality business retention visits and relationship-building with employers across 15+ business/industry sectors
c. Value-adding assistance with major hiring needs/events, such as American Fuji Seal, Tenneco, Autoneum; the WorkOne Job Fair (with 60+ employers), and new businesses locating in Region 10

d. Reverse Job Fairs and specialized job fairs for veteran customers (Ex: SP-NEG Veteran Training Workshops)
e. Business Attraction work with area economic development entities, often supplying workforce availability and wage data and other specific information per attraction project
f. Job Development services including work-based learning Training service tracks with employers and WorkOne job-seeker customers
g. Engage employers in other multiple ways that are demand-driven and value-adding, for example: Value-adding Human Resource Professional training seminars, HCRI-certified, for area employers; industry forums; sector partnerships (for example: Manufacturing; IT); Youth Career Expo, Job Development services, WorkOne Business Services e-letters, hosting employer-centered events at the WorkOne New Albany, etc.

7. **Regional, inter-regional/bi-state and state collaborations around sector-based "human capital….talent development….addressing the skills gap(s)".** For example:
   a. WIRED65 Workforce Partners: Sector Strategy projects
   b. Lumina-related projects, such as Education Matters Southern Indiana; 55,000 Degrees, etc.
   c. Metro Manufacturing Alliance
   d. The Bluegrass Economic Advancement Movement (BEAM) that is purposed to build 2 Metropolitan Statistical Areas (Louisville and Lexington, with the I-64 corridor connections) toward a world-class advanced manufacturing super-region, with global competitive advantage. Region 10 is included by virtue of 5 of its 6 counties being in the Louisville MSA.
   e. Ford Next Gen Learning
   f. Junior Achievement INSPIRE
   g. The work of the Region 10 Works Council, focused on Career and Technical Education, and the work of the Indiana Career Council
   h. NEG projects with DWD
   i. SKILL UP: Manufacturing Sector project
   j. Various school districts' Schools' College and Career Readiness Initiative: Greater Clark, South Harrison, Scott County

8. **Expand and improve Youth services, both under WIOA and in relation to recognized area community priorities (See ATTACHMENT 11 for further detail)**
   In-School (IS) Youth-- Jobs for America's Graduates (JAG) Platform: Continue, grow, and improve the Jobs for America's Graduates (JAG) programs at 2 area High Schools (Jeffersonville and New Albany) See Section 4.6 also for further detail.
   ➢ Priority to Achieve High School Diploma, or Educational Program Currently Enrolled
   ➢ College and Career Readiness
   ➢ More IS Youth Participate in Work Experience
   ➢ Increase Credential Attainment
   ➢ Serve 35 Youth per JAG program/Serve 35 WIOA I/S Youth
   ➢ Improve Services Transition from High School to WorkOne Out-of-School youth Program; Incorporate strengths of One-stop Partner Network
   ➢ Improve Strategies for Engaging More Youth

Out-of-School (OOS) Youth/WIOA (See Section 4.7 also for further detail)
  - ➢ Enhance region's Career Readiness Platform
  - ➢ Expand and Improve Work Experience Services
  - ➢ Improve Computer and Customer Service Skills of Young Adults
  - ➢ Increase Credential Attainment of Young Adults
  - ➢ Develop Pathways that Lead to Credential/Degree Attainment and Economic Self-Sufficiency
  - ➢ Recruitment/Outreach-Goal to Serve 100> OOS Youth; Incorporate strengths of One-stop Partner Network
  - ➢ Develop Platform to Improve Youth Follow-Up Efficiency

Youth
  - ➢ High School Job Fairs (Ex: Greater Clark Schools first major Job Fair on May 23, 2016)
  - ➢ College and Career Fairs, and College Success Coalition participation
  - ➢ Core Partner in regional Cradle-to-Career Initiative, which emphasizes K-12
  - ➢ Active, ongoing contributor to various area schools' College and Career readiness Initiatives

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

The Vision of the State Workforce Innovation Council (SWIC): *Every Indiana business will find the educated and skilled workforce necessary to compete successfully in the global economy.   Every Indiana citizen will have access to the information, education and skills required for career success.*

The SWIC has adopted the Vision of the Indiana Career Council. Essentially, for Indiana, the Vision speaks to a 'preferred future state' of things wherein a) Businesses have access to and can gain the talent needed for the business's long-term success and b) Individuals have access to opportunities that permit career success, which, by definition, also reflects the long-term.

Similarly, the Board's Vision and Mission are centered on taking actions that contribute to, in partnership with others, the development and advancement of the region's workforce. This contribution serves directly toward businesses accessing talent they need to succeed. In the case of both Visions, the work and accomplishments of the business and individual are for long-term success in the 21st century/global economy.

The Board offers more detail in its WORKONE Vision and Mission and also references an older, yet still viable version of its operational methods of developing and advancing the workforce, in a manner consonant with the SWIC's Vision of long-term economic success for business and 'worker' with his/her talents, again in a win-win proposition; that is, business, the WorkOne customer and the regional community each win, as follows:
Region 10 WorkOne: OUR VISION
All job-seekers will leave as better job candidates and all employers will access a quality applicant pool.
WorkOne will have a priority market preference with customers in meeting their employment needs.
Region 10 WorkOne: OUR MISSION
To serve the job-seeker: In building marketable skills, choosing the most rewarding career path, and gaining the best possible employment; To serve employers: In hiring and retaining the skilled workforce they need
To serve the regional community: WorkOne contributes daily to its economic vitality
WorkOne's Customer Bill of Rights
Know their skills, increase their skills, find the best possible employment based on their skills

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

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

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

  The National Governors Association reports:

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

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

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

partners need to ensure that there are effective and meaningful forums for employers in these sectors to collaborate with each other and to work with the system's partners.

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

1.SYSTEM ALIGNMENT: Indiana has been progressive in implementing the integrated services delivery' model since 2007. This model has permitted WorkOne services and staff teaming beyond silos, at least for a) core DWD programs, such as Unemployment Insurance (UI), Wagner-Peyser, Trade Adjustment Assistance (TAA) and Veterans services , to name a few, and b) WIA and now, WIOA, 'programs'. WorkOne staff are known by "WorkOne" and their first names, not by program or one's paycheck source. Staff are established on functional service teams to welcome, engage, coach and up-skill job-seeker customers and to provide value-adding services to employers. As well, integration has permitted cost-sharing of site expenses. While understanding that broader system alignment across more One-Stop partners is desired and expected, Indiana has moved the needle regarding 'alignment', compared to other states. In effect, regions have a level of alignment achieved with their One-Stop operations. Under WIOA and the state plan, further alignment will occur.

The Board's Pillars and goals are already congruent with and will fuel such alignment build-out over the next several years, with a more specific expectation that cost-sharing in the One-Stop service operations will begin implementation by mid-2017, especially involving OVR, TANF, DWD and WIOA; the latter referring directly to the Board. As observed in other Plan sections, the Board's Regional Operator is working regularly with area One-Stop partners, i.e. Adult Education, TANF E/T, Vocational Rehabilitation, Senior Employment resources, Public Housing, Ivy Tech, and Community Action toward a meaningful, functional and feasible Partner MOU, bearing directly on more coordinated and effective services/solutions that maximize positive customer impacts, by Fall 2016. For example, the partners are conducting service mapping, have a Mission statement, are analyzing distinctions and common ground around performance metrics and service flows, and exploring new partner affiliates, all from a customer-centered over-arching strategy. DWD's new on-line customer/case management data system, to be launched in Fall 2016, is also expected to make positive inroads on a more streamlined and customer-friendly registration for services, individual planning across programs and partners as appropriate, and, of critical importance, sharing and unifying data effectively therein.

2.CLIENT-CENTRIC APPROACH: The Board's Vision and Mission, as well as that of WorkOne Region 10, aligns clearly to the customer-centered, or "person-centered", approach. These purpose statements speak to "effectively developing the workforce", growing a skilled workforce" and "investing in skills improvement" such that the workforce "competes successfully" and the area economy "thrives". "Success" and "thriving" ultimately reflect the customer's economic, personal and career prosperity. This point is driven home by key components in the region's WorkOne Mission: "To serve the job-seeker: In building marketable skills, choosing the most rewarding career path, and gaining the best possible employment" and the WorkOne Customer Bill of Rights: Know their skills, increase their skills, find the best possible employment based on their skills. Substance to these statements is demonstrated in the region's WorkOne values and operational expectations (See ATTACHMENT:), and, most importantly, in how WorkOne operates daily in Region 10. Staff behavior and performance, as well as the various resource offerings at WorkOne locally, and the team and service flow structure, all point to a customer-centered strategy. But one example is the wide range of fields studied and degrees gained with customers in post-secondary education/training over the past 5+ years, in each case, the customer's particular needs, abilities and aspirations being matched to education/training relating to a skilled, higher-waged occupation and a viable career path. This diversity in occupational trainings reflects the diversity of demand and areas of occupational growth in the area labor market. Over time, 10+ different area post-secondary institutions have been utilized by customers in order to obtain the best and preferred fit between the individual, his/her class schedule and term, studies persistence

and completion, and related, "better" employment. The fuel for this longer-term customer-centered approach lies strategically in two historical factors: 1) In 2007, DWD produced new policy that replaced regional service provider managers' consortiums (generally observed as ineffective) with unified, third-party WorkOne leadership and management through the "regional operator" structure, and 2) extensive regional operator and management team experience and expertise in the person/customer-centered approach, which emerged more prominently in the early 1990's.

3.DEMAND-DRIVEN PROGRAMS AND INVESTMENT: The Board's Pillars and goals align fully with the SWIC's demand-driven goal and expectations. Like other regions in Indiana, a data-driven and sector-based approach aligning approved, post-secondary education/training programs to areas of current and future occupational demand and "critical shortages" has been operating for 10+ years. One point of reference/example is the 2006-2009 Strategic Skills Initiative (SSI), which permitted each region to follow well-delineated methodology in identifying key area business/industry sectors, data-driven analyses of occupational needs and shortages, root-cause analyses of shortages and employer-driven training solutions. For some regions, including Region 10, US DOL WIRED awards furthered demand-driven approaches and investment; the areas included Region 11, Region 4, and, for Region 10, partnership with three workforce service areas in Kentucky, all four Boards being linked by a data-defined shared labor market whose "spine" is Interstate 65. This initiative operated for 3+ years, with the four Boards' leadership continuing post-WIRED65, to associate around sector-based workforce training initiatives. The Board recognizes this approach as the most positively and measurably impactful for both the individual customer and area business, given the limited resources available and the continued seeking of new education/training, "talent development" resources.

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.

Every Board goal, 1-8 in section 2.1 of the Local Plan, is designed to fuel and improve employment, career, education/training and support services to and with the mainstream public and the area business community. Within that broad context, emphatic attention and priority are given to serving individuals who have barriers to employment. The individual customer is served through a customer-centered practice and operational model toward attaining his/her goals and aspirations, with positive outcomes such as job readiness, in-demand skills/competencies demonstrated through credential/degree/or portfolio, higher-waged employment, employment retention and real career mobility and advancement opportunity.

While regional and inter-state activities are growing to "develop talent" and measure its gains, the Region 10 Workforce Board and the Regional WorkOne system align its operations and services to a) federal performance accountability measures under WIOA (which also encompasses those measures under the prior Workforce Investment Act/ WIA) and b) meeting/exceeding those specific measures. Region 10 has adhered to WIA measures since the Board's inception in 2001 and, through its Local Plan Goals, will continue to do so under the new WIOA legislation. The positive outcomes cited above relate directly to specific federal performance accountability measures such as Entered Employment, Retained Employment, Wage Gains, Credential Gains, etc.

The Board's goals dovetail clearly with federal performance accountability measures. More specifically, Goals 1-5 and 8 all entail assisting and coaching customers who are enrolled formally in WorkOne services; as such, those customers are connected directly to federal performance measures and all related data processes. Goal 6, which centers on Business Services are projected to have a first federal performance measurement under WIOA; however, Business service connectivity, i.e. connecting the dots, with a) enrolled customers and their job readiness, job search, and employment gain, and b) area businesses, is already well established. Goal 7 focuses on various partnerships and initiatives, all of which are ultimately designed to provide new and more opportunity to build individual talent through sector strategy work and/or educational attainment work; that is,

work with enrolled WorkOne customers toward positive outcomes that align to the federal performance measures. Two examples relating to Goal 7 include: 1) Manufacturing Skills Standard Council (MSSC) training to the Certified Production Technician (CPT) credential, CNC training to NIMS credentials, and the emergence of the Industrial Manufacturing Technician registered apprenticeship model each/all affiliate with a) Manufacturing Sector work and b) enrolled WorkOne customers; 2) Education Matters southern Indiana (EMSI) wherein WorkOne serves individuals with 'some college' as part of the initiative's 'concierge network'; in many cases, those individuals become enrolled in WorkOne services, with their educational attainment geared to in-demand, skilled occupations that provide career mobility and a family-sustaining wage; these customers are also a part of the "pool" that federal performance measures are based upon; 3) SKILL UP in Region 10, a new regional initiative focusing on a cohesive manufacturing sector talent pipeline-building platform that incorporates a sector-specific career pathway model/components, education/training to credentials, work-based learning, apprenticeship, and sector-related employment. Most/all adult participants will be enrolled in WorkOne services, and, thus, connected with federal performance measures.

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

Additional indicators are exemplified:
The Board is the designated WIOA grant recipient, charged with administration of WIOA funds on behalf of the Region 10 Local Elected Officials and the Chief Elected Official (CEO). Thus, **for the designated Fiscal Agent with whom the local Board works:**
- Minimal or no findings through the annual state financial monitoring process
- Minimal or no findings based on the Board's formal Audit annually.
- No disallowed costs
- Pro-active issue or incident correction and resolution, with clear, timely communication and documentation between the Fiscal Agent, Board staff and CEO, as appropriate
- Pro-active risk management
- Assistance and consultation regarding fiscal policy issues and development
- Information regarding the fiscal agent staff's related professional development, CPEs, attendance and participation in fiscal management trainings with the Indiana Department of Workforce Development and related industry organizations during the Program Year.
- Monitoring of Service Provider Fiscal Operations annually
- Monthly review and reporting of board/service provider/One-Stop delivery costs.

Contracted providers:
- Additional performance indicators are delineated in provider contractors around aspects of service delivery, numbers served, customer outcomes, personnel expectations and development, and provider fiscal management. Examples: Front-line staff flex to serve at different WorkOne sites; personnel designated for product development, clean provider audit, etc.

Additional indicators on WorkOne functional Service Teams in Region 10:
- Business service metrics
- Caseload reports reviewed monthly at Skills and Employment Team Meeting (measures per Career Coach: numbers served, new enrollments, exits, average wage, placements rate, goals and goals met)
- Monthly measurement of career coach caseload, job placements, and evidence of service quality
- Product Usage of WorkOne intensive workshops such as computer literacy, Microsoft Office, National Career Readiness Certification (NCRC), Rosetta Stone, etc.
- Program Performance Report tracks by program (total and per site): Enrollments, new registrations, number in training, number in training this month, total exits, employed at exit, entered employment wage, and WIOA Adult priority enrollments and percentages.

- Program credential Report tracks by program: HSD/HSE, AA or AS Diploma/Degree, BA or BS Diploma or Degree, Occupational License, Occupational Certificate of credential. Total credentials tracked by region and site.
- Regional Training Service Summary: Total participants who received training, exited training, completed training, attained credential, entered employment, average wage, number of credentials attained in the aggregate. Expenditures are also tracked per program. Training report also tracks, by training provider, number enrolled in program, number completing, and credentials attained.

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

Region 10 uses, and will continue to use, every tool and resource at its disposal to be a viable contributor, along with a wide range of community and business partners, to 'train the area workforce' toward meeting regional labor market employer needs and, thus, meeting the 2025 expectations. Educational attainment gains, i.e. training to a credential and/or degree, are a well-established critical priority, one of the Board's four Pillars. Region 10 WorkOne will mobilize around its customer-centered, integrated services platform, which is well established (year history) and proven. The integrated platform is focused primarily on a mainstream service flow emphasizing customer engagement and empowerment, career assessment and guidance, individual planning with services that fit that plan, progress tracking, service adjustments, job placement and follow-along. In effect, it is customer-driven, not program-driven. That said, distinctive aspects of service that are aligned to specific populations are exemplified below. These examples demonstrate particular training strategies used with distinct populations. Overall, Region 10 WOrkOne will fire on all cylinders, both specific, sector-based and "meta" in scope. For example:

- WorkOne will refer its customers, as appropriate, to **Adult Education**, and vice-versa for the purposes of education/training, the best employment possible and career development. WorkINdiana will continue to be utilized in conjunction with available trainings, through approved educational providers, toward in-demand credentials that net the customer higher-waged employment in a skilled occupation that has a viable career pathway. Additionally, customers may access, as appropriate, work-based learning opportunities; for example, WorkIN funds an Adult Education student/graduate through MSSC training toward manufacturing employment; in the individual's hiring, work-based learning is determined to be appropriate, is accepted by the employer, and that learning then begins upon the individual becoming a direct full-time hire.
- Based on the individual's readiness, aspirations, eligibility and program(s)/services track fit, In-School (IS) Youth Services, Out-of-School (OOS) Youth services, Rapid Response and Trade Adjustment Assistance (TAA) services with Dislocated Workers, Veterans programs, Re-Employment Accounts (REA), RESEA and Jobs for Hoosiers are **each and all centered, similarly, on education/training gains that net the customer higher-waged employment in a skilled occupation that has a viable career pathway**. Highlights include, for instance:
  a. WorkOne's work with dislocations currently at Pillsbury/General Mills, Sunoco, VT Industries and Manitowac. In each instance, **Rapid Response** services occur on-site at the company. With the specific dislocation, laid-off workers thus become further acquainted with WorkOne, around education/training and/or re-employment. With federally-funded **Trade Adjustment Allowance (TAA)** access and eligibility, which occur in the Pillsbury and Sunoco company dislocations for example, individual dislocated workers are able to choose utilizing TAA benefits, with WorkOne Career Coaches following the TAA-specific service sequence and parameters, or associate instead with Career Coaches around brief up-skilling, job readiness, job search and job placement.
  b. **REA and RESEA** customers follow regular WorkOne service tracks when education/training assistance is provided. Such customers access Individual Training Accounts (ITA) (See below), along

with ongoing Career Coaching and Case Management services.

    c.   WorkOne IS and OOS youth services, are focused on career guidance/coaching, job readiness, educational gains and/or work experience toward more skilled competitive employment and career. Examples of related service strategies: Region 10 operates two High-School dropout prevention programs: Jobs for America's Graduates (JAG), at the region's two largest High Schools: Jeffersonville and New Albany; each site has a full-time JAG specialist. WorkOne also provides a promising practice model of 1) a 1 week boot-camp on job readiness/preparedness skills-building, followed by 2) up to 10 weeks of Work-based Learning, i.e. Youth Work Experience, with a Work Experience Coordinator developing, coordinating, monitoring/tracking, guiding both employer sites and each youth's performance and learning. On occasion, Youth Services also provide other boot-camps and short-term academy experiences for similar purposes, with connectivity in those instances to a short-term training to a recognized credential.

    d.   **Veterans** programs connect with education/training and job preparedness services and opportunities through, for example, 1) the region's Disabled Veteran Outreach Specialist (DVOP) case manager/coach, 2) the region's Local Veterans Employment Representative (LVER) and customized recruitment and hiring strategies, 3) a new Veterans job readiness/job search skill boot-camp model, and 4) a metro bi-state initiative, Where Opportunity Knox (WOK): http://whereopportunityknox.com/ .

    e.   Similarly, while WorkOne in Region 10 does not have a HIRE program, it does work in an adept, regular manner, **with individuals re-entering the community from the justice system** via the region's integrated services platform and staff trained in working with this population.

- **Adults and Dislocated Workers through WIOA funds: Individual Training Accounts**, aligning the individual's chosen training to approved available post-secondary education/training, and attainment linked directly to Labor Market-based/in-demand, skilled, higher-waged occupations that have career path viability and mobility.

- **Work Ethic Certificate:** The Certification model, called PRIDE (http://in.gov/irwc/files/PRIDE_Program_-_8-14-14_-_Page_1.pdf ; http://gcs.k12.in.us/what-is-gccs-pride/) is authored by Greater Clark County Schools (GCCS), the largest school district in Region 10. PRIDE is in its 3rd year and growing in usage with GCCS students, is being embraced and established in other Region 10 districts, i.e. South Harrison; New Albany-Floyd County, Scott County (3 districts), and is currently being promoted in school districts throughout Indiana via a technical assistance grant between IN DWD and GCCS. **It is demonstrating substantive success with students and employability skill-building, at an exponential rate.** The Board and WorkOne 1) endorse and promote PRIDE, 2) have served actively on the GCCS College and Career Readiness Advisory Council since its inception (and PRIDE's development and inception), 3) advocate for its usage in other school districts as noted above, and 4) now serve also on the FORD Next Gen Learning Steering Group, which will incorporate further the Work Ethic Certification in a Career Academy platform. The Work Ethic Certification has a K-12 platform developing strongly, with good fit. As it evolves, it may also find modified fit directly in the WorkOne services operation, in particular with youth services.

In addition to these specific One-Stop programs, the region's strategies to **train the workforce** include, for example:

1. Various sector-based strategies and additional funding therein, aligning sector employer skills and occupational needs, education/training offering (current and newly developed), and One-Stop customers and the current and future talent pool therein: 1) Manufacturing, 2) Information Technology and 3) Healthcare, each having a different developmental status in its process and outcomes.

2. Partnership with Kentuckiana Works around Manufacturing sector demand-driven trainings (Ex: MSSC Certified Production Technician credentialing), with funding through the National Fund for Workforce Solutions (NFWS) and area Foundations. The effectiveness of this work? The measurable outcomes and partnership produced a National Award in Systems Change from NFWS in 2014 for Region 10 and the

"WIRED65 Regional Workforce Partners".*

3. Metropolitan Statistical Area (MSA)-based partnerships in 1) The Greater Louisville Healthcare Career Collaborative and 2) Code Louisville, both of which are designed for direct career services, related training and employment in healthcare occupations (LPN, RN, Respiratory Therapist, etc.), and software coding and web application development respectively.
4. Area Manufacturing Sector "Strategic Doing" group work that has grown the area's MSSC Certified Production Technician training capacity, in partnership with Ivy Tech Sellersburg and Columbus, and is currently growing new CNC Machining training capacity.
5. The Region 10 Works Council which is making measurable, priority improvements in area Career and Technical Education (CTE), especially via Prosser School of Technology. Improvements include, for example, increased student and family accurate awareness of CTE, increased enrollment, increased CTE completions, increased CTE capacity targeted to regional business/industry drivers, i.e. six specific sectors; increased job/career readiness activities and improved curricula, increased dual credit outcomes, etc.
6. "Hand Up" scholarships that provide tuition assistance gap funding for WorkOne customers, based on their county of residence, through four area Community Foundations that cover five of Region 10's six Counties.*
7. Education Matters Southern Indiana (EMSI: http://www.educationmatterssi.org/), a concierge network model designed to assist Region 10 residents with "some college" back into post-secondary education/training toward completion and career-based employment. EMSI is also a Lumina partner, works with the 55,000 Degrees initiative in Greater Louisville, and is aligned with Indiana's current You Can. Go Back. Initiative (http://www.learnmoreindiana.org/wp-content/uploads/2016/02/You-Can-Go-Back-Campaign-Overview-and-FAQs-2.pdf).
8. Area College and Career Readiness (CCR) education models in various district school systems: Greater Clark, South Harrison, Scott County, and Prosser CTE to date. The Board and WorkOne are active partners and contributors to CCR work. For example, WorkOne co-sponsored a first regional job fair for high school students at Jeffersonville High School (Greater Clark School System) in May 2016. The Board has similarly participated on the region's Works Council.
9. Regional Cradle-to-Career Initiative with 2 networks: 1) Early Childhood Care/Education and 2) K-Adult Talent Development.

In all cases, as highlighted above, the Board's regional work around education/training is connected to its WorkOne operations, its customer-centered service structure, and a more dynamic One-Stop partner network being grown.

*These initiatives have notably positive Return-on-Investment.

Section 3: Local Area Partnerships and Investment Strategies

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

3.1 Taking into account the analysis in Section 1, describe the local board's strategy to work with the organizations that carry out core programs[2] 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)]

In light of customer traffic declines due to a resurgent area economy and due to funding cuts from the Board's core WorkOne partner, the Indiana Department of Workforce Development, sustaining a full-time WorkOne Express site in each of 5 Counties is not feasible. Thus, WorkOne services access is being reconfigured currently. In partnership with local county government and various community stakeholders, new WorkOne Express sites will be established in each of the five Counties, by September 2016. (Note: The main regional WorkOne in New Albany/Floyd County remains intact). The five Counties each see WorkOne as a valuable local asset they are earnest to maintain. WorkOne will provide direct ECETS services; local partners provide an accessible site in/near to a high traffic area, Internet access, and local community connectivity. Generally, new sites will operate reliably 2 full days per week, continuing to offer the same professional career coach staffing, technology (computers, high-speed Internet access, etc.), and ADA-compliant site access as did the prior sites. Each site's coach will continue to welcome and engage customers, provide self-service resources and over-the-shoulder assistance for job search and related activities, and provide full coaching and case management services, maintaining (and improving) the customer-centered/empowering service model through which Region 10 has operated for several years.

With this new WorkOne site 'baseline' in Region 10, the Board has been building relationships for the new, more active One-stop partner network to come, per the expectations of WIOA. Therein, partner resources will work to gain more alignment of services, coordinating them in a more streamlined and timely manner, given a core network value of customer-centeredness in the collective partner service work. The further strategic expectation is that these core program partner relationships will deepen and be sustained, given the 1) common-ground Mission of employment and training services to stable employment, a career path and family-sustaining waged employment, and 2) regular contact around service strategy, process, and measurement. Regular, focused contact includes, for example:

- Communications (at meetings, via e-mail, by phone, at events, etc.)
- Deep analyses of respective services in order to identify positive and functional service interfaces
- Brainstorming on a) system improvements (Ex: Referral Forms and processes), and their consequent application, practice and measurement, and b) sample or key customer "cases"
- Dashboard data reports on partner and/or system services and their group interpretation
- Data-sharing as able and appropriate
- Celebrating accomplishments
- Shared professional development

From such contact, customer services become more coordinated more often over time. Opportunities to examine, appreciate and improve the customer experience and positive employment/training outcomes proliferate. From this focused work, hard-earned collaboration and its benefits are expected to accrue. As the network matures strategically, it grows to include voluntary partner affiliates; thus, the system and its coordination become more complex; yet as this grows, the core program partners AND affiliates will be more seasoned in resolving and refining those complexities to the customer's benefit. Beyond this point, the core partner network can present itself in terms of facts and performance as a more significant regional asset able to

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

contribute actively to related regional initiatives. For example, one of three main goals in a recent (Fall 2015), extensive southern Indiana Needs Assessment study through the Indiana University Southeast Applied Research and Education Center (IUS AREC) focuses on households in poverty, the homeless, and related populations and characteristics as a high priority to be addressed, based in part on surveying several hundred area residents and various stakeholder groups. This particular goals resonates with the WIOA expectation and DWD policy requirement regarding serving distinct customer/talent populations who have "barriers", including the "most vulnerable". The other two main goals focus on 1) a qualified workforce (in the 21st century economy) and 2) a sustainable economy that emphasizes "living wage jobs". These three goals align to the core partner network's very purpose. These goals also feed to an emergent Cradle-to Career Initiative in Region 10.

3.2* Identify the programs/partners that are included in the local workforce development system. Include, at a minimum, organizations that provide services for Adult Education and Literacy, Wagner-Peyser, Vocational Rehabilitation, Temporary Assistance for Needy Families, Supplemental Nutritional Assistance Program, and programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 .[WIOA Sec. 108(b)(2)]

Core Program	**Partner**
1. WIOA Title I Programs (Adults, Dislocated Worker, Youth)	WorkOne New Albany; JobWorks
2. Region 10 Adult Education	Scott County Economic Development Corporation
3. TANF* IMPACT Employment/Training Services	Rescare Workforce Services
4. Supplemental Nutritional Assistance Program	Division of Family Services (DFR) Office per County
5. Vocational Rehabilitation	Areas 24 and 25; Clarksville, IN regional office
6. Wagner-Peyser, TAA, Veterans and Unemployment Insurance Programs	WorkOne New Albany (Department of Workforce Development)
7. Programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006	Ivy Tech/Sellersburg Campus
8. Older Americans Act, Title V	National ABLE Experience Works
9. Employment and Training Activities carried out by the Department of Housing and Urban Dev.	New Albany Housing Authority
10. Employment and Training Activities carried out under The Community Services Block Grant (CSBG)	Community Action of Southern Indiana

*Indiana Family and Social Services Administration, Temporary Assistance for Needy Families (TANF)

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

A regional baseline regarding core partners relationships that bear upon "work with each partner":

Vocational Rehabilitation (VR) has been present and engaged with the Workforce Board for many years. A mutual customer referral relationship exists and has been so for many years also. For several years, VR had a counselor assigned to the WorkOne part-time, with office space.

New Albany Housing Authority (NAHA): NAHA is the third largest housing authority in Indiana. WorkOne has an established collaborative services relationship with NAHA and both its employment/training and youth services.

Ivy Tech Sellersburg: The Board and WorkOne have an established partner relationship with Ivy Tech around a) individual Training Accounts, b) special sector strategy education/training projects, and c) related regional and interstate initiatives.

Community Action of Southern Indiana (CASI): CASI is the largest Community Action Program (CAP) in Region 10. CASI has long been a member of the workforce board. As well, a WorkOne Express site has been located at CASI in Jeffersonville/Clark County for many years. CASI clients are referred, as appropriate and chosen, to WorkOne; similarly WorkOne customers are referred to CASI as it is able to help meet various individual and family needs (Ex: Energy/utilities assistance)

JobWorks (WIOA service provider) and DWD programs (UI, Wagner-Peyser, TAA, Veterans) are a integral to the WorkOne system and its daily operation. Their respective management and personnel are the front-line lifeblood of the WorkOne in serving its customers.

National ABLE and Experience Works are each regional senior employment providers under Title V. WorkOne has a referral arrangement with these providers utilizing WorkOne as a training site with their clientele.

Temporary Assistance to Needy Families (TANF) IMPACT employment services via the state's service provider, Rescare: A general mutual customer referral relationship exists. The relationship has been modest to date.

Supplemental Nutritional Assistance Program (SNAP): A general mutual customer referral relationship exists. The relationship has been modest to date.

WorkOne is bringing the core partners together and facilitating further relationship-building with each and among all. The partners have been convening at WorkOne monthly over the past six months. With that regular contact and with the recognition that the process is formative, under the transition to WIOA and with final WIOA rules yet to be published, examples of inter-partner work to date are offered:

a. Partners have participated in WIOA learning webinars so as to understand the basic purpose, expectations and requirements of the partners operations.

b. Each has shared highlights of his/her programs aims, process, particulars and constraints (Ex: contract requirements; funding requirements and cuts, etc.).

c. Partner service mapping and deep analyses of each partner's ECETS services is underway, which, in turn, can lead clearly to a higher and more effective volume of coordinated customer-centered services,

d. A shared MISSION has been developed and values exploration has occurred

e. The customer Referral process is being revised

f. Shared, coordinated outreach and promotion will soon be explored

g. Quantitative and qualitative tracking (and learning from) of <u>partner-coordinated</u> customer referrals, services, metrics and outcomes will take shape and be measured in a baseline mode.

Two examples of related partner-to-partner work:

• WorkOne connecting with a new service component at Ivy Tech Sellersburg: Community Connections and its Director of Community Outreach. This new case management and support service capacity at Ivy Tech is designed to help students meet and resolve "life" needs and challenges such that the student persists and completes the degree aimed at leading him/her to a family-sustaining income and career. It resonates and fits with the purpose and expected operation of the core partner network.

- Seeking new learning opportunities between VR and both DWD and WIOA programs. For example, piloting the development of Subject Matter Experts (SMEs) in those respective programs leads, in turn, to new practitioner learnings that, between/throughout these programs, produces more enhanced and effective ECETS services with individuals who have a disability.

Much of the network's new operational substance and strength will depend on:
1) The emerging state level MOU and its cost-sharing parameters among DWD, TANF and VR programs, and
2) The new statewide Case Management and Labor Exchange system and potential/ability to streamline application, share customer data (and operate with appropriate ethical standards therein) as well as providing more aligned and better coordinated services.

To restate, given its core importance: In all cases, as highlighted above, the Board's regional work around its WorkOne system and operations is based in a) its customer-centered service structure, b) demand-driven employment, career, education/training and support services (ECETS) services and c) the obligation toward and professed value/utility in a more dynamic and active One-Stop partner network being grown.

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

NA

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)]

Region 10 Workforce Board, Inc. partners closely with town, city, county and regional Economic Development Organizations by assisting with Business Retention and Expansion efforts, Business Attraction efforts, by providing services to new and existing businesses in the region, and through a) sector-based and b) "meta" strategies and initiatives that are either Region 10 specific or inter-state labor market specific. The working relationships, especially with County and regional Economic Development "shops", are ongoing, collaborative and mature.
Region 10's Economic Development Organizations regularly use Business Retention and Expansion-style techniques to stay informed of business needs in the area. Region 10's Business Services Team uses the same style and maintains a strong relationship with these organizations so that both can stay informed of business needs and their context of "ongoing change". For example, a Clark County manufacturer may announce an expansion both in terms of capital investment and talent needs. The Region 10 Business Services Team and the appropriate Local Economic Development Official(s) (LEDO) will often plan a joint meeting with company officials to inform them of available resources and services that assist with both the capital investment and workforce expansion/training needs expressed by the business.

The same Economic Development and Talent Development team approach is taken when new companies are inquiring and considering, in earnest, locating in the area. LEDOs often need assistance completing Requests for Information (RFI) from site selectors looking at their counties, and WorkOne Business Consultants assist by providing appropriate Labor Market Information to fit the need. This might include wage surveys, employment and unemployment numbers, demographics, specific workforce supply and availability, and other appropriate information available through BLS, DWD, and other resources.

The same support is often needed at further meetings with site selectors. When requested, Region 10 Workforce Board, Inc is represented during meetings with company officials preparing to select a site in Region 10. A member of the board staff is available to answer questions or clarify items about previous data presented to the company. As these meetings are high-stakes and highly confidential in nature, a great deal of trust is shown by our Economic Development partners when the Board's/WorkOne's business services representative(s) are invited to assist.

Both new and existing businesses have recruiting, retention, and other talent development needs. The Region 10 Workforce Board is working to develop meaningful sector partnerships, especially in Manufacturing, Healthcare, TDL, and IT, to address those needs on a larger-scale basis. Businesses of any size, from the microenterprise scale to Fortune 500 companies, are invited to take part in these solutions. **The most recent example is work being completed for a Manufacturing sector partnership.** Efforts in this area have resulted in a highly successful, area employer-valued Manufacturing Skills Standards Council (http://www.msscusa.org/) Certified Production Technician (CPT) training and credentialing program, and in the ongoing development of a National Institute for Metalworking Skills CNC Operator training program. This partnership has been forged through two area coalitions: 1) the Metropolitan Manufacturing Alliance (MMA), with approximately 80 manufacturer members, and 2) the Strategic Doing work group process with area manufacturers, focusing on the sector's technical skills gap. This particular sector training initiative associates directly with partner efforts in Louisville, Kentucky, as part of an MSA, bi-state sector approach, utilizing resources through the National Fund for Workforce Solutions and area foundations. Region 10 training outcomes, to date, based on 2+ years activity: 91 individuals, mostly WorkOne job-seeker customers, have participated in MSSC CPT training, with a 90% graduation rate, and 85% graduates employed with are manufacturing at an annual starting salary of approximately $30,000, with realistic opportunity, per participating company, to advance in their career and increase their wages. The Return on Investment (ROI) is approximately 9:1. The board works closely with economic development partners to determine business needs herein and to market and drive these programs in Region 10. Regarding aspects of this regional and MSA-based sector work, see **ATTACHMENT 12.**

To further assist with small businesses (including microenterprises) and in building entrepreneurial skills in the workforce, Board staff maintains a referral relationship with the regional Indiana Small Business Development Center (ISBDC) and with the Microenterprise training available through Community Action of southern Indiana, a core WorkOne partner. For example, WorkOne Center staff refer job seeking customers with an interest in entrepreneurship to the ISBDC for further assistance. ISBDC has also provided on-site informational presentations to WorkOne Career Coach staff, and ISBDC is a referral source for Entrepreneur Training for Youth, JAG, and young Adult services. In addition, Business Services regularly meets with business customers that qualify for ISBDC services. They refer businesses to the ISBDC when needs for outside talent development are expressed.

In terms of larger initiatives, the Board engages in, for example, MSA-based bi-state Educational Attainment Initiatives, such as 55,000 Degrees (Louisville, KY-based) and Education Matters southern Indiana (Region 10 based), in partnership with area Economic Development officials, education, and a range of other stakeholders. More recently, the two MSA-based Society for Human Resource Management (SHRM) held a first bi-state/metro convening event, with economic development and WDB speakers sharing in panel discussion.

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

WorkOne business services partnering with area Adult Education (AE) and WorkOne's Out-of-School Youth services are exemplified:

1. **Individual Strategies:** Using the customer-centered service strategy, WorkOne associates various types of job-seeker customers, i.e. their goals/aspiration, skills/abilities and evidenced readiness, with area job opportunities and specific employer hiring needs. The individual customer is empowered to seek and identify solid matches between his/her self-assessment, learning and job search parameters and job postings. Through a given Program Year, WorkOne Business Services engages in numerous customized recruitment processes with area companies, with whom Workone has a working relationship, and seeks qualified applicant matches from WorkOne's customer pool, which includes Adult Education students who are WorkOne customers, OOS youth, and others. When an individual←→job posting fit occurs, in the customized recruitment process, Business Services staff coordinates with the customer, given his/her expressed interest, and his/her Career Coach, to better insure the individual is prepared for the specific job-seeking opportunity with the company. This process may incorporate WorkOne's Preferred Job Seeker service track; it may, at times, include customer participation in a Reverse Job Fair. This process occurs also when an customer in Adult Education and/or OOS youth services completes WorkIN training, or WIOA or other-funded education/training. In each case, Business Services staff work with the particular Career Coach to also insure the customer is informed of and becomes familiar with, the job opportunity's related career pathway toward further up-skilling, a higher-wage, and entry into more advanced and skilled occupations in that sector or in a related industry.
2. **Promotion:** Sector-based approaches: As WorkOne ECETS services outreach occurs at Adult Education sites, Adult Education students are generally informed of the process above and the examples of Business Services team involvement in Job Placement. Communication is made with Adult Education partners, as well as with recent HSE achievers about Job and Career Fair events, On-site recruiting events, and other training events coordinated through WorkOne.
3. **Sector Strategies and related Education/Training:** Adult Education and OOS youth customers are also informed of and, on occasion, have participated in specific occupational skills training, operating in conjunction with companies with whom WorkOne business services has a servicing relationship, typically companies who have hiring needs, for example, in sectors like Manufacturing or the Transportation/distribution/Logistics (TDL) sector. Trainee graduates are then more immediately and directly connected with such companies for employment purposes, given their training and job readiness work permits them to reflect a more competitive qualified applicant for jobs that pay a relatively higher wage and have viable career prospects.
4. **Company interest in AE and ESL:** As a specific company may be interested in Adult Education services information and availability and/or English as a Second Language (ESL) learning access, the business consultant will refer the company to those area resources.
5. **Work Experience:** In this Program Year and going forward, the Business Services Team is instrumental in assisting to facilitate and secure work experience training sites, in a win-win manner: The customer gains personally meaningful and useful work experience; the employer fulfills its desire to guide and mentor an individual who has talent seeking to b e developed; the employer may also find a very good applicant for full-time, permanent employment; WorkOne and the community win by finding and executing the opportunity effectively, company-by-company. In this first year of such work, over 20 employers have provided work experience opportunities. The diversity of opportunities gained reflects the youth team's positive performance in nurturing employment and career exploration in safe and positive environments with youth such that a company who fits the individual's interests is found. That these diverse companies are being accessed in a manner that is meaningful for them speaks to the effectiveness of the business services team in this service area.

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

Generally, the Region 10 **Board participates in broader partnerships that, _together_, coordinate education and workforce investment activities**. Therein, the Board coordinates its services, as appropriate, into the particular larger partnership. These larger partnership based efforts aim for a) a demand-driven, data-based approach, b) progressive teaching and learning practices, linking goals, processes and outcomes to an evidence-based person/customer-centered way of doing business, and c) operational efficiencies.

Examples of general, related activities and tasks that are coordinative, partnership-based and value-adding, based on Region 10 experience and direction, and occurring with area education programs, secondary and post-secondary respectively; that is, activities that are specifically strategic, improve quality and/or grow training capacity, etc., are:

1. Quality Region 10-based and Metropolitan Statistical Area (MSA)-based Labor Market Information, Analyses, and Intelligence, and communicating such to secondary and post-secondary education stakeholders; examples are sharing with a wide range of regional education, economic development, local government and community organization entities, and/or presenting on:
   - Region 10 Labor Market Report authored by DWD,
   - MSA/bi-state-based Talent Demand vs. Supply Analysis, authored by FutureWorks and funded by DWD
   - MSA-based data and perspective on occupations offering a family-sustaining wage
   - KentuckianaWorks Quarterly LMI Reports
2. Conducting high-demand sector-focused employer surveys that are instrumental in identifying training needs and foci; for example, two area manufacturing employer Technical Skills Surveys in 2015 and 2016 that produced findings around three (3) critical technical skill need areas: 1) CNC operations and machining, 2) Industrial Maintenance, and 3) Welding.
3. Group stakeholder dialogue and discussion and data-driven consensus-building about, for example, a) retaining or expanding a current education/training program (to degree or credential) offering in the Region 10 area and/or MSA, or b) growing a new education/training program and its capacity; for example: A) Manufacturing Sector-based "Strategic Doing". Examples: 1) Regional employer surveying that has led to numerous skills-training cohorts with positive ROI, around the Manufacturing Skills Standard Council (MSSC) national certification for the Certified Production Technician (CPT), with 100 graduates to date and 80+% manufacturing employment gains therein with CPT graduates; 2) the first class in Ivy Tech-delivered CNC trainings, based on surveyed and direct employer input, in conjunction with e Metropolitan Manufacturing Alliance (MMA), and B) New training capacity in Ivy Tech-delivered Certified Pharmacy Technician training/credentialing, in part based on WorkIN parameters and regional in-demand needs therein.
4. Aligning in-demand LM data and analysis to:
   - Available training offerings and each educational program's approval on the state's/DWD's Eligibility Training Provider Listing (ETPL)
   - New training offerings being approved on the state's/DWD's Eligibility Training Provider Listing (ETPL)
5. Aligning in-demand LM data and analysis to training funding sources, such as: WorkIN, Hand-Up (local/regional), and the National Fund for Workforce Solutions initiatives over the past four (4) years
6. Measurement and evaluation of activity and outcomes associated with education/workforce investments made in conjunction with secondary and/or post-secondary institutions.

Secondary Education Programs:

The Board's/WorkOne's employment, career, education/training and support (ECETS) services connect with area secondary/High School programs in coordinated, service-enhancing and efficient ways:

1. **Adult Education:** WorkOne Region 10 partners with Region 10 Adult Education Consortium members regularly in several ways: a) Making WorkOne customer referrals to Adult Education services, with follow-up contact, and regular data tracking, b) Receiving referrals from Adult Education for WorkOne employment, training and career services, with similar staff contacting and data tracking, c) annual joint professional development, d) research, analysis and consensus around specific WorkIN training offerings that fit WorkIN parameters, WorkOne goals and requirements (1 requirement example: In-demand Occupation verification)), and federal performance accountability measures, e) engaging Adult Education graduates in WorkIN training. WorkOne also partners with Adult Education in the development of the area One-stop partner network, as set forth under WIOA; such development has been occurring regularly over the past year.

2. Advisory/Leadership partner role in **High School College and Career Readiness (CCR) operations,** which are growing exponentially, both in terms of school culture, school-community-business based student-centered interfaces, and school curricula implementation, inclusive of practices such as applied learning (project-based, team competition-based, service learning-based, internship-based, etc.), employability skills-building (PRIDE Work Ethic Certification), and career pathways and academies. The Board is active in this regard, in particular, with Greater Clark County Schools and South Harrison Schools, with strategic activities and contributions, such as: a) providing labor information to forge salient and broad market intelligence and perspective, i.e. i. sector analyses, ii. related occupational demands and requirements, and iii. structured career pathways information, models and/or partnering efforts, b) affirming and promoting the Work Ethic Certification and promoting to County businesses, etc., c) serving at-risk youth, and d) utilizing WorkOne business services in regional youth employment activities.

3. More specifically, the Board and WorkOne partner system collaborates through strategic activities and contributions, such as:

   - Promotes its ECETS services access and referral as appropriate with at-risk youth in the secondary system, across all area High Schools, and through JAG program schools
   - Participate in a College Success Coalition, and College and Career Fairs at High Schools and the regional Career and Technical Education School: Prosser
   - Is an active partner with the Region 10 Works Council, focusing on improving and growing Career and Technical Education, in conjunction with in-demand, sector-based strategies that incorporate specific, viable area Career Pathways. The Board has assisted actively in Labor Market research, proposal-making, CTE evaluation, informing of other best practices, etc.
   - Provide Jobs for America's Graduates (JAG) programs at two High Schools, with these programs acting as critical and proactive dropout-prevention service enhancements with at-risk In-School youth
   - College and Career Readiness coordination and enhancement with secondary programs through WorkOne's regional Youth Career EXPO, the recent first Junior Achievement INSPIRE event at Jeffersonville High School, and the first regional High School-based Job Fair at Jeffersonville High School in May 2016
   - The most recent partnership activities that coordinate, enhance, and transform, are occurring through Greater Clark County's inclusion into the FORD Next Generation Learning (NGL) community, one of 30 such communities in the country. Implementation of NGL in Clark County is designed, from its inception, to produce and provide viable transformation at the secondary (and prior grades levels) level, such that neighboring school systems are able to operationalize 'best practices'-based career academies with consistency and quality. In effect, as more area secondary programs are opting to reshape their operations to a College and Career Readiness platform, they will more naturally collaborate therein around their practices and how improvements and enhancements can be made; a similar evolution is apt to occur, in the coming years, via the FORD NGL model.

In a variety of ways, as noted above, the Board acts as a partner <mark>around coordinating activities at the secondary level</mark>, expert in certain areas, a contributor around Labor Market intelligence and its local nuances, and a service provider in this transformational context.

Post-Secondary Programs:
1. The Board is one of many community partners in the bi-state metropolitan area that support, applaud and much appreciate the "reciprocity agreement" in place with major post-secondary institutions in the Kentuckiana area. This agreement permits a southern Indiana resident who attends Jefferson Community/Technical College in Louisville, KY, or the University of Louisville, to pay in-state tuition, not out-of-state tuition rates. Similarly, Louisville-based residents access Ivy Tech or Indiana University Southeast at the in-state tuition rate. This agreement fuels greater access and more affordability for post-secondary students in the bi-state area. The reciprocity is steeped in a mature recognition of a shared labor market and talent pool.
2. The Board and WorkOne have working/service relationships with the Student Aid services of 10+ post-secondary institutions in the MSA; for example, Ivy Tech, Galen, Brown-Mackie, Jefferson Community College, National College, Spencerian, Sullivan University, etc. This strategy of connectivity and coordination with various schools is, again, evidence of operating in a customer-centered manner. Post-secondary options for WorkOne customers address key service activity parameters in terms of best fit between the individual customer and a particular school. The 'fitting' activity and process takes into account, for example, best physical access to a school, availability and quality of education/training offerings, the specific field of study/degree program sought (always linking to in-demand, skilled occupations, higher-waged employment and a viable career path), tuition costs, length of training to completion, etc. Overall, as WorkOne management and Career Coaches have and coordinate the post-secondary institution relationships, services with the customer are enhanced and multiple efficiencies are gained in developing talent, person by person, that can connect readily with a career and family-sustaining wage trajectory, and, thus, effectively address area employer need. Post-secondary institutions also refer students to WorkOne for training assistance needs, and career and employment/placement service needs.
3. The Board/WorkOne is a core partner in the regional concierge-based service model of Education Matters Southern Indiana (EMSI), a "comebacker" initiative. WorkOne <mark>is one of several core partners who have a foundational 'concierge' role in coordinating education and workforce investment activities in the initiative</mark>. WorkOne receives and works with EMSI referrals, <mark>in a neutral and objective manner, for the purposes of re-entering and completing education/training and, thus, being more significantly able to gain and retain higher-waged employment and career mobility.</mark> Therein, the Board is connected with Ivy Tech, Indiana University Southeast, and Purdue Polytechnic, with a "Comebacker" focused purpose of area talent gains, one individual at a time, through coordination, enhanced services per partner (Ex: Ivy Tech's new Community Connections service), and increased service efficiencies (student debt resolution, current career guidance and re-focus as appropriate with the individual, increased speed to completion, new financial aid options, mentoring support, etc.)
4. Ivy Tech Sellersburg staff present monthly at WorkOne to REA, RESEA and Jobs for Hoosiers customers, informing and encouraging viability and long-term value of post-secondary study to increased and more competitive skill sets, job satisfaction, higher-wages, and a first or new career.

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

The Section 1 analysis emphasizes the region's notable economic growth forecast, with increases in job opportunities that require a 'credentialed skills' set and provide a higher-wage and a viable career path.

The regional WorkOne system will focus efforts and resources on serving priority of service populations in accord with WIOA and DWD policy expectations and requirements; for example, DWD has current policy stipulating that at least 51% of enrolled customers reflect individuals who have (significant) barriers to employment inclusive of specific populations such as individuals who have a disability, individuals in poverty, individuals returning the community from the correctional system, and individuals who do not have a high school diploma, etc. Services are customer-centered toward the skilled, higher-waged employment opportunity and working earnestly with each customer to build his/her talents in that economic direction.

WorkOne is already implementing this policy and will continue to do, not only in conjunction with the newer DWD policy on serving those with barriers, but with other priority populations, especially Veterans. Staff is well aware of this greater emphasis on serving those with barriers and overall priority-of-service parameters, rankings and process. Examples of implementation include: 1) Region 10 is participating in the Special NEG Veteran Grant Project to provide specialized intensive skill enhancement employment services for dislocated worker veteran customers; 2) The Region 10 Model also includes additional on-line training and opportunity to gain a national credential in business communications; 3) WorkOne has a coordinated referral system with Region 10 Adult Education, and staff conducts regular outreach at Adult Education sites to encourage enrollment and participation in WorkOne services and programs; and 4) WorkOne also regularly promotes skill enhancement workshops, training, and recruiting events to community partners in public housing, a network consortium of youth and adult service providers, and faith-based organizations in the community.   As the backbone of the WorkOne system is its direct-service professional staff, learning and practice changes/refinements are being shaped through, for example, a) bi-weekly team meetings, b) management←→direct service staff←→team leaders daily interaction around 'how-to's' with individual customers and 'cases', c) formal internal trainings, and d) DWD-sponsored or other purchased learning webinars.

Similarly, One-Stop core partners will engage in developmental work around serving those with barriers within a customer-centered coordinated services model. Again, the new core partner system is growing through, for example, a) regular contact, b) shared learning about each program's services and the nuances therein, c) content analysis of respective performance metrics and customer service flow, d) consensus-based changes in system process and practices, e) study and interpretation regarding individual cases in which coordinated services occur, f) deliberate usage of a continuous improvement (CI) approach and g) staff development activities. Staff development includes related training across all key service phases (Ex: promotion and outreach, registration/enrollment, direct service delivery, coordinated services delivery, customer progress and outcomes, documentation, measurement/evaluation of coordinated services both through individual case sampling and in the aggregate, etc.), through a) per-partner internal trainings, and b) direct service staff in each partner program learning together, with gains in cross-training and practices cross-pollinating. An example is the seeking new learning opportunities between VR and both DWD and WIOA programs; for example, the piloting the development of Subject Matter Experts (SMEs) in those respective programs that leads, in turn, to new practitioner learnings that, between/throughout these programs, produces more enhanced and effective ECETS services with individuals who have a disability. In time, a formative or developmental phase of service-system building, emphasizing technical service aspects, will be replaced by more mature collaborative interactions around the practitioner craft (with the exception of developing new staff).

Along with group examination of each core partner's performance metrics and customer service flow, priority-of-service policy, per partner, as they currently exist, will be studied. In each case of analysis, the distinctions of a partner program are acknowledged and the points of common ground are identified as likely areas for new modes of customer-centered service coordination and service improvement therein.

Management of this priority-of-service focus will occur through core partner management personnel, per program and as a system. For WorkOne, its regular internal data analyses and caseload monitoring process will

incorporate attention and due diligence to performing services in appropriate alignment with Priority-of-Service policy; for example, monthly monitoring of caseloads, aspects like educational attainment and job placement outcomes, with ongoing linking to customer population characteristics and proportions.

*With the final rulemaking for WIOA to be concluded in mid-2016, further delineating of Priority-of-Service policy and process is expected, in turn, from DWD, and operational changes at the local level will duly follow.

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

1.Manufacturing Sector: For 3+ years, the Board and WorkOne have been partnering with area manufacturing employers through a) the Metropolitan Manufacturing Alliance (MMA), b) Southern Indiana's advanced manufacturing "Strategic Doing" technical skills gap collaboration, and c) the Kentucky Manufacturing Career Center (KMCC) in south Louisville, affiliated with the Louisville Workforce Development Board (WDB), Kentuckiana Works. Region 10 has partnered with Kentuckiana Works in particular around additional funding resources through the National Fund for Workforce Solutions and area Foundations for the singular purpose of measurably growing the sector's talent pipeline based on stated employer needs. Those needs are expressed through the MMA (80+ members), KMCC's 100+ employer advisory council base, through Strategic Doing inputs and through employer surveying. The most recent employer technical skills surveying is occurring in May-June 2016. WorkOne is continuing to partner with Ivy Tech Sellersburg and One Southern Indiana to: a) determine high priority pipeline needs that it can address with the adult workforce population, b) provide specific training based on employer needs; for example, MSSC Certified Production Technician training (2+ years to date, over 90 trainees with a 90% graduation rate and an 85% manufacturing employment rate and an a average starting wage of approximately $30,000 annually) and, soon, a CNC Machining training providing the graduate with 3 National Institute of Metalworking Skills (NIMS) credentials, and c) provide related Labor Market intelligence and employer survey results. Additionally, the Board and WorkOne are a) core partners in the Region 10 Works Council's plan, with focus on growing secondary school talent for the manufacturing sector and its robust career opportunities, b) participate actively in the design and implementing of the area's National Manufacturing Day events, c) participate in MMA summits as panelist and supporter, d) engage in grant-making that builds more capacity for sector training (Ex: NFWS; NEG; H1-B Tech Hire for the Advance Industrial Manufacturing Technician Apprenticeship; building ESL manufacturing talent; Skill Up), and e) participate on K-12 College and Career Readiness (CCR) platforms and operations, i.e. Greater Clark Schools; South Harrison schools, to grow manufacturing talent in the emergent/future workforce. In this last regard, the Board's CCR involvement and support, along with <u>many</u> community partners, and, most importantly, the leadership of Greater Clark County Schools, is producing a FORD Next Gen Learning (NGL) community in the Greater Clark School system. **See ATTACHMENT 12.**

2.Healthcare and, specifically, the Greater Louisville Healthcare Career Collaborative: This is a 3+ year collaborative involving major Louisville, KY based hospitals and long-term care companies, major southern Indiana hospitals (Clark and Floyd County hospitals) members, workforce boards, and educational providers. The Board is a formative, yet regular workforce development member, given the collaborative's focus has been to design and establish a Louisville-based One-stop Healthcare Career Center that directly aims to grow more talent, as needed, in the sector pipeline. In the MSA, and in a related area economy model that stretches the MSA down the I-64 corridor to Lexington, KY, the healthcare industry evidences the highest volume and fastest rate of job growth over the next several years, with over 80% of sector jobs requiring a post-secondary credential.
The Center has been in operation fully for approximately six months. It is distinguished by not only its single

sector focus with major employers engaged, but by its <u>clinical staff composition</u>. In the context of a bi-state MSA-based collaborative, WorkOne is seeking to contribute by strengthening its southern Indiana healthcare employer relationships and assisting with their sector talent needs more significantly, both through WorkOne customer related educational attainment, future grant-making, and, more immediately, through partnering with the Louisville healthcare One-Stop management and staff in various ways, as feasible. For example, a partnership specific can act to strengthen WorKOne's Career Coachs' skills and expertise as applies to this sector. It is a singular type of local opportunity to access clinical skills and understanding in a One-Stop context, for the purposes of improving its customer-centered services in this sector.

3. Information Technology (IT): WorkOne is a partner with Kentuckiana Works, the Louisville Workforce Board, in a five-year Workforce Innovation Fund grant: Code Louisville. The initiative is approximately eight months into its 3-year training performance period. There is no greater lack of talent, proportional to a sector in the MSA (which includes 5 of Region 10's 6 Counties) than in the IT industry, with much emphasis on software and web development coding talent being needed by many area companies, from the small, yet strong coding company start-ups to large employers like Humana and UPS. Code Louisville (CL) (http://www.codelouisville.org/) is premised on providing an innovative training model, endorsed by numerous area IT employers, that will contribute significantly to this sub-sector's talent pipeline, with the expectation of over 1,000 being trained and proficient in coding and gaining area employment starting conservatively at $45,000. Notably, several hundred were persisting in the training <u>before</u> the formal performance period began. The training typically covers two 12 –week modules, operating on cohorts of 12-15 individuals, with weekly mentoring, peer-to-peer and also by a coding professional, utilizing Massively Open Online Coursework (MOOCs). The Board participated in the original grant-making and supported the proposal. WorkOne is seeking to re-establish a southern Indiana (resident) cohort and expand to two or more cohorts over time. Region 10 also engaged in a next US DOL grant's design and proposal-making Kentuckiana Works in early 2016 around an IT-centered H1-B Tech Hire opportunity, focusing on working with individuals who have 'barriers' (especially youth), various IT trainings reflective of a general IT career pathway, as input by area employers and various data sources, and usage of human-centered design.

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

The Board will increase its partnerships and <u>work collaboratively</u> to facilitate and "add fuel" to development of local career pathways systems, <u>per the Definitions cited above</u>, as exemplified:
1. From an overview perspective that has numerous specific Pathway applications, the Board and WorkOne are actively engaged in the regional workshops provided by a) the Indiana Pathways Innovation Network (IN-PIN) and b) the National Center for College and Career Transitions (NC3T). In those venues, WorkOne has further association, collaborative exchange and ongoing communications with area secondary College and Career Readiness operations (Greater Clark County Schools (GCCS), South Harrison Schools, Scott County Schools, Prosser) around building out specific area sector and sub-sector pathways, in keeping with the Indiana Career Council (ICC) Career Pathways definition. As well, participation, learning, and application of the ICC definition to WorkOne customer populations will continue and grow in the coming year+. Aspects of the ICC-based approach, which have been and are currently operational (and are expected to grow significantly), are highlighted: a) Regional economic sector 'drivers' are identified, b) Career pathway content and process are delineated in conjunction, critically, with regular and committed business involvement and input, c) Learner-centered design inclusive of, for instance, learner engagement; accounting for learning styles, preferences and needs; foundational skills learning integrated into specific skills training; applied learning practices; use of virtual/training and hybrid versions therein, i.e. online training with instructor and/or mentor-facilitated learning labs; content rigor; competency-based learning

and assessment; flexible and/or accelerated scheduling; d) professional development of educators; and e) setting, implementing and measuring goals in terms of i. pathway development completion and ii. Student/participant outcomes, such as: number of participants enrolled, number completing, number gaining credentials, number in a work-based learning mode, prior to or a part of actual employment gain, number gaining (better) employment, retaining employment and advancing in their employment and/or career.   Large-scale regional examples in operation are: a) Participating in Master planning for GCCS's long-term FORD Next Gen Learning community, which is platformed around Career Academies and specific career pathways therein; b) Exploring the Alignment USA approach and process regionally in conjunction with both secondary and adult workforce-building priorities; and c) Work-based learning through the new Region 10 SKILL UP initiative, whose career pathway constructs in manufacturing include the new US DOL-approved 3,000-hour Industrial Manufacturing Technician registered apprenticeship program.

2. Facilitating Career Pathways development continues through ongoing communications/partnership work on a) the Region 10 Works Council and b) Southern Indiana 'Strategic Doing' around the Manufacturing sector's critical technical skills needs, with their emphases on the area Manufacturing sector and the "stackable credentials" pathway progression structure, as espoused by the National Association of Manufacturers (NAM). In each case, the pathways model is centered on a partnership-based leadership and management structure designed to identify sector needs, build related pathways based on data and best-practice models, grow education/training capacity and its participant utilization, and measure outcomes compared to goals set. Progress reporting and data measurement are regular and integral with the pathways work developed through the Region 10 Works Council, around the manufacturing sector skills and career pathways model and around regional school districts growth in utilizing the Work Ethic certification (authored by GCCS).

3. WorkOne Business Services staff will seek area employer involvement in informing and giving expert perspective to particular sector career pathways, over time. This may occur in conjunction with One-Stop Career Center pathways development and usage and/or secondary CCR activities in the region. While there are distinctions between pathways as structured from middle school through high school, as compared to pathways framed to/for adults, the Board recognizes there are also conceptual and structural similarities.

For example, Region 10 WorkOne has identified the need to improve computer and customer service skill pathway development for out of school youth, young adults, and priority populations. Region 10 has purchased new training software and will implement new coursework for IC3 computer certification training this program year.   As well, new options and partnerships are being sought, allowing greater skill enhancement opportunities for customer service pathways. These entry-level cross-sector skill pathways will allow customers to advance more quickly into many other high wage career development fields. The Board will seek efficiencies and smart syntheses for more cohesive overall regional pathways development, and its regional promotion.

4. Pathways development will evolve also as an integral part of the FORD NGL community's work, transforming Greater Clark Schools comprehensively, over time, into a 'Career Academies' structure and operation. The Board will contribute regularly to the 50+ member FORD leadership/steering council therein from the standpoint of a youth/emerging workforce perspective. Currently, for example, GCCS is engaged in the FORD Next Gen Learning (NGL) Master Planning, which sets out strategic goals, actions/tactics over time (in a project management mode), and ongoing specific measurement of progress and accomplishments. One precursor goal and measurement example to the FORD NGL was the development and implementation of the Work Ethic Certification PRIDE, with rigorous measurement of student entry, persistence and completion, with data and knowledge of the criteria in which students tended to not meet PRIDE standards and criteria where students overall met/exceeded certain criteria, all of which is used to refine the Certification process as well as its portability and transferability in usage by other school districts in Region 10 and in Indiana overall. PRIDE integrates 'hand in glove' with any specific Career Pathway model.

5. The Board will continue to partner with Kentuckiana Works around the MSA's key sector drivers, their

related occupations, the career ladders/matrices therein, and where related area post-secondary education/training can be accessed. Examples of basic pathways in several key sectors (Manufacturing, Healthcare, IT, TDL, etc.) , seen from the standpoint of entry-level, mid-level and advanced occupations, are an integral part of Kentuckiana Works' MSA-based quarterly Labor Market Information (LMI) reports. These reports truly focus on the area labor market, its needs, demands and growth potential. Additionally, up-to-date occupational demand data, with pathway 'tones' and transferable skills rankings, are available through the Kentuckiana Works Occupational Outlook website (http://www.kentuckianaworks.org/JobTrends/OccupationalOutlook.aspx). The Board and WorkOne maintain a solid working relationship with Kentuckiana Works and their area labor analyst; this local expertise also aids in area pathways development. Moreover, the Board and WorkOne, in concert with KentuckianaWorks and a National Fund for Workforce Solutions (NFWS) initiative have designed, implemented, measured, evaluated and improved a Career Pathway model in the manufacturing sector around the National Association of Manufacturing's (NAM) 'stackable credentials' ladder/matrix model.

3.11 Identify and describe the strategies and services that are and/or will be used to:
   A. Facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs, in addition to targeted sector strategies
   B. Support a local workforce development system described in 3.3 that meets the needs of businesses
   C. Better coordinate workforce development programs with economic development partners and programs
   D. Strengthen linkages between the one-stop delivery system and unemployment insurance programs

This may include the implementation of incumbent worker training programs, on-the-job training programs, work-based learning programs, apprenticeship models, customized training programs, or utilization of effective business intermediaries and other business services and strategies that support the local board's strategy in 3.1. [WIOA Sec. 108(b)(4)(A&B)]

A.Region 10 Workforce Board, Inc. focuses on using a Business Retention and Expansion style approach to engage businesses in regionally available talent development services. The Business Services Team schedules onsite, telephone, teleconference, and other types of meetings to determine the needs of specific area employers who are in targeted, in-demand industry sectors, especially Manufacturing, Healthcare, TDL, and IT. Business meetings yield information that is recorded in Executive Pulse, a CRM system used to track service delivery and business intelligence in Region 10. This information is used in WorkOne services planning and talent product development.

Smaller talent needs may result in the use of Indiana Career Connect, onsite recruiting events at the WorkOne Center, the use of On-the-Job training (OJT), and a consulting approach to assist the business with the development of its recruiting strategy. A talent need expressed by many similar businesses in volume usually leads to a sector partnership approach in addition to the other services described for smaller needs. Such an approach may result in the use of incumbent worker training programs or other customized activities for the sector. See **ATTACHMENT 13:** "Business Services Team Metrics for Program Year 2014" for more information on the services provided to businesses by the board staff.

The Business Services Team takes a consultative approach, learning about the business's employment and training practices first, and using occupational data and Labor Market Information to help the business analyze its actual talent needs and wage structure. The Team then maximizes the impact of the business's time investment by offering the best-fit services for its particular need.

Board staff will continue to use, grow, and refine this approach to both respond to inbound business needs and to approach businesses in targeted sectors. In this way, the Business Services Team will move away from a program-driven service approach and continue to adopt a more demand-driven approach, while keeping in mind the needs of the job seeking customer.

B.The WorkOne system in Region 10 is premised on its several core One-Stop partners working in unison to a) effectively address the SWIC's three goals and, b) locally, to assist each customer, many of who have barriers and un/under-developed talent, toward skilled employment/career that reflects a business/industry sector evidencing and/or projecting job growth. In effect, employment and training resources, and the operational strategies and services therein, are congruent with the needs of area businesses by identified growth sector and by occupation, and/or by specific company having quality hiring needs, i.e. full-time, higher-waged, etc. Customers are informed of and also research occupations regionally in-demand and also offer higher-wages, advancement potential, etc. Education/training resources, both through WIOA and through local partnership funding, also focus only on occupational training to an in-demand career and a family-sustaining wage. In each case, 'in-demand" fits to "meeting the needs of (regional) business". Similarly, work-based learning options (OJT; work experience, etc.), job readiness workshops, the "preferred job-seeker service track, youth services, and Veterans specific services, all point to outcomes that produce a wage, credential and/or career win for the customer while directly contributing to meeting the talent needs of business. Furthermore, the Board's involvement, as it reflects the local workforce development system, in Education Matters (Comebacker Initiative), area College and Career Readiness operations at the secondary level, and "meta" initiatives like Cradle-to-Career, are targeted to providing national, state, and local LM intelligence and perspective that fuels a more focused, efficient, and demand-driven approach to talent development that aids area business competitiveness and success while aiding the individual to a family-sustaining income and a satisfying career. Under the new One-Stop partner network, the above strategies, by type and category, are expected and projected to be cornerstones for its work with customers. In fact, its shared Mission concludes with "While we respond to the diverse and rapidly changing needs of area business".

C.Region 10 Workforce Board, Inc keeps strong ties with its economic development partners and other local workforce development programs as well; these ties always center on local and regional demand-driven talent development. Board staff regularly hosts and visits with partner organizations such as Vocational Rehabilitation, neighboring Workforce Investment Boards such as KentuckianaWorks, and Ivy Tech Community / Corporate College around addressing aspects of the talent development priority. Economic development officials have seats on the board, and regularly connect with board staff per section 3.5.

As referenced in Section 3.5, Board staff works closely with these partners to develop and execute wide-scale training programs like the Manufacturing Skills Standards Council Certified Production Technician (MSSC CPT) training currently available at Region 10's WorkOne full-service Center in New Albany. This example required a great deal of attention and careful coordination to start up, and, now, in its established operation, yields very positive ROI for Region 10. Board staff is again working with this group to develop a CNC Machine Operator training program in Region 10. Similarly area initiatives, like Code Louisville, with its IT industry basis, represents workforce development program responsiveness to economic development partner (LEDO) needs, as LEDOs represent both employers and future business attraction.   Demand-driven talent development is expressed through both mainstay local workforce development programs: a) WorkOne specifically (for example, WIOA and Veterans programs respectively), b) the formative yet growing work of the new One-Stop partner network and its talent development expectations, and c) special local, regional and Labor Market-based initiatives. In each case, its demand-driven sector basis connects any and all scales of workforce development programs and resources more actively, deliberately and in a value-adding manner, with economic development partners.

In the future, board staff will work with additional economic development organizations in the region on similar projects to ensure appropriate local training programs that businesses need are available throughout Region 10.

D.Region 10 Workforce Board, Inc's staff will continue to assist its service provider and Department of Workforce Development staff in developing and using best practices for recruiting and engaging RESEA participants into WorkOne's services. Every unemployment insurance recipient is a potential customer for the WorkOne system, a customer in need of assistance toward finding an appropriate training path followed by a higher-waged career with one of WorkOne's business clients.

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

National Fund for Workforce Solutions (NFWS) funding: The Board has partnered with its neighbor Workforce Development Board, Kentuckiana Works, representing an MSA-based, bi-state labor market overall, to secure NFWS funds for the purposes of implementing key sector training initiatives. In so doing, a funding collaborative has been established, consisting of MSA-related foundations (Gheens, Chase, PNC, Brown, etc.), i.e. philanthropic engagement; this has been a welcome "first" for both Region 10 and the Louisville, KY workforce service area. The sector focus: Manufacturing. The approach taken generally follows learnings from Region 4 in Indiana and its usage of the Strategic Doing process. Funding has focused on the MSSC Certified Production Technician (CPT) training and nationally/industry-recognized credential. In Region 10, NFWS has been so used to both familiarize area manufacturers with the MSSC's 4-module curriculum, i.e. incumbent worker training, and to also train WorkOne customers. Using both WIOA and NFWS funds, 91 individuals have been in training, with a 90% graduation rate and 85% gaining area manufacturing employment. WorkOne has also mobilized its Business Services to provide reverse Job Fairs with graduates; these fairs have been very effective towards graduates gaining related employment with companies who provide opportunities for manufacturing career advancement. The ROI to date is approximately a positive 9:1. NFWS funds have been used as Individual Training Account (ITA) vouchers with WorkOne customers. The funding has been approximately $80,000. The funds have used with Adults, Dislocated Workers, and Youth.

Hand Up scholarships: Four area Community Foundations now provide funds to assist WorkOne customers in education/training services. The funds are aligned to serve customers who reside in their respective counties; the funds fill funding gaps the customer has relating to tuition fees and/or support services. Gap funding has been critical in terms of the person's training persistence to completion and degree or credential. WIOA funding is utilized first; when a funding gap remains, Hand Up funds are accessed. As such, these funds feed directly into demand-driven educational attainment services through WorkOne. To date: a) 50 of 60 participants (83%) have completed and earned a post-secondary degree or credential (others are currently in training); b) eight post-secondary institutions utilized to meet customer need; c) Degrees/credentials include, for instance: LPN, RN, CDL, Dental Assistant, Certified Prod. Technician; d) 74% are working in a related, skilled occupation, with average starting wage: $16.88 ($35,110 per year); e) conservatively, a 4.65:1 +Return on Investment per training $ spent. The Board has gained approximately $50,000 to date. The funds can be used with Adults and Dislocated Workers, 25 years old and up.

Code Louisville (CL): This project is based on a federal Workforce Innovation Fund grant, awarded to Kentuckiana Works, the Louisville Workforce Development Board, to provide innovative area-demand-driven software coding training. In this instance, Region 10 is leveraging its service infrastructure and community partner role in order to gain training access and capacity in southern Indiana for Region 10 residents. WorkOne promotes the availability of the training and its likely high-waged and career returns for Region 10 residents. For example, WorkOne is seeking a site for a trainee cohort to meet weekly, as this training program aspect is part of the model's critical innovation. While it is too early to know if the training will directly impact the workforce development system, new CL capacity in Jeffersonville and/or New Albany will assist southern Indiana residents

directly toward a new and lucrative career. In effect, CL aids regional demand-driven talent development in Region 10, though, in this particular case, the Board is not, as yet, directly leveraging funding. Over the next 2.5 years, it is realistic to project at least 100 southern Indiana residents completing CL training and gaining related employment, starting at, conservatively state, $45,000 annually; some may be served also through WorkOne, whether as an Adult, Dislocated Worker, or Older Youth.

In calendar year 2016, the Board has participated in two H1-B Tech Hire proposals, one being multi-state in scope in the advanced manufacturing sector, and the other addressing IT industry talent needs, especially through serving youth, with Kentuckiana Works.

Note: The Board does receive special state funding that is used to 1) operate its two area Jobs for America's Graduates (JAG) programs, and 2) implement its WorkIN occupational training program with Adult Education recent graduates.

Overall, the Board is positioned to participate as a lead partner in various initiatives that will directly or indirectly increase the Board's capacity to train and increase the talent of its WorkOne customers toward a family-sustaining wage and career. The Board has leveraged, and will again leverage, its WorkOne infrastructure and/or training funds, as it has with Education Matters southern Indiana, to attract new/additional sector-based, demand-driven training resources, and to attract new individuals to WorkOne services. This may not mean, though, that the Board has direct oversight of a particular new funding; it may have administration and usage of a portion of such funding, in the role of a sub-recipient, or it may simply be able to access new training resources for the area without direct oversight at all.

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

Conservatively stated, in a broad context taking into account factors such as:
- Funding cuts,
- Significant DWD/Wagner-Peyser-funded field staff reductions in Region 10,
- The need to increase service access,
- Increased focus on serving those with more significant barriers (which requires a more intensive staff-customer service relationship),
- Growing business services and
- Increasing resources directly and indirectly for education/training, and
- The general and unpredictable ebb/flow of the labor market,

Region 10 estimates a 15% level, to include Adult, Dislocated Worker, and youth program funding.

However, if the Board accessed a major new and fluid demand-driven education/training grant resource, and WIOA allocations remain at least flat, the percentage would likely increase.

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

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1. WIOA emphasizes the value of connectivity, collaboration and joint, measurable workforce/talent development progress, based on the real, data-driven area labor market. As such, workforce development work can have a range of valid geographic representations. For example, part of one properly constituted economic region collaborates with a portion of one or more other regions, given a particular common ground sector interest. In Region 10's case, it shares in a bi-state labor market with Louisville, KY. Most of Region 10 lies within the Louisville MSA configuration. From another data-based

"look", southern Indiana, the seven county Louisville workforce area, and portions of the Lincoln Trail area, south to Elizabethtown, KY share an area labor market; thus, a 26-County bi-state economic region. Yet another data-based "look" connects southern Indiana with Louisville and the I-64 corridor into Lexington, KY.

Given these variations, one in particular stands out beyond various projects and initiatives: the Louisville MSA. For 12+ years, Region 10 Board and Kentuckiana Works have partnered across numerous research, planning, advocacy and sector-based training efforts. Examples include 1) the Kentuckiana Occupational Outlook, 2) WIRED65, c) the Bridges project, and d) healthcare and manufacturing training initiatives, respectively. Beyond these MSA-based efforts, Region 10 and Kentuckiana Works have been able to connect together with broader, national initiatives, such as the National Fund for Workforce Solutions and Lumina, respectively.

Given the depth and extent of a genuine partner relationship and the matured collaborations developed and measured over time, **Region 10 projects to engage in a formal inter-state workforce planning process with Kentuckiana Works in Program Year 2016**. The Boards recognize that such planning is based on labor market common ground, with the latitude, obligation and desire to address workforce and talent development needs as effectively as possible. The Boards also recognize that such planning does not alter each WIOA-based area's governance, allocation or One-Stop operations, for example, all of which follow state-based designations. An interstate area plan and method of doing sector-based, project-based business will foster further resource development, all of which will be focused on a wide range of area workforce/talent development needs and opportunities.

2. Region 10 is in a formative collaborative phase with the Labor Institute for Training (LIFT) around a federal grant initiative designed to **foster and increase usage of the Advanced Manufacturing Industrial Technician apprenticeship model**. This is a multi-state project designed to grow critical aspects of the manufacturing sector's technical occupational and talent needs. A key outcome: That this apprenticeship model gains significant usage by area manufacturers.

3. Region 10 is one of many community partners who will collaborate toward the growth and success of a **FORD NGL community** as an integral part of Greater Clark County Schools' (GCCS) secondary operation. The Ford NGL approach can be viewed as community-engaged, applied learning operation, based in well-verified area career pathways; it is transformative and, over time, will impact grades K-8, and also have positive impact on neighbor school district's operations. GCCS's partnership includes the Workforce Board, given its regional Vision, Mission and operations and as a formal partner in the Greater Clark College and Career Readiness initiative; thus, the Board will have presence and participation in the FORD NGL build-out with its 'future workforce' preparatory perspective. FORD NGL consists of a national family of NGL communities across various states in the country.

Section 4: Program Design and Evaluation

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

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

The Board and its regional WorkOne management/leadership team are first assessing current access to employment, career, education/training and supportive (ECETS) services and then planning for access expansion through infrastructure changes, relevant and equitable community partnerships, and viable, focused outreach activity.

Region 10 has sustained: a) one full-service WorkOne service center in New Albany/Floyd County, and b) five full-time WorkOne Express operations, one in each of its other Counties. A professional site, functional and reliable technology, monthly skills workshops, and, most of all, professional staff (typically 2 per site at Express sites), has provided quality services access year in/out.

WorkOne has tracked and measured customer activity trends monthly for several years and recognized declines in foot-traffic as area labor market/job opportunity has increased. In Region 10, especially in Clark and Floyd Counties, job gains have been at a record level the past 2 years. Adjustments/improvements occurred toward a more efficient and effective engaging of customers. Nonetheless, with customer traffic declines and funding cuts from the Board's core WorkOne partner, the Indiana Department of Workforce Development, overall funding to sustain the infrastructure noted above is not available. Thus, WorkOne services access is being reconfigured currently. Out of this new configuration, expansion of access will then occur.

In partnership with local county government and various community stakeholders, new WorkOne sites will be established in each of the five Counties, by mid-2016. (Note: The main regional WorkOne in New Albany/Floyd County remains intact.). The five Counties each see WorkOne as a valuable local asset they wish to maintain. WorkOne provides direct ECETS services; local partners provide an accessible site in/near to a high traffic area, Internet access, and local community connectivity. Generally, new sites will operate reliably 2 full days per week, continuing to offer the same professional career coach staffing, technology (computers, high-speed Internet access, etc.), and ADA-compliant site access as did the prior sites. Each site's coach will continue to welcome and engage customers, provide self-service resources and over-the-shoulder assistance for job search and related activities, and provide full coaching and case management services, maintaining (and improving) the customer-centered/empowering service model through which Region 10 has operated for nearly 10 years.

In addition to these access adjustments, access expansion will grow through:

- Growing the formal One-Stop partner regional network in an unprecedented way through, for example, a) partner service mapping and deep analyses of each partner's ECETS services, which , in turn, can lead clearly to a higher and more effective volume of coordinated customer-centered services, b) a shared MISSION, c) revised, electronic referral process, d) shared, coordinated outreach and promotion, e) quantitative and qualitative tracking (and learning from) of partner-coordinated customer referrals, services and outcomes. Partners include, for example: Vocational Rehabilitation, Adult Education, Senior Employment Services, Community Action Programs, Ivy Tech Community College, TANF ECETS, etc.
- Additional itinerant WorkOne service sites; for example, a site may be niched to serving WIOA-funded Youth services.
- Usage of new informational kiosks in each County at different community sites
- WorkOne Region 10 website
- Increasing usage and proliferation of social media channels such as Facebook and Twitter
- Increased promotion, outreach and "Coordinated Services" connectivity with a wide-range of additional local County and bi-state/metropolitan partners, such as: a) Community-based organizations (examples: Veterans, Youth services bureaus, foster care, rehabilitation agencies, corrections, Public Housing Authorities, Food Banks, domestic abuse, community centers), b) School systems and their College and Career Readiness initiatives (Examples: Greater Clark, South Harrison, Scott County), c) Neighboring Workforce Development Boards, especially, Kentuckiana Works, d) Metro area post-secondary institutions (Region 10 currently has working relationships with 10+ metro area 1-2 year degree+ granting institutions), e) Public Libraries, f) College Success Coalitions, g) Community Foundations, h) Civic Clubs, i) Local Chambers of Commerce College Success Coalitions, j) Events such as Job Fairs, Career EXPOs, College and Career Fairs, k) Conventional media channels (Local radio, TV, etc.), l) E-promotions, m) Fliers, brochures, ads in local newspapers and annual community/business directories.

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

The Board has recognized the value and efficacy of customer co-enrollment practices for several years a) under DWD Policy and b) local 'integrated services flow/delivery' practices in the Region 10 WorkOne operation and work culture. By definition, co-enrollment leverages more resources in a more streamlined, individualized, and customer-friendly manner. Given the efficiencies, it permits Career Coaches to learn and regularly utilize various programs and their resources, again in a more customer-centered manner. It permits relatively more staff time around actual customer engagement, learning and empowerment toward employment and career. Co-enrollment process and practice are integral to the current data-based case management system, Track One and to the new state system to be launched in Fall 2016.

Staff are in professional development training via their on-boarding, further in their first 90 days of employment and then periodically, as appropriate, through Region 10's internal data management specialist staff. Internal monitoring and performance coaching of staff occur, focusing on both service quality and technical compliance, both of which relate to appropriate usage of co-enrollment. The most recent internal monitoring and specific staff trainings over a 2 week period full-time concluded in April 2016.

Through the new case management data system and the formation of a new formal One-Stop partner network being established and grown under 2 inter-operational levels, i.e.

- State level Memorandum of understanding (MOU) between the Indiana Department of Workforce Development (DWD), Vocational Rehabilitation (VR), and the Family and Social Services Administration (FSSA) and its Temporary Aid to Needy Families (TANF) services, and
- Local Level MOU between WorkOne, Adult Education, Senior Employment services, Community Action, Public Housing, Ivy Tech Community College, etc.,

New and additional co-enrollment options and process are expected to occur. MOUs are slated for completion by calendar year-end 2016. The range and detail of additional co-enrollment is not known. However, the state level MOU is expected to include new cost-sharing arrangements, more coordinated services with WorkOne job-seeker customers and new aspects of data management process. The Region 10 Board will fully utilize expanded co-enrollment options appropriately under the Workforce Innovation and Opportunity Act (WIOA), state policy and the new state and local MOUs. With new systems, expanded partnerships, and wider and more complex coordination of customer-centered services, staff training and professional development and supervision is understood to be of paramount and ongoing importance to a high-performing system..a system that truly assists more customers, regardless of their particular challenges or barriers, to a higher-waged employment, up-skilling to in-demand, employer valued credentials and career.

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

NA

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

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

The practice of Continuous Improvement (CI) has long been integral (10 yeas+) to WorkOne operations in Region 10. It is directly connected to Region 10's WorkOne Vision, Mission and operating Values, since the adoption of the integrated-services-delivery model, in conjunction with DWD policy in 2008. CI has an abiding influence and impact on WorkOne operations with job-seekers and businesses. Examples of its aspects are provided:

- CI expectations and processes are embedded in service provider contracts, with components operating through contractor management, supervision and staff professional development. Each contract is based in the Board's purpose and scope of work, with the contract representing one or more ways of operationalizing, measuring and improving that scope of work, which is fundamentally tied to employment, career, education/training and support services with job-seeker customers, and various types of hiring and recruiting assistance, talent pipeline development activities in area key industry sectors, professional HR trainings, and/or economic attraction/retention/expansion work to name a few, with business customers.
- The CI model and mentality, its expectations and processes, are integral to staff job descriptions, staff training and performance evaluation, and system internal monitoring. Customer caseloads, employment outcomes and various facets of individualized service delivery and documentation are monitored monthly by the Data Management Specialist, functional service team leaders, Regional Operator management, and by the Academic/Career Counselor. Such review and improvement discussion occur regularly through the bi-weekly Skills and Employment Team meetings in a management-staff dialogue and in a peer review/support dialogue, producing, as needed, action steps to resolve a service or operational issue, and make, implement and measure specific improvement.
- The Management Team, as well as service team leaders, periodically review customer feedback data in order to discern both accomplishments and issues and take action accordingly. *Related services improve and evolve.*
- Business services garner feedback and suggestions for improvement with employers in various ways. Brief surveying of specific employers occurs "the same day" as single employer hiring events, job fairs, business seminars, etc. Data is aggregated, summarized and shared quickly with business services and other staff. Functional improvements are made then for fairs, recruiting events, trainings, etc. One can readily look at business services documents and processes therein over the past 5 years to see/study improvements and enhancements in working with the business community. Those same data summaries also indicate changes/improvements in service outcomes.
- Business services also conducts e-surveys with employer groups periodically, typically focused on their particular talent and skills needs. From surveying consensus-based actions are taken, for instance, with Ivy Tech, with economic development, and with specific businesses to effectively address certain skill development needs in the employer group. Feedback on the process around this work and its outcome also sharpens WorkOne's business services approach. *Related services improve and evolve.*
- In terms of overall WorkOne work/performance culture, the Regional Operator and management team have utilized the FISH approach, both with front-line direct service workers and from a leadership perspective. See: http://www.fishphilosophy.com/

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

The Region 10 Board recognizes its geography has a significant rural composition, with certain areas defined as "remote". Facilitating access to services in rural and more remote areas will occur and, thus, produce a new scale of service access expansion, through certain infrastructure changes, community partnerships and outreach activity. The manner for such access is exemplified below:

- The Board, with Local Elected Officials support, will establish new Express service site in each of its 5

Counties, apart from the 1 larger, full-service and full-time operation at the WorkOne in New Albany/Floyd County. Generally, each site will be open 2 days per week, with regularly scheduled hours, in a location that is ADA compliant, has high-speed Internet access, has computer resources for customer usage, permits hard-copy resources as well, and a Career Coach staff person. These sites permit computer-based self-service, over-the-shoulder assistance with Job Search, coaching and case management, including access to post-secondary education/training based on individual need, readiness and interest. The site also permits information, access and/or referral to other WorkOne partners, based on the Region 10's growing partner network, including. For example, Adult Education, Community Action, Vocational Rehabilitation, TANF employment programs, senior employment services, etc.

- Other itinerant outreach sites will be developed in each County community, over the next 5 years; 1-2 first such sites are projected in Program Year 2016. Again, a key to each such site is access to a WorkOne Career Coach.
- Region 10 WorkOne sites and the overall network will be _promoted further_ in terms of _both its "live site" resources, and its virtual infrastructure and resources,_ such as www.workoneregion10.com with links embedded to Indiana Career Connect and a range of additional virtual self-guide, self-service resources. Promotion occurs through a) social media channels; b) WorkOne e-letter publications; c) WorkOne services and event promotion in the e-letters of other area organizations; d) fliers and brochures in various locations, in a kiosk mode or otherwise in stores, churches; and e) radio, TV and newspaper public service/event announcements.
- More specific strategy centers on placing various types of promotional WorkOne services information in setting where there is Internet access, such as the public library, learning centers, shops, restaurants, WorkOne partners, etc., as these sites act as technology access 'beacons' in rural and remote communities. With aligned promotional materials, prompting one to use available WiFi, area residents/job-seekers are pointed to the virtual WorkOne resources that can be used immediately as well as addresses/available hours information for the physical service location in each county.
- WorkOne will continue to participate actively in local events, thus displaying and disseminating WorkOne information and resources access, again, about both its physical site and virtual resources access. Event examples are: College and Career Fairs, Job Fairs, Career EXPOs, Business EXPOs, community health fairs, etc.

C. Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities. [WIOA Sec. 108(b)(6)(C)]

WorkOne, with its One-Stop partners, have been complying, do comply and will continue to comply with applicable provisions of the Americans with Disabilities Act (ADA) of 1990 regarding the two key components above: 1) Physical and programmatic accessibility, and 2) Providing staff training and support for addressing the needs of individuals with disabilities.

- WorkOne service sites themselves have provided full physical access, per the ADA. As new sites are configured in 5 of its 6 Counties this year, Region 10 will locate only in ADA physically-compliant sites (examples: entrance/exit, restrooms, parking, etc.).
- WorkOne programmatic access is provided through, for instance, Auxiliary Aids and Services (AAS); key to this is customer access so as to be able to easily participate in self-service and staff-assisted career services (1:1; group, etc.). Participation, by this definition, includes being able to 'communicate

effectively'. Example: The Region 10 network has connectivity with certified interpreters, available through service fee arrangement, to meet the needs of those with hearing impairment. Numerous examples are listed in detail in the ADA Glossary of Terms (Auxiliary Aids and Services) attached. AAS includes accessible materials as well, with examples listed in the same ADA Glossary section.

- Programmatic and materials access converge significantly with the availability of assistive technology. WorkOne has well-rounded assistive technology stations at each site (Ex: screen adjustments, specific mouse(s), flexible-height desk, specific software, etc. designed to enhance one's participation in a customer empowering manner through accommodating various types of disability conditions. Such technology stations are established at each current WorkOne site. As new service sites are established, the Board and its Regional Operator expect to retain and use the assistive technology stations, per site.

- WorkOne staff have had extensive training and professional development re services to/with persons who have different types of disability.

- Under WIOA and new DWD policy, Region 10's One-Stop partners do and will comply with the ADA provisions above. Currently, the areas most clear in partner compliance are in physical and programmatic access, inclusive of facilities, programs and services and staff training. Less certain is the status of assistive technology per partner; herein there may be more variation such that WorkOne itself may be utilized more given the assistive technology it currently offers. This exemplifies the value and utility, at a foundational level, of coordinating services across partner programs in a manner that provides meaningful improvement for the job-seeker customer.

- WorkOne partners all incorporate, in any public materials, at a minimum: WorkOne Programs are Equal Opportunity Programs. Eligibility requirements apply. Auxiliary Aids and Services available upon request.

- Projected areas for ADA-related improvement as the new regional One-Stop partner network establishes itself:
  1. Identify various community resources and expertise that serve persons with a disability, in addition to the formal One-Stop partners under WIOA.
  2. Assess assistive technology per partner
  3. Assess partner website accessibility levels and quality
  4. Assess related staff training and professional development, per partner, over the past 2 years. Note: A purpose on the partner network overall, as well as in ADA-related staff training is to not only "…address…the needs of individuals with disabilities", but also address his/her goals, aspirations and abilities, based on a strengths-based approach, toward successful employment and career.
  5. Identify to what extent assistive technology can be made available at partner locations where it presently is not available and, if not feasible at any given partner site, how technology access can be achieved as easily as possible for the customer.
  6. Design and implement a series of ADA staff trainings over the next 12-18 months, such that front-line staff and management are more effective employment, education/training, career and services practitioners with this broad and diverse population.
  7. Create a plan for updating WorkOne assistive technology feasibly over the next 1-2 Program Years.
  8. Regularly track and examine the extent and types of coordinated services across 2 or more One-Stop partners with customers who have a disability. Identify a) accomplishments, i.e. positive customer outcomes both in the aggregate and as observed in individual "cases", and b) problems/issues; use partner expertise to institute modified practices that improve customer services therein; continue to track, examine and improve.

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

In 2015, Region 10 began its One-Stop Partner work, under WIOA, by 1) Studying the draft regulations, 2) providing input toward, learning and utilizing emerging state policy through DWD, 3) Outreach, communications and dialogue, with each core/required partner and 4) Partners participating in learning webinars about the future One-Stop service system under WIOA, its expectations, components, funding, challenges and implications.

While the final WIOA rulemaking is not yet completed, DWD has provided basic policy for formally establishing the minimum required regionally-based One-Stop partner network. Its first critical product in this new system-building, is being generated through its partner interaction, relationship-building, assessing-critiquing-learning, and goal-setting; it is the One-Stop Partners Memorandum of Understanding (MOU), with each region being expected to meet or exceed minimum state policy requirements.

Region 10 partners are meeting monthly, with communications and tasking occurring between the meetings, to carefully address and build various aspects of a new Partner network understanding and operation, and to do so feasibly and through a unified, 'umbrella' MOU. Partners are keeping in mind a) WIOA expectations and the rules-to-come, along with b) their respective programs' purposes, their professional passions and expertise, and c) learning and sharing our common ground around employment, career, education/training and support (ECETS) services, and, for the One-Stop system model, its federally-funded basis.

Recently, partners have received and learned about the new state policy that posits two types/levels of MOUs. The first MOU type presents as "The State will facilitate an umbrella MOU on behalf of regional Workforce Development Boards (WDB) for the following: 1) DWD programs (Wagner-Peyser, Trade Adjustment Assistance, Veterans, and Unemployment Insurance), 2) Vocational Rehabilitation, and 3) TANF employment (E/T) services. The MOU is anticipated to incorporate components of cost-sharing, coordinated services, and data-sharing. The MOU is apt to begin implementation as of Program Year 2017, beginning July 1, 2017.

The second type of MOU is Local and includes required partners, at a minimum, with local partners specifically identified : 1) WIOA Title I programs (WorkOne), 2) Adult Education (Scott County EDC), 3) Older Americans Act, Title V, (Experience Works and National ABLE respectively 4) Career Technical and Education Programs (CTE) at the post-secondary level authorized by the Carl D. Perkins Career and Technical Education Act (Ivy Tech/Sellersburg Campus), 5) Employment and Training Activities carried out under the Community Services Block Grant Act (CSBG), and 6) Employment and Training Activities carried out by the Department of Housing and Urban Development (HUD) (New Albany Housing Authority). Notably, for Region 10, TANF E/T and Vocational Rehabilitation are regular local participants in this formative network work.

In the first Local MOU, roles and resource contributions of partners do not include cost-sharing or data-sharing, other than customer referral data to be implemented through the new network in Program Year 2016. "Coordinating services" is required and expected by the partners and is deemed of critical importance to evolve in a meaningful and viable manner.

WorkOne is convening, facilitating, and documenting partner development and networking process and product. The partners are taking time, at this foundational level, to "do it right", given its newness, the level and types of resources available, program constraints, and the premised opportunities and potential together as an active and nurtured customer-centered system. To date, the partners have: 1) Drafted a shared MISSION, 2) Performed their first partner service mapping across 33 service component items, 3) Developed a new shared Partner Customer Referral Form, 4) Listed additional non-required local partners based on service partnerships each One-Stop partner already has established (this reflects a next tier or circle of services partner affiliates by County, regionally and/or bi-state metropolitan (MSA-based) in scope, 5) Engaged in initial exploration of the

need for and a scope of professional development, 6) Analysis of each core partner's performance metrics, 7) Analyzing of each core partner's service flow (diagrams/chart) and, along with understanding metrics variations, then working to see at what points one partner service effectively interfaces and coordinates with another; with 1 or more partner services, based on the individual's needs, abilities and strengths, goals and aspirations, as well as his/her barriers. This work is projected to produce a mainstream customer-centered service flow that accounts for and carefully incorporates respective partner resources and services.

Region 10 Partners are projecting their 1st full DRAFT MOU to be completed in September2016 and finalized well in advance of the December 2016 deadline for submittal to DWD.

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

NA

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

In the 21st century knowledge-based, digital, global labor market-place, Region 10 is continuing to recognize the exponential value of technology in service delivery to our two primary customers: 1) Employers and 2) Job-Seekers. Given the variations of employer and job-seeker needs, WorkOne Region 10 strategically addresses those needs to effective outcomes, per the customer, through the integration and complementing of technology and professional staff, i.e. Career Coaches and Business Consultants, respectively. The customer-staff relationship, rapport, "shepherding" as needed and/or empowering guidance, along with the use of technology, provide a robust fit with and for our customers. More is accomplished in less time with quality with and for our customers.

Specifically, the component of technology involves, for example, 1) High-speed Internet access, 2) in-house I.T. hardware, and 3) on-line and software-based resources. Internet access occurs through T-line and/or WiFi, based on location and available means of access. In-house hardware, used daily by customers and staff at any area WorkOne, are selected and maintain for solid functionality, reliability and cost-efficiency. Region 10 utilizes an I.T. contractor, as needed, to insure hardware functions reliably and that software resources, per computer, are properly secure and easily accessed by customers during operating hours. On-line resources are wide-ranging for use by both sets of customers (see list below). Software resources are generally dedicated to customer learning opportunities/access. Service delivery value is comprehensive, deep in structure, and has many respective employer and job-seeker customer applications; its operational value includes, for example: 1) Quality Information, 2) Knowledge, 3) Assessing, 4) Learning (including to a certification or credential), 5) Accessing useful practices and proven solutions that can be directly applied in the system or provided to a customer for his/her separate use, 6) Finding and utilizing various resources and opportunities, 7) Promotion and Outreach for WorkOne business and job-seeker services (Ex: WorkOne Region 10 in-house network; WorkOne social media), 8) Staff Professional Development (Ex: Webinars, self-paced learning modules, and Ppt offerings), 9) Documentation, measurement, analyses and summarizing/interpretation as relates to both the individual customer, customer sub-groups (Ex: Youth; or an Industry sector); this type of technology feeds to Continuous Improvement practice and use as well.. Much of the above also applies in usage as well with other internal and external customers, such as Board members, various community leaders and stakeholders (Ex: Presenting on talent development to the region's Cradle-to-Career Initiative members), and expert presenters utilizing WorkOne technology (Ex: WorkOne business seminars in New Albany providing SHRM –certified training to area HR professionals). The description above touches and fuels nearly every area of WorkOne operations, from direct services with customers to management and administration.

More specific types of use in service delivery are offered:

1. **Job-Seekers:** On-line resources, like Indiana Career Connect, Indiana Career Explorer, WorkKeys, WIN, TABE, LearnMore Indiana, IN Reality, TORQ, to name a few, with usages in self-individual assessment, job search, job readiness and job search skills learning, various career guidance tools, including self-improvement/management learning, up-skilling to a pre-vocational certificate or an industry-recognized credential. Site technology permits WorkOne to host trainings(s) (Examples: In this program year, WorkOne New Albany has: 1) hosted 5 cohorts of customers for Manufacturing Skills Standard Council Certified Production Technician (MSSC-CPT) training (in a blended learning environs), testing and credentialing, 2) provided computer literacy and Microsoft trainings weekly, 3) provides access to Rosetta Stone up-skilling (English-Spanish; Spanish-English), and 4) WorkOne may seek to host cohorts of software coding trainees through the federally-funded MSA-based Code Louisville initiative, given, again, site technology and WIFI capabilities.
2. **Employers:** On-line resources like Indiana Career Connect, O'NET, Labor Market Information (LMI), HR information, US DOL Bureau of Labor Statistics (BLS), STATS Indiana, Hoosiers by the Numbers.
3. **Staff** utilize the resources above, as well as, for example, TrackOne client management/data system, Economic Modeling Specialists, Executive Pulse, Survey Monkey, Kentuckiana Works MSA-based LMI reports, Kentucky's Job Bank: Focus Career, Kentuckiana Occupational Outlook, a range of area post-secondary websites, Where Opportunity Knox, IN-PIN, Indiana DWD, local government websites, area Chambers of Commerce and Economic Development websites.

The Board recognizes the value and larger role of technology in providing: a) a diverse range of quality resources as described above that reflect a virtual WorkOne mode, available to anyone anywhere in a self-service mode, given Internet access and a computer, and b) its value to expand the services and value of WorkOne employment, career, education/training, support AND business services in southern Indiana and the area labor market.

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

Region 10 has adapted and periodically adjusted/fine-tuned its customer service flow with Adults, Dislocated Workers, Veterans, etc., in keeping with: a) federal requirements and regulations, b) state policy (especially integrated services delivery), c) related policy amendment (Ex: Veterans service flow changes), d) labor market trends, e) its resources, tools, capacity, and local priorities, f) its usage of functional best practices, and g) its evolving operational culture.

The implementing of the region's customer service flow is based daily in its lifeblood: direct services professional staff who work with job-seekers, i.e. the un/under-employed, individuals with various 'barriers', etc. and who work with employers and the overall business community, county by county and regionally. From a WorkOne values-driven customer-centered model and strategy, the staff a) implements, b) fuels, c) sustains, d) tracks and assesses, and e) improves Adult and Dislocated Worker workforce development activities.

Through functional service teams and shared DWD-WIOA provider supervision, staff welcome, engage, assess, empower, coach and follow-up with job-seeker customers, toward his/her positive outcome(s) of better employment toward or at a family-sustaining wage level and a career perspective. They participate in on-boarding training and regular professional development activities via in-house training exchanges, webinars, NAWDP (and other vendors) training to certification, partner trainings, regular team-based learning, internal monitoring and peer coaching; professional development has, for nearly 10 years, cultivated a person/customer-centered service model, based on best practices first emerging in the late 1980s; it is not only authentic at its

core, but it also is well researched as proven and evidence-based, especially in assisting individuals who have barriers.

Similarly, business services staff listens, learn, glean, and garner workforce intelligence through their employer relationships and then utilize individual employer, sector and general labor market data/knowledge through related WorkOne services and resources.

The coach/consultant-customer relationship is acknowledged as the core, evidence-based practice that produces near-term and long-term positive (and measured) customer change. Technology in service delivery is an abiding critically-value complement and 'partner' to the coach/consultant-customer relationship.

Workforce development activities and its structural customer service flow emanate from the area WorkOne sites, its partner network and community partnerships, each demonstrating a Mission-based coordination and leveraging of area resources, including technology. For example, to date, WorkOne sites have been affiliated directly with community lifelong learning centers or Community Action Programs.

More specifically, Region 10 Adult and Dislocated Worker workforce development activities include the operation of specific programs within the customer service flow, programs such as: Veteran services, Re-employment/RESEA, Rapid Response, Trade Adjustment Assistance (TAA). Activity components follow a general sequence, flexible to the individual's needs and goals: a) Welcoming, b) Initial assessments, c) Enrollment, d) Individual planning (with further assessing as appropriate, i.e. transferable skills analysis, academic testing, etc.), e) Self-service learning, f) Monthly Intensive staff-assisted learning workshops (Ex: Job search, Resume fundamentals, Job interview, Financial Management, Workplace communication, Social Media, Education orientation. **See ATTACHMENT 14: WorkOne Product Calendar**), g) weekly Computer literacy and Microsoft training, h) Quality referral for other services, i) Post-secondary education/training, with state approved training providers, to an in-demand, skilled occupation that is more high-waged and has career advancement/mobility; WorkOne provides various types of tuition assistance, j) Supportive services, k) Preferred job-seeker services, l) Placement services, m) Follow-up Services, and n) Data tracking of all the above, per customer.

Business services, with these populations, are also exemplified: a) posting job orders, b) customized hiring practices, c) on-site recruiting events, d) job matching with WorkOne 'preferred job-seekers to meet an employer's specific need, e) business seminars for learning and networking, f) employer surveying, g) direct job fairs, h) reverse job fairs, i) sector partnership facilitation from assessing needs through functional solutions to train and up-skill applicants and/or incumbent workers, and j) tracking and documenting all the above systematically.

Related Strengths: 1) Professional staff and technology-driven service activities that: a) empower, guide, up-skill and prepare job seekers for better employment and career, and b) help meet in-demand hiring needs of various employers in key business/industry sectors, 2) Operational quality: Mission-focused, Customer-centered, Regular assessing of system performance, team performance and individual performance, Continuous improvement practices, Regular professional development, Attentive and proactive management; deliberate attention to and building of work culture, 3) Reliability and consistency in operation and ability to so promote, 4) Innovation through WorkOne's management and its Product Development team, 5) Leveraging resources through partners, area Foundations, United Way and other funding sources, 6) Ability to form and sustain value-adding local partnerships that directly impact our operation and customers, 7) Team-based, 8) Selective in recruiting staffing talent.

Related Weaknesses: 1)Reduced staffing and site overhead capacity over the past year. Thus, the need for further ingenuity and innovation for restructuring new service capacity and access at the local level, 2) Rural areas see an economy with less positive changed while having still a more limited infrastructure such as less internet availability, minimal community transportation, community resources, etc.

Overall, capacity to service Adults and Dislocated Workers is being adjusted so as to retain regular and reliable services access in each county, while continuing to follow and refine the service flow described above. And, as noted in sections above, strategies are being set and/or implemented to expand service access in ways that are both innovative, functional and reliable. As such, capacity is generally retained and is expected to strengthen in the near-term and long-term through the new WIOA-based One-stop partner network.

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

Year over year, Region 10 has focused on Out-of-School (OOS) youth, given: a) The Board priority to serve at-risk youth across all six Counties, b) OOS youth have notably fewer community services and resources available, compared to In-School youth, and c) the more modest level of WIOA allocation available to the region. However, with special state funding*, Region 10 has established two Jobs for America's Graduates (JAG) programs at the region's two largest high schools (Jeffersonville and New Albany High Schools), each of which is located in/near census tracts that reflect a higher proportion of lower-income households and families who are more mobile and less stable residentially; thus, the schools evidence a larger portion of at-risk In-school (IS) youth/high school students.

The two JAG programs are entering their third year of operation. By definitions, Region 10's JAG IS youth program is year round, following the full school year, with other months focused on recruiting participants and summer employment, or services with JAG graduates around full-time employment, postsecondary training, military enrollment, etc.

The program follows all JAG service flow curricula components and, also incorporates WIOA's 15 program elements (5 being new). **See ATTACHMENT 15** for length of program and availability/schedule; youth budget allocation information; WIOA program elements addressed by program, with specific focus on how the 5 new elements have been incorporated; desired outputs and outcomes; and details on how the program is evaluated.

Additional Description is provided:
- Desired Outcomes include meeting or exceeding all JAG metrics and WIOA/state In-School Youth performance metrics. More deeply, the Region 10 operation desires to see positive outcomes, per participant, in High School Graduation, post-secondary training that is successful if short-term and stabilized with passing grades (C or better) if longer-term, stable employment with opportunity to advance beyond entry-level, military enrollment, apprenticeship program acceptance and regular participation, and a more stable, supportive residence and family life.
- The JAG program is evaluated at the regional level, following JAG protocol, with its distinctive data-entered results. The program is evaluated in terms of: 1) Both data, metric outcomes and quality with hosting school, 2) WorkOne internal monitoring, and 3) DWD specialists.

Related Strengths are exemplified: 1) Meeting several performance metrics, 2) A viable, right-sized cohort each year, 3) High-performing staff, 4) A positive relationship with each school, with a continuous improvement mentality/process, 4) Engagement with various businesses and community stakeholders (Ex: presenting on a

given sector and occupational area; aspects of job readiness; discounted services, career conference judging), and 5) Region 10 JAG aspires to, behaves as and demonstrates through its strengths-based outcomes that it is a quality High School dropout prevention program that, ultimately, is recapturing and building individual talents toward career success.

Related Weaknesses include: 1) Reliance on state funding, and 2) A degree of staff turnover.

* Region 10 JAG programs are provided apart from WIOA youth services funding.

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

Year over year, Region 10 has focused on Out-of-School (OOS) youth, given: The Board priority to serve at-risk youth across all six Counties, b) OOS youth have notably fewer community services and resources available, compared to In-School youth, and c) the more modest level of WIOA allocation available to the region.
Similar to Adult and Dislocated Worker activities, WIOA-based OOS youth services follow a service flow, sequence and components described in Section 4.5: Activity components follow a general sequence, flexible to the individual's needs and goals: a) Welcoming, b) Initial Assessments, c) Eligibility Determination and Enrollment, d) Individual Planning (with further assessing as appropriate, i.e. academic testing, etc.), e) Self-Paced Learning, f) Monthly Intensive staff-assisted learning workshops (Ex: Job search, Resume fundamentals, Job interview, Financial Management, Workplace communication, Social Media, Education orientation (**See ATTACHMENT 14**)), g) weekly Computer literacy and Microsoft training, h) Quality referral for other services, i) Post-secondary education/training, with state approved training providers, to an in-demand, skilled occupation that is more high-waged and has career advancement/mobility; WorkOne provides various types of tuition assistance, j) Supportive services, k) Placement services, l) Follow-up Services, and m) Data tracking of all the above, per customer. Integrated into this structure and customer participation are the WIOA youth program elements. There are 10 WIA-based program elements that are well-incorporated into the Region 10 operation, with flexibility in their usage based on individual need and circumstance. Five new program elements, under WIOA, have been incorporated.
See **ATTACHMENT 16** for length of program and availability/schedule; youth budget allocation information; WIOA program elements addressed by program, with specific focus on how the 5 new elements have been incorporated; desired outputs and outcomes; and details on how the program is evaluated.

Additional Description is provided:
Desired outcomes include: 1) Meeting or exceeding WIOA youth performance metrics, 2) Increasing youth enrollment, 3) More deeply, the Region 10 operation desires to see positive and meaningful outcomes with each OOS youth served: High School Equivalency, Post-secondary training that is successful if short-term and stabilized with passing grades (C or better) if longer-term, stable employment with opportunity to advance beyond entry-level, military enrollment, apprenticeship program acceptance and regular participation, and a more stable, supportive residence and family life, 4) retaining and continuing to grow Region 10's Youth services staff talent, 5) Attracting new/additional funding resources, 6) Increasing various types of involvement with area businesses, especially around youth Work Experience, and 7) Adopting and/or crafting specific value-adding youth service practices.
The OOS Youth program is evaluated at the regional level, following DWD policy and protocol. The program is

evaluated in terms of: 1) Both case management data and metric outcomes, 2) WorkOne internal monitoring, 3) Annual monitoring by DWD, and 4) the Youth services team monthly.

Related Strengths: 1) Seasoned, high-performing staff and a cohesive youth services team, 2) Meeting the majority of federal youth performance metrics, 3) Community partners who are recruiting streams and/or partners in actively enhancing youth services (Ex: High Schools; George Junior Republic and other area foster care organizations; St. Elizabeth Charities; New Albany Housing Authority, Community Action of Southern Indiana; Hope southern Indiana; United Way, various businesses) 4) Work Experience: In its first year, thus far, Region 10 has had five cohorts work-experience cohorts, each of which begins with a 4-day Job Readiness boot camp followed by an extended work-experience with an area employer whose work generally matches to the youth participant's stated interests. Over 40 youth have been served to date across over 20 employers.

Related Weaknesses: 1) Less youth served than projected, 2) Certain performance metrics not met.

In the coming years, Region 10 Youth services projects to: 1) Increase the number recruited, enrolled and served, 2) Expand work-based learning options and opportunities for youth, 3) Increase percentage of youth who increase their educational attainment in a manner that aids them to compete more effectively in the workplace and build a solid career, 4) Embed various value-adding "boot camps" and/or trainings to employer-valued credentials annually, 5) Leverage new funding resources, both through grant-making entities and area employers (Ex: Work experience), and 6) Based on the area labor market, which is metropolitan, increase customer-centered collaboration with Kentuckiana Works and its youth services.

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

Both the JAG IS youth programs and the WIOA-based OOS Youth services have been both stable and successful over the past two years, in light of 4.6 and 4.7 description and analyses. Each program understands its need and desire to improve, i.e. Continuous Improvement process, and grow over the coming years, in terms of performance, number served and program quality.

Best Practices for regional youth workforce activities are highlighted, all involving one or more aspects of WorkOne services and/or capacity:

1.YOUTH CAREER EXPO: The Passport to Your Future Youth Career Expo has been held nearly every year in the past 5 years at WorkOne New Albany. In 2015, 345 students and young adults participated in the event, representing nine (9) high schools in the region and other youth/community-based organizations. Thirty-seven (37) companies and post-secondary schools participated, informing young adults about careers and hiring opportunities. Workshops (facilitated by WorkOne staff) were held throughout the event on: Professional dress, Career Exploration, Code Louisville software-coding project, and Hoosier Hot 50 Jobs. Ivy Tech Sellersburg's Mobile industrial Technology Exhibit was on-site to provide demonstrations on technology used in advanced manufacturing processes.

On May 23, 2016, WorkOne is co-sponsoring a first High School-based Job Fair with the Greater Clark School System at Jeffersonville High School. It is designed for High School seniors in the region, with 60+ employers participating.

2. REGION 10 WORK EXPERIENCE PROGRAM AND BOOT CAMP: Region 10 is in the first year of the Work Experience Program, as formally developed. Work Experience Training was conducted for all Youth Staff last program year. Region 10 developed a four-day pre-work experience intensive workshop curriculum that covers soft skills, payroll and employment form completion, expectations in the workplace, resume writing, interview techniques, professional workplace etiquette, financial literacy, customer service, conflict resolution, team work, goal setting and motivational programming. Upon completion of the boot camp, young adults are evaluated to proceed with on-site work experience training for approximately 4-6 weeks, preferably in their field of interest. A Work Experience Coordinator recruits employers, and is the single-point-of-contact between the client and

the employer for the term of the work experience training. The WEX Coordinator checks in with participants and employers regularly. Employers provide a skill evaluation at the conclusion of the work experience training that reflects the skills mastered, and the skills that need further reinforcement.   In the first year, several employer partnerships have been developed.   Over 40 participants have participated in the boot camp/work experience program. Many youth are progressing with their career goals and pathways through this program. Several new program recommendations are being considered for the new program year to improve the program and outcomes for young adults and employers.

3.JA INSPIRE: Region 10, along with Junior Achievement and Kentuckiana Works, participated in observing and analyzing the SAWDP Worlds of Opportunity Career Fair in Mobile, Alabama in 2015. This field study has led to a first year metropolitan bi-state effort through Junior Achievement of Kentuckiana called JA Inspire (http://gcs.k12.in.us/ja-inspire-event-for-8th-grade-students/). WorkOne and Kentuckiana Works co-sponsored a booth at the event on behalf of the sector partnership: *Greater Louisville Health Care Career Collaborative.*

4.COLLEGE AND CAREER READINESS: Region 10 contributes to the growing adoption of a College and Career Readiness model, integral to High School curricula and operations, at several area school systems: Greater Clark, South Harrison, and Scott County. The related best practices for youth workforce activities includes the usage of the PRIDE Work Ethic Certification and the potential for Greater Clark schools to become a FORD Next Gen Learning (NGL) community, one of only 30 such communities in the USA. The Board has been present, active and advocating for the implementing and growth of these excellent facets of student career preparation.

5. CRADLE TO CAREER: Similarly, the Board has been a core, active partner in the region's growing Cradle to Career Initiative, engaging various school systems, community resources, area Foundations, area post-secondary institutions , and both Chambers of Commerce and Economic Development "shops". Two target areas have been identified: 1) Early Childhood Education and 2) K-16/Adult Talent Development.
Region 10 devised and operated its youth services in conjunction with United Way funding so as to produce "Career Launch". While Career Launch revised itself over 3 years, the brand has departed; however, its modular approach has embedded in WorkOne's youth services and continued effectively.
High schools and counties grow and refine their College and Career Fairs, as a more significant and emphatic part of their school culture and goals. Similarly, Counties have active College Success Coalitions, endeavoring to "fire on all cylinders at the County level, with their area high schools; al lare acutely aware of the region's educational attainment levels and the critical importance of gains therein for their community's economic and quality-of-place future.

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

The Region 10 Board ensures education/training investment, per customer, is linked directly to in-demand occupations and, more specifically, in-demand occupations that are skilled, demonstrate realistic opportunities and mechanisms for career advancement and mobility, and provide a wage beyond entry-level and near to or at a family-sustaining wage. Education/training are a critical and abiding Board priority, one of its four strategic Pillars, given the region and the bi-state Kentuckiana Metropolitan Statistical Area (MSA) evidence an educational attainment lag in contrast to: a) National and state Labor Market needs, per, for example, Georgetown University Recovery 2020 research (https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.FR_.Web_.pdf ; Indiana summary: https://cew.georgetown.edu/wp-content/uploads/StateProjections_6.1.15_agc_v2.pdf , b) Indiana Career Council data, c) the recent MSA-based Talent Demand-Supply Analyses (funded by DWD and performed by FutureWorks) based on six

business/industry economic drivers in Region 10 and the MSA, and d) Kentuckiana Works quarterly LMI reporting.

Occupations in Region 10 and the bi-state MSA are researched and analyzed based on criteria above, for inclusion in the Region 10 in-demand occupations listing. Occupations are diverse and wide-ranging across 6+ business/industry sectors presenting with occupational growth data. Research sources include, for example: Hoosiers by the Numbers/Hot 50 Jobs in Region 10; the Kentuckiana Occupational Outlook (http://www.kentuckianaworks.org/JobTrends/OccupationalOutlook.aspx); bi-state MSA-based Talent Demand-Supply Analysis, published in November 2015 **(Attachment 5**); the Fast Forward Report, published in December 2015 (**Attachment 6);** and Kentuckiana Works quarterly Labor Market Information Reports **(ATTACHMENT 1)**
General Process/Sequence and Criteria for Issuing Individual Training Accounts (ITA): An enrolled customer is a) unable to find suitable employment, reflective of his/her skill academic, technical and employability skill sets, b) evidences motivation/readiness to skill-up to a specific credential or degree relating to the in-demand criteria stated above*, c) also evidences and verifies financial need*, d) His/her coach verifies job search activities and efforts, e) Academic assessment occurs as needed (past initial such assessment)* f) The customer researches sector fields and occupations of interest and completes a personal budget. Each customer must complete a career training packet, including research on employment opportunities available in the local or desired area for the occupational training to be considered. The occupation considered for training must be on the regional in-demand occupations list and the customer can choose an education/training provider from the INTraining List for the state of Indiana.*, g) Completes his/her academic and career (AC) plan, which is reviewed, discussed, and approved in partnership between the customers, coach and AC counselor, h) Financial aid options are reviewed, i) *An ITA is issued*, as appropriate, to cover full tuition costs or partial tuition costs, in conjunction with Pell Grant, student loan, scholarship, and/or other available funding** (Per WIOA regulations and state policy, WIOA funds are the last tuition-assistance option; that said, partial or full assistance is provided in keeping with ITA criteria), j) regular contact between customer and coach regarding training progress, need for support services, etc.; this relationship remains central to the service process, k) Job Placement services, as needed, via WorkOne staff, and l) Follow-up contact and services, if needed, after the customer gains employment.

Region 10 only utilizes training contracts in two areas: 1) Computer Literacy and Microsoft Office pre-vocational trainings, which are provided weekly to enrolled customers based on individual needs and goals, and 2) work-based learning contracts, such as On-the-Job Training (OJT) and Work Experience. In terms of the latter, such training relates directly to the customer-centered model, inclusive of academic assessment, skills assessing, work values/temperament self-assessing, past work experience and personal research by the customer, along with career coaching and guidance designed to facilitate the customer's empowered, informed choice regarding field of work and occupational choice.

*Herein, with assessing activity, researching and personal budgeting, the customer is more empowered. He/She owns the process and is relatively surer of making an informed, motivated and realistic choice regarding occupation and a career path. The customer's owning also includes the choice of area school, its cost, the training term and schedule, etc.

**For example, in addition to WIOA funds, in the past 2+ years, 1) Region 10 has accessed National Fund for Workforce Solution (NFWS: http://www.nfwsolutions.org/) funds for manufacturing sector training specifically, following the Strategic Doing Sector Partnership model; by definition, this funding involves a "collaborative" with Foundations in the bi-state area, in a core partnership with Kentuckiana Works, and 2) Region 10 has partnered with southern Indiana Community Foundations who provide "Hand Up" scholarships, as a gap funding mechanism when other tuition assistance options are used up. As with most regions, Region 10 emphasizes opportunities to leverage its infrastructure and resources in order to access additional funding sources, the result being that i) More customers are able to access ITAs than would otherwise be the case, and ii) with more comprehensive tuition and other supports, more individuals accessing an ITA persist and complete their education to a higher-waged, in-demand, skilled occupation and career.

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

An atmosphere of open communication between State and Local staff allows for the coordination of services during Rapid Response/Mass lay off events. Local staff, which consist of DWD and Service Provider staff, work within an integrated system allowing for one team to administer Rapid Response services to the employers and employees that find themselves in a layoff situation. Local Staff share information with State staff through a single point of contact at DWD. The program manager for the Dislocated Worker team works with local staff in several capacities.

Information flows both from state to local, and local to state. Information on WARN notices and TAA certification funnel from State to Regional Operator Staff and is then disseminated to the WorkOne leadership/system management team. The leadership determines which appropriate frontline staff are need for the particular situation, and begins developing the proper action and response. Contact is made with employer in order to offer WorkOne services. If local staff is made aware of a mass layoff by an employer, employee, or local media, they, in turn, share that information with DWD. Staff also directs the employer to DWD site for information on WARN notices and TAA certification. Local staff communicates with State Unemployment Insurance staff as well as Randy Frye. State staff assists in contacting employers to help secure names and contact information on affected employees.

Rapid Response events can be held at the layoff site, WorkOne offices, or a third party facility. All known 'mass layoff' employers are contacted and extended an offer for WorkOne staff to present a Rapid Response orientation. If the orientation is refused by the employer, then WorkOne staff will offer informational packets, which the employer can distribute to affected employees. The packet consists of "Surviving a Layoff," regional WorkOne product calendar, overview of Region 10 WorkOne products and services, UI handbook, contact information for the Region 10 WorkOne system, Website information (http://www.workoneregion10.com/), Veterans services overview. Depending on the size of the event, one or more WorkOne staff members attend a Rapid Response event. The orientation consists of a WorkOne overview of services, explanation of UI benefits, and community resource information. The overview typically lasts an hour. After the presentation, attendees are able to ask questions, set up individual appointments and begin to take advantage of WorkOne services. The TAA orientation is the same with the addition of a TAA overview of benefits and initial TAA paperwork being executed. During a Rapid Response event, employees are informed of TAA eligibility guidelines and receive US Department of Labor website information. When possible, State TAA staff participate and assist in the coordination of Rapid Response activities at TAA eligible Rapid Response events.

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

During the past year, WorkOne worked with over 1,000 REA customers.   REA Coordinators select and schedule the customers for the REA orientation.   All Skills and Employment team members participate to register participants prior to the REA orientation, and to provide a brief WorkOne orientation to promote participation in WIOA intensive services.   An Academic and Career Plan is developed to for each participant outlining career assessments and employment activities they will complete.   Follow-up appointments are made with a Career Coach to track progress and ensure REA participants complete the activities outlined in the Academic and Career Plan.   Case management is provided for REA participants by the Skills and Employment Team. RESEA customers are required to meet with a Career Coach to report bi-weekly reports of work search results and WorkOne product usage.

Over 1000 customers were selected for JFH activities, and 684 completed the program to date.   All Skills and Employment team members participate to register participants prior to the Jobs for Hoosiers (JFH) orientation, and to provide a brief overview of the WorkOne orientation to promote participation in WIOA intensive services.

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

In Region 10, supportive services are coordinated and provided in several ways: a) Based on the customer's need(s), a quality, informed referral is made <u>with</u> the customer to a specific community resource. The resource may be a formal On-Stop partner, i.e. Adult Education, Vocational Rehabilitation, TANF, etc. or another community resource, i.e. Mental Health center, Food Bank, Clothing, Emergency services (Utilities, etc.); b) The support service is provided directly through WorkOne and WIOA (or other) funding. * Examples are provided: Specific work clothing, work tools, credential testing costs.
Regarding facilitating transportation for customers, WorkOne: a) Pays verified vehicle gas costs reimbursement, relating to work travel or training travel, to the customer, b) Seeks free or discounted bus passes through the Metropolitan Transit Authority of River City (TARC), c) Advocates, in conjunction with other community leaders, for improved public transportation to area post-secondary locations and to industrial and commercial parks where companies and employment are more dense. Two respective examples: 1) An Express bus line to Ivy Tech Sellersburg, now in place for nearly 18 months, 2) Public transportation routing to River Ridge Commerce Center (http://riverridgecc.com/), now in place for the past 2+ years.

The customer, career coach and community resource communicate and update as/if needed, regarding the usage of the resource and its benefit for the customer. The purpose remains: For the customer to continue with WorkOne services, toward completing a post-secondary credential and/or 'better'/ higher-waged employment and job retention.

*WorkOne-funded support services are the funds of last resort to meet the customer's need.

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

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

The Board currently has two contracts in place with service providers: 1) JobWorks, Inc. (**http://www.jobworksinc.org/**), and 2) Continuous Improvement Center.
The Region 10 Workforce Board, Inc. has a two-year contract with JobWorks, Inc. to deliver WIOA-funded Adult, Dislocated Worker and Youth services in the 6-County Region 10 area; the contract provides for an optional third contract year. The Board approved the third year option at its May 2016 meeting. The Board will conduct a competitive procurement for these WIOA services during Program Year 2016, such that a new contract is in place by Jul 1, 2017. The Board utilizes one WIOA services provider given the size of its allocation; this is a properly scaled approach that permits the maximizing of WIOA resources, with a proven service provider.

The Region 10 Workforce Board, Inc. has a two-year contract (with option for one year extension) with CIC to provide WorkOne customers with computer literacy and Microsoft office trainings each week. A competitive procurement process has been completed, with renewal options incorporated in the contract.

The Board abides by federal and state requirements in conducting its competitive procurements. State monitors and Board audits indicate procurement processes and contract management are in good financial standing without findings. The Board has had no audit findings in the past 15 years.

The contracts are provided in Exhibit 1. The specific procurement process is summarized as follows:

1. Staff develops and drafts a Request for Proposal (RFP), incorporating a) the scope of work for regional workforce goals, and b) compliance requirements for the programs and regional workforce system, with guidance from representatives of the Region 10 Board. The RFP aligns with the Region 10 Workforce Plan.   The RFP may, or may not include a letter of intent to bid.

2. Notice of Availability of the RFP is publicized in Legal Notices of Regional News, placed on Region 10 and IN DWD website, and distributed to lists of known prospective bidders. The RFP is normally available for a period of 2-4 weeks.

3. Proposals are collected and sent to a volunteer review team comprised of representatives of the board. Each team member has self-reviewed and formally indicated he/she has no Conflicts of Interest. The RFP process may, or may not, include a formal presentation process to representatives of the board.

4. The review team evaluates the proposal based on the agreed upon scoring system, as outlined in the RFP with a specified deadline for submission of ratings. Upon completion of the review, participating members forward their scoring sheet, inclusive of any comments to board staff assigned to the procurement.   The rating sheets are collected and a consolidated rating sheet is produced inclusive of any comments regarding bidder proposals.

5. The review team is assembled to discuss the ranking results from the review, and highlights (strengths/weaknesses) of each proposal, so that justification of the ranking results can be accurately presented to the full board for consideration.

6. The ranking results are presented to the full board for consideration and formal voting.   Upon finalizing the vote, the bidder awarded is contacted by Region 10 staff to notify of award.   A notice is sent to all bidders to notify them of the award selection, and to thank them for their interest.

7. A contract is developed based upon the scope of work for regional workforce goals and compliance requirements for the programs and regional workforce system.   The contract is signed by the contractor designee and board designee, inclusive of a detailed contract line-item budget.

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 for a current organizational chart for Region 10.

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 Region 10 Workforce Board, Inc. has one (1) Standing Committee: Per the Board's Bylaws (**See Attachment 17).** The Executive Committee shall be responsible for business and policy of the board, as directed by the board, with the Committee's actions and recommendations being presented to the board for board deliberations and formal actions. The Executive Committee shall consist of all officers, Standing Committee and Council Chairs, at least one (1) member at large elected by the RWB membership, and the immediate Past Chair position to ensure a total of at least seven (7) Executive Committee members. At least four (4) of the Executive Committee members must be from the business sector (profit and/or non-profit). The Executive Committee will meet as needed, upon request of the Chair. The Executive Committee shall be instituted by the R10WB, per

Articles VI (Voting), Article VIII (Open Door Law) and Article IX (Meetings) of these bylaws. In the past year, the Executive Committee has met five times.

Region 10 has had a Youth Council for 13+ years, as prescribed under the previous Workforce Investment Act (WIA) and DWD state policy. The Council had oversight for WIOA-funded regional youth services for at-risk youth. In the 2-year transition under the new Workforce Innovation and Opportunity Act (WIOA), Region 10 has elected to forego a Youth Council. Board members who act as Youth representatives include: 1) Dr. Andrew Mein, Superintendant of Greater Clark County Schools, 2) Bob Lane, Executive Director of the New Albany Housing Authority, 3) Angela Kirlin, Region 10 Adult Education provider director, 4) Becky Jetton, the Center for Women and Families, and 5) Christy Frederick, HR Director, Optum, Inc. and Board Vice-Chair.

While the Board does not presently have a Youth Council, its youth activities, both under WIOA and as part of the Board's regional and local work, per the theme of the "emerging/future workforce", is more active than ever. Examples of such activity are described in Section 4.8: 1) Youth Career EXPO, 2) Junior Achievement INSPIRE, 3) College and Career Readiness partnering with area K-12 school systems, 4) Cradle-to-Career Initiative. Additionally, the Board and WorkOne have an active working relationship with Adult Education, administered through the Scott County Economic Development Corporation, with WorkOne making quality youth referrals to Adult Education and vice-versa; ultimately, the goal with each youth customer, with such referral, is services that prepare the individual for a stable, higher-waged work-life and career.

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

Ron McKulick, Executive Director
Region 10 Workforce Board, Inc.
WorkOne Southern Indiana
P O Box 6712
New Albany, IN 47150
P 812-941-6427 F 812-944-4056
rmckulick@workoneregion10.com

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

Fiscal Agent
Crowe Horwath, LLP
3815 River Crossing Pkwy
Indianapolis, IN 46240

Fiscal Agent Contacts:
Christopher DuKate, CPA | Senior Manager
Crowe Horwath LLP

3815 River Crossing Parkway, Suite 300
Indianapolis, IN 46240
Direct: 317.208.2507 | Fax: 317.706.2660

Carla Crowe
Carla.Crowe@crowehorwath.com
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(317) 225-2571 cell

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

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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 Board does not have "replicated cooperative agreements" with the Office of Vocational Rehabilitation (OVR). Neither the Indiana Department of Workforce Development (DWD) or OVR has provided policy on such regional agreements to date, likely due to the WIOA final rules not being available until July 2016.

The Board did have a One-Stop partner MOU with OVR under the Workforce Investment Act (WIA); however, this particular MOU has not been "in play" since 2011. An OVR representative, the area Supervisor, has been and is a Region 10 Workforce Board member. A "replicated cooperative agreement" has not been a part of Board-OVR exchange.

In terms of the content of such agreement, at the local level:
   a) OVR has a regular presence on the Workforce Board.
   b) In-house training has occurred: OVR Counselors to WorkOne staff as audience, and vice-versa, i.e. cross-training, regarding the provision of services to individuals with disabilities.
   c) Technical assistance, typically around a customer's needs, assistive technology, or customer accommodations, has occurred as needed. Interagency communications are open and responsive.
   d) WorkOne staff has working relationships with K-12 Special Needs/Education personnel at area High Schools and have connectivity with area Transition Councils. WorkOne is represented, i.e. booth, etc. at Transition Fairs; staff assist Transition students when they visit the WorkOne to learn about employment/training/career services.
   e) WorkOne also has working relationships with designated personnel who serve students with disabilities at Ivy Tech and Indiana university Southeast.
   f) WorkOne staff have long-term service relationships with area rehabilitation agencies that provide job placement services and/or supported employment services.

The Board welcomes and is ready to engage in such agreement as needed, expecting it to truly enhance services with this customer population.

New efforts to enhance services are being explored; for example, convening WorkOne and VR area management and creating an process approach designed to: 1) Affirm common employment/training/ career services ground,

inventory current resources and practices, identify basic service improvements, and 2) proceed thereafter to conduct a pilot project to develop subject matter experts (SMEs) from VR and WorkOne to not only delve deeper into shaping service improvements, but to a) strengthen front-line staff relationships around the joint service purpose and practices, and b) implement, fine-tune and continuously measure the improvements.

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)]

In the process of the region operating as a formal Workforce Service Area (WSA) and Workforce Development Board (WDB) <u>and</u> devising its new 5-year Local Plan going forward into the next Program Year, *consultation* with members of the public, including local elected officials, representatives of business, labor, and economic development, *has occurred/is occurring in the following ways*:

A. <u>Workforce Board meetings</u> that include representatives, as listed above, and focus on Board's scope of work, inclusive generally of: 1) WorkOne services as a regional , publicly-funded, business-led and demand-driven employment, training and career development system, serving both business/industry and job-seekers, and 2) various related workforce investment projects/initiatives. Within this context, Board members review and monitor, inquire, discuss, consult and guide, and make decisions. <u>Executive Committee</u> meetings, as needed, with Board officers/leadership have occurred focusing on all aspects of the Board's Scope of Work, including projected changes under WIOA, especially as relates to One-Stop operations, sector strategies and partnerships, and leveraging workforce/talent development-related partnerships.
B. <u>Task forces</u>, as needed, regarding various projects; for example, competitive procurements, WorkOne site changes, Youth initiatives/events, and sector partnerships.
C. <u>Participation, in a Workforce Investment ambassador/advocate mode, in regional or bi-state workforce-related projects</u>, such as sector-based workforce training initiatives (Ex: National Fund for Workforce Solutions), educational attainment initiatives (Ex: Education Matters southern Indiana), a regional Cradle to Career initiative, or various secondary school-based College and Career Readiness initiatives, area infrastructure advocacy, or opportunities for local funding.
D. <u>Individual member meetings</u>.
E. <u>Policy shaping, review and approval.</u>
F. Similarly, <u>discussions</u> have occurred, with, for example, 1) Chambers of Commerce, 2) LEDOs (1si, Harrison County, etc.), 3) Ivy Tech (Chancellor and Corporate College staff), 4) Adult Education consortium and regional High Schools devoted to the school-to-career model specifically, 5) Organized Labor, etc, leading to both general workforce status/direction discussion, mutual information-sharing and inputting and, as appropriate, specific decisions.
G. *Both 1:1 meetings with Local Elected Officials (LEO) and formal Local Elected Official (LEO) meetings,* with Workforce Board Officers and staff present to inform, report on, and seek input and perspective about the future of the region's workforce, short-term and long-term, especially as relates to workforce-based funding resources and the economic opportunities that have come and will come to the region. *On May 18, 2016, the LEOs met, with the Chief Elected Official (CEO), Floyd County Commissioner Mark Seabrook, present, and Board officers present, to see, learn about, discuss and guide the Local Plan for Program Years 2016-2020. At this meeting, after discussion, the plan content was approved by the LEOs.*
H. *On June 23, 2016, Region 10 Workforce Board members completed a preliminary vote on the Local Plan. Twenty-two (of 28) Board members participated in the voting. All participating Board members voted in support of the Local Plan.* The Plan will be formally ratified at the August 2016 Region 10 Workforce Board, Inc. meeting.

Overall, many of these input opportunities occur through the course of the Program Year. The Board's direction and priorities are kept in mind therein. The processes above, both those that are regular and those that are more distinctive, like LEO meetings, regularly inform and pave the way for the local planning process, as directed by DWD policy, both in a functional and formal manner.

Key inputs from the parties referenced above center on:

➢ A **core priority of an effective County-based WorkOne employment and training service center system, i.e. a regional talent developer**, with WorkOne being "solidly rooted in clearly demonstrating a positive return on workforce investments for both job seekers and local/regional businesses", and effectively utilizing its One-Stop Partner network, integral to its customer-centric platform.

➢ **Addressing various skills gaps: a) academic, b) technical and/or c) "soft"/"people"/job readiness, and the core priority of educational attainment**.

➢ **Workforce (talent development) leadership, advocacy and collaboration** at the local/regional, meta-regional and state levels; that is, being knowledgeable champions and ambassadors for workforce development/investment, in the 21st century, knowledge-based global workplace.

➢ Making sound, timely and **informed decisions regarding the effective use of area public resources** for employment and training, based on local/regional needs and priorities.

➢ The long-term importance of and value for the region in governing and **operating as a WSA and Workforce Development Board**, with the WDB utilizing balanced and cohesive infrastructure, inclusive of "checks and balances", on behalf of the LEOs and CEO.

In summary, the Board has engaged in member discussion, especially through the Executive Committee, regarding the Plan's shaping and content, based on the state's template and the Board's long-term work, much of which Is already in accord with the state's (and WIOA's) template, and more significantly, its purposes, priorities and position-taking through, for example, the Indiana Career Council's Strategic Plan. For example, the Board and its WorkOne operations have long been engaged in sector partnership strategy, development and implementation; career laddering, matrices and pathways are an integral part of services with Adults, Dislocated Workers and Youth, as well as special customer populations; the Board has maintained educational attainment, in a demand-driven mode that reflects a win-win-win position, i.e. employer-individual customer-community, as a key strategic priority; and the Board has guided all such activity and accomplishment with meaningful connectivity to the region's **WorkOne** operation. As such, the Board has provided cogent, informal inputs, as have the Local Elected Officials, and the One-Stop partners, generally in terms of the direction and usage of available resources. The area One-Stop partners are becoming more attuned to the expectations and direction of working together, coordinating and aligning employment, career, education/training and support services meaningfully more so and more often, with measurement, around individual customer needs and success. Additionally, kindred regional initiatives, i.e. Works Council, Cradle to Career, Education Matters, Greater Louisville Workforce Partners, the Greater Louisville Healthcare Career Collaborative, the Metropolitan Manufacturing Alliance, etc., have similarly provided input into the Local Plan's content and direction, generally from the standpoint of: *How can the Board and the publicly-funded workforce service system contribute to regional "talent development", both with the emerging workforce and with the existing workforce?*

The Board has: a) Distributed e-mail communications to a wide range of stakeholders, such as Chambers of Commerce, Economic Development shops, School Systems and post-secondary institutions, regarding the DRAFT Plan's availability for review and comment for a 30-day period; b) Published Legal Ads in area newspapers timely so that the public is aware of same; c) Posted notice at the Entrance of WorkOne sites, on the WorkOne website, and submitted notice to public sites such as the Public Libraries; and d) Sent the DRAFT Plan to key stakeholders, i.e. Board Members, Local Elected Officials, Works Council members, etc. The Board will receive comment and review such, assessing the need for plan revisions, prior to the Plan's submittal to DWD by July 1, 2016.

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

The Board's process includes, for example:

Program Monitoring:

a) Monthly desktop monitoring of adult, dislocated worker and youth case files, via the state's case management data system by the Board's Data Management Coordinator, Anita McNallin, who has 30+ years of employment and training service system experience, especially around case management practices and activities, related data systems and data validation practices.

b) Spot-checks of hard-copy case file documents and data entries/case note data, on various individual customers on a weekly basis, by JobWorks management and Board staff (Administration and Operations Director; Data Management Coordinator, etc.)

c) Review of case manager/career coach practices through site visit observation and interview by supervisors and Board staff

d) A comprehensive annual site monitoring by Board staff

e) Formal annual monitoring by the DWD Oversight and Compliance Division

f) Training of internal monitoring staff occurs through DWD related work groups, WIOA monitoring training webinars, professional peer exchange, National Association of Workforce Development Professionals (NAWDP) and other expert trainings.

Below is a detail of the process, procedure and schedule of program monitoring:

1. Program Monitoring of sub-recipients is conducted annually, and the scope of the monitoring includes a sample of all integrated programs for the WorkOne System.

2. A list of customers is produced for all WIOA programs, TAA, RESEA.   A sample is selected for each program, and subcategory, representative of the overall customer pool.   Currently, all On-the-Job Training (OJT) contracts are reviewed.

3. A review is conducted for compliance with applicable federal, state regulations and local policies.   The review is also conducted to evaluate workforce case management practices, strengths and weaknesses for staff development, and best customer service practices.

4. The review is conducted to incorporate both review of file and electronic data sets for each customer in the sample, and incorporates data validation.

5. Upon completion of the monitoring review, a preliminary report is produced and submitted to board staff, sub-recipient management and local management representatives for programs.   The report summarizes an analysis of each customer reviewed, and any corrective action to be taken for compliance, policy, and case management practices, with a timeline for submission of additional information.

6. Upon receipt, review and analysis of the data submission for corrective action, a final report is produced to incorporate the final review summary and detail report for programs.   An executive summary is included to incorporate the scope of the review, findings, strengths and weaknesses noted in the process, and recommendations for corrective action or further training and development. The report is submitted to board staff for review and resolution.

7. If the report results in findings that include disallowed costs, a request is made to the sub-recipient to reimburse the board and program for such disallowed costs for resolution.   A follow-up monitoring process is scheduled conducted within 3-6 months.

8. The monitoring report and summary is submitted to the workforce development board for review and discussion at the next meeting.

9. Monitoring reports and detail records are maintained for further review by federal and state monitoring entities and auditors.

Fiscal Monitoring:
  a) The Board's Administrative Services and Operations Director monitors the WIOA budget and related expenses weekly and monthly, in conjunction with the region's Fiscal Agent Crowe Horwath (Crowe). Crowe Horwath conducts fiscal monitoring of the contracted WIOA service provider once each program year.
  b) Crowe a) conducts fiscal monitoring and evaluation at its Indianapolis site monthly, and b) procures and provides oversight of an independent third party financial audit of WIOA and all Board funds annually.
  c) Crowe participates in state and federal fiscal management trainings on a regular basis each year. Particular training attention is being given currently to fiscal management changes under WIOA and new OMB regulations.

Below is a summary of fiscal monitoring processes:
  • Crowe Horwath provides subrecipients a notice of on-site monitoring and schedules with contractor.
  • A review is conducted to include compliance with applicable federal and state regulatory requirements. The review includes activities to ensure proper documentation and support relative to performance standards, and additional contractor requirements as outlined in contract(s) with the board.
  • The process includes a review of organizational internal controls, accounting system, cash management system, financial reporting, record keeping and a review of the most-recent audit report.
  • Upon completion of the review, a summary report is produced to detail any findings, observations, and recommendations for corrective action or improvement.   The report is sent to the subrecipient, and a copy is provided to the board staff for submission to the workforce development board.
  • The report, along with all work papers from the monitoring process are maintained for further review by federal and state monitoring entities and auditors.

A Listing of Review Forms and Sample Report from a Past Monitoring Review, see **ATTACHMENT 18.**

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

Youth Services Professional Development planning is focused and ongoing, providing a range of training opportunities designed to maintain and improve the skills and competencies of Region 10 youth services staffing, inclusive of direct service personnel, team leaders, supervisor and Regional Operator, with guidance from Board members who are more focused representatives of youth services. Staff training takes into account both the region's in-school youth programs, i.e. JAG and the region's out-of-school youth services.
  a) In-School JAG staff participates in all related JAG professional development, both in an online mode, peer and team study/exchange, and both statewide and national learning events.
  b) Out-of-School youth services staff participate, as well, in online training, peer and team study/exchange, and both local statewide and national learning events. For example, as there are similar direct-service youth workers in a range of other local community/non-profit organizations in the metropolitan area, various entities sponsor and/or provide professional development trainings on a wide range of topics monthly.
  c) Board staff, Anita McNallin, provide initial and periodic trainings in-person both on youth service practices, the 15 program elements under WIOA, and related documentation and data tracking, with all youth services staff. Ms. McNallin has 30+ years of related practice and data management expertise.
  d) Training, in one mode or another, occurs on a monthly basis. Training completions are catalogued per staff person by their supervisor and the service provider, JobWorks, as a development portfolio, also utilized in each staff person's performance evaluation.

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

Local Policies Listing:
- WIOA Eligibility/Participant Payment Policy
- Procurement Policy
- In-Demand Policy

Note: *Region 10 has not updated many local policies due to 1) Pending WIOA Final Rules and 2) Recent release of many state-level WIOA Policies.   Region 10 will follow state-level WIOA policies, and may consider review of local-level policies upon further board review of WIOA Final Rules and recent state-level policy.*