

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

WDB/Region #	Economic Growth Region 6
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I certify that the information contained herein is true and accurate to the best of my knowledge and that I submit this plan on behalf of the WDB listed above.

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

Name: Jim Riggle

Title: Manager - Community Relations, Indiana Michigan Power

Signature:  _____ **Date: July 1, 2016**

**Approved for the Counties of the EGR6 Workforce Development Area
Chief Local Elected Official**

Name: Dennis A. Burns

Title: EGR6 Regional Chief Local Elected Official, Wayne County Commissioner

Signature:  _____ **Date: July 1, 2016**

Table of Contents

Section 1:	Workforce and Economic Analysis.....	3
Section 2:	Strategic Vision and Goals.....	4
Section 3:	Local Area Partnerships and Investment Strategies.....	6
Section 4:	Program Design and Evaluation.....	8
Section 5:	Compliance.....	11

EXECUTIVE SUMMARY

The Eastern Indiana Workforce Development Board (EGR 6 WDB) is a highly integrated convening of diverse public and private sector workforce partners from...

- **Health Care**
- **Advanced and Additive Manufacturing**
- **Regional and Local Economic Development**
- **Local Government**
- **Information Technology**
- **K-12 Education**
- **EGR6 Works Council**
- **Labor**
- **Higher Education**
- **Not-for-Profit**
- **Innovation/Entrepreneurship Centers**
- **Career & Technical Education**
- **Adult Basic Education**
- **Social Services**

... who work collaboratively to develop, implement, assess and improve strategies that align resources to expeditiously meet the existing and emerging workforce demand(s) of Regional Employers.

Working in close partnership with the East Central Indiana Regional Partnership and its Local Economic Development Professionals, the EGR6 WDB has identified the following regional growth sectors:

- **Health Care**
- **Advanced and Additive Manufacturing**
- **Food Processing**
- **Agri-business**
- **Logistics and Warehousing**
- **Information Technology**

The EGR6 WDB has embraced a strategy of fluid integration that eliminates programmatic barriers and ensures that workforce services meet both Employer demand and Job Seeker needs in accordance with the ebbs and flows of the fast-changing global economy.

The State of Indiana has correctly cited that 1 million job vacancies will emerge in the next 5-years via attrition and creation processes; 60 percent of which will require post-secondary education and/or industry recognized credential(s).

Valid labor market data that identifies existing and emerging employment trends – with a focus on high- demand, high-wage employment opportunities – is the cornerstone of the EGR6 WDB strategy for success.

In its shift to an information age workforce development system, the EGR6 WDB has embedded the following **Core Practices** in its corporate culture:

Precision: Meeting Employer-demand for workforce training and services in a dynamic, global business environment requires the timely delivery of precise Employer-designed job seeker training solutions.

Employer-demand data sets are most accurate when derived from “boots-on-the-ground” Business Retention and Expansion (BRE) meetings that are strengthened by an alignment of local economic development and workforce development efforts. The information gathered during BRE meetings provides the EGR6 WDB with crucial “real-time” data upon which prudent workforce training decisions can be based.

Fluidity: The ultra-competitive, rapidly changing global economy requires the implementation of fluid strategies that position companies to achieve sustainable success. The EGR6 WDB works with State, Regional and Local Partners to maintain maximum levels of data-driven fluidity in the design and delivery of workforce services that meet multi-sector Employer demand(s).

Execution: Success or failure for Employers is often times determined by the narrowest of margins that hinges on the execution of strategic processes designed to add unique value while meeting market demand. The successful provision of workforce solutions to Employers is no different. EGR6 WDB strategies embed assessment and corrective realignment processes to achieve maximum results.

Cost-Benefit Analytics: Maximizing the impact of local and regional resources requires that cost-benefit analytics be embedded in all processes. The EGR6 WDB is focused on “cost per” analytics that provides empirical analysis of the outcomes of programs, services and trainings that identify every incurred expense.

Convening Local Partners for Regional Impacts: The primary objective of the Eastern Indiana Workforce Development Board (EGR6 WDB) is to ensure that every Employer has access to a competent, trainable workforce and that every client has an opportunity to pursue a meaningful, sustainable, personally- profitable career. These objectives cannot be achieved absent the local relationships that foster trust- based economic opportunities for Employers, partners and job seekers. Achieving such an economic “ripple effect” is part of the ethos of the EGR6 WDB and, as stated in this plan, enhances opportunities for the private funding of innovative programmatic partnerships.

Leveraging Technology: Maximizing the benefits of current and emerging technologies will lead to a greater span of service territory and eventually result in reduced overhead and personnel costs. Feasibility studies will provide the EGR6 WDB with the necessary information as to how to best integrate the necessary relationship (aka: personal touch) components of job seeker training and services with the best technologies to produce a more efficient and effective regional workforce system. The EGR6 WDB and its regional partners understand that the world has changed dramatically over the last decade, but this plan doesn’t seek to “throw the baby out with the bathwater.”

Rather, it acknowledges the unique cultures of the unique communities that make up the unique region that is EGR6. It also seeks to embed tried-and-true workforce development functions within The Workforce Innovation and Opportunity Act of 2014, while implementing new technologies to

deliver data-driven, Employer-led strategies that will empower the Eastern Indiana economy to meet workforce current and future demand and, thereby, drive increases in per-capital and household incomes, and sustainable expansions of the regional tax base.

The EGR 6 WDB has determined, with the Agreement of the EGR6 Chief Elected Officials Executive Council, that it will employ and/or contract the Executive, Fiscal Agent, Regional Operator, Adult and Dislocated Worker Service Staff and Youth Services Provider. This structure has been determined as the best model to reduce duplicity of functions while taking advantage of economies of scale.

EGR6 WDB nominations are made by appointments are selected by the EGR6 Chief Elected Officials.

Executive Council members are from the industry sectors that represent regional economic priorities. These individuals possess the level of sector authority and expertise as defined by WIOA and display the ability to carry out the broader strategic objectives of the EGR6 WDB immediately upon appointment.

The EGR6 WDB will oversee and conduct its required functions of providing checks and balances through a duly elected Executive Board, which will result in the maximum engagement of EGR6 WDB members for pre-established terms of service. The EGR6 Executive WDB will serve as the regional Youth Committee and procure the Youth Service Provider.

The March 2016 EGR6 Labor Market Report reveals that the regional labor force is approximately 159,000 with 94% of these individuals engaged in some type of employment. Construction (35.2%) and Manufacturing (16.6%) are the highest unemployed categories in the region.

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 *.**

<p>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)]</p>

See Attachment 1 for a complete accounting of current in-demand occupations EGR6 WDB Report.

The five largest sectors in EGR6 are government, manufacturing, healthcare, retail trade, and accommodation/food services. Four of the five sectors - government, manufacturing*, retail trade, and accommodation – are projected for slight growth (5-10%) through 2025. Healthcare is projected for significant regional sector growth (4,509 jobs) by 2025. Construction is projected for slight growth (890 jobs - many of which are seasonal) through 2025.

The sector categories of Professional/scientific/technical services, administrative/support/waste management/remediation services, and business management are projected to grow between 16% and 25% by 2025.

Top Employers for Region 6*	
Source: EMSI	
3,000	IU Health – Ball Memorial Hospital
2,800	Ball State University
1,253	Reid Health
850	Henry County Hospital
843	Muncie Community Schools
808	Richmond Community Schools Corporation
757	FCC (Indiana)
750	Fayette County Schools Corporation
750	New Castle Community School Corporation
707	Belden
700	Indiana Marujun
610	Meridian Health Services
600	Fayette Regional Health Systems – St. Vincent’s
530	New Castle Correctional Facility (The GEO Group)
524	Draper, Inc.
520	Indiana University East

***This data does not reflect ongoing attraction projects to EGR6. The Manufacturing and Logistics/Warehouse sectors are projected to add 800 new jobs to the EGR6 economy in 2016-17.**

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)]

See Attachment 1 for a complete accounting of current in-demand occupations R6 WDB Report.

Integrating Employer demanded skills enhancement and knowledge pursuit into the regional culture is a vital strategy in meeting EGR8 Employer demand. Current and projected (to 2025) Employer-demand skills in EGR6 are service orientation, collaboration, listening, speaking, and critical thinking.

Indeed, these skills are universal to all occupations in EGR6, as Employers throughout the global economy shift to an additive, customer satisfaction/service focus. In order to provide the best service, listening, speaking, and critical thinking are all necessary to provide consumers and businesses with the best possible service.

Employer demanded knowledge bases also coincide with this data. Medicine, healthcare, customer service, engineering/technology, and English language proficiency seem to be in the highest demand for both current and future employment trends.

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)]

The unemployment rate in EGR6 has remained approximately 0.5% higher than that of the state (5.9% and 6.1 percent) and approximately 1.0% higher than the nation during the period of 2015-16.*

The primary barrier to employment for EGR6 youth and adults alike is use of illegal drugs, which results in failed drug screens. Other barriers are basic employability deficiencies such as reporting to work (on time), a lack of critical thinking and the inability (or unwillingness) to work collaboratively with co-workers.

Full-time workers (age 25 and older) in EGR6 without a high school diploma had median weekly earnings of \$494 in the first quarter of 2016. That compares with a median of \$679 for high school graduates who never attended college and \$782 for workers with some college or an associate degree. Median weekly earnings were \$1,155 for workers with a bachelor's degree and \$1,435 for workers with an advanced degree—a master's, professional, or doctoral degrees.*

Additional labor market trends were included in question 1.1, as was employment data for Region 6.

**Source: Indiana Dept. of Workforce Development, Research and Analysis. Released 4-18-16*

Education Level	2015 Population	2016 Population	2015 % of Population	2015 State % Population	2015 Nat. % Population
Less Than 9th Grade	13,229	13,054	5%	5%	7%
9th Grade to 12th Grade	27,771	28,389	10%	8%	8%
High School Diploma	112,127	111,803	41%	35%	28%
Some College	52,329	52,095	19%	21%	21%
Associate's Degree	20,558	20,693	8%	8%	8%
Bachelor's Degree	27,084	27,181	10%	15%	18%
Graduate Degree and Higher	17,427	17,337	6%	9%	11%
Total	270,524	270,551	100%	100%	100%

Source: U.S. Census Bureau & American Community Survey, 5 Year Estimates

Educational progress in EGR6 is continuing with a 2014 increase in the number of individuals with at least some college coursework. As this trend continues, it will better position the EGR6

workforce to meet the demands of current and future employers.

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.

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)]

Alliance for Strategic Growth, Inc. is implementing a vision that is supported with strategic initiatives that will provide employers with the talent needed to compete in the 21st century global economy. Alliance for Strategic Growth, Inc. has identified three strategic initiatives that will accomplish this vision:

Goal #1: Collect, coordinate and analyze real-time employer-demanded skills data in high-demand, high-wage sectors.

Goal #2: Utilize real-time employer-demanded skills data to expeditiously design and implement measureable solutions to employer-demanded skills shortages.

Goal #3: Evaluate solutions and continuously improve talent pipelines in high-demand, high-wage sectors to ensure regional competitiveness and economic prosperity.

The following provides depth on what we mean by the vision and the three goals listed above:

The key to workforce preparation is to gather and utilize “real-time” skills-demand data from Employers that will empower the EGR6 WDB to allocate resources to strategies that will create, deliver, assess and improve relevant, timely, cost-effective employability and skills enhancement training and services.

The primary challenge to the sustainable relevance of a workforce system – whether it is national, state or regional - is the validity and timeliness of Employer skills-demand data. Therefore, valid, timely Employer skills-demand data forms the core of every strategic initiative design of the EGR6 WDB.

Trust-based partnerships with local economic development organizations are the key to gathering valid, timely Employer skills-demand data. Confidential Business Retention and Expansion (BRE) meetings with Employers are the life-blood of economic growth and workforce development, alike. Cultivating existing partnerships with local economic development organizations in order to build trust that enhances access to confidential, “real-time” Employer skills-demand information via BRE meetings is a core strategy of the EGR6 WDB.

Equally important to the workforce preparedness process is the collection and analysis of data that reveals the effectiveness of trainings and services via client outcomes and cost-effectiveness. Client barriers can only be resolved through the implementation of strategies – some of which are unique to the individual and, therefore, time-intensive – that are based on valid data.

Emerging data reveals that many Employers are confused as to the resources that are available to them via WDBs. Indeed, when workforce emerged as the primary concern of the global economy, a “gold rush” response from an incalculable number of for-profit and not-for-profit organizations occurred; many of which utilize vast sums of non-regulated monies to market their claims to have solutions to workforce shortage(s). This has created a state of confusion for Employers and a significant messaging problem for WDBs nationwide.

In an attempt to eliminate the barrier of workforce development confusion, the EGR6 WDB is in the process of implementing analytics that will assess the awareness of its programs and services amongst Employers, Clients and Partners with a special focus on underserved Clients.

The first step in preparing a properly educated and skilled workforce for Region 6 is to analyze employer statistics. This allows the Region to adapt by creating a data driven response to the needs of both current and possible future employers. For instance, because Region 6 has many jobs that will require some soft skills such as speaking and listening, it is vital that training is provided to help the workforce improve those skills in order for them to meet employer demand.

Finally, making the training available to the workforce so that they can attain the necessary workplace skills and knowledge allows the Region to better meet employer demand. Not only is providing the training important, but to become visible and communicate to our local communities that this sort of training exists, along with explaining the benefits thereof ensures the best chance that the largest number of people try to obtain the skills necessary to increase their own employability and the skills that are available to our current and future employers via the local workforce.

Our goals for youth are:

1. Ensure youth understand current and future career opportunities in high-demand, high-wage sectors.
2. Ensure youth understand the process of building a career through stackable credentials, certificates and degrees, as well as the sources from which these can be attained.
3. Ensure youth understand the means to career prosperity in the 21st century global economy is an organic learning process that integrates traditional and non-traditional academic and technical education with learning that focuses on emerging skills enhancement.
4. Work diligently to align secondary and post-secondary partners with workforce development to ensure we are preparing our current and future generations to compete in the ultra-competitive global economy.
5. Ensure regional resources are aligned and organizations are united to provide youth with the necessary skills to successfully navigate the inevitable economic ebbs and flows that endanger employment and prosperity.

Youth and early adult-aged people in our region provide us with a unique opportunity to provide people with training early on that could lead them on the path to a lifelong career in a growing sector for the region. It is absolutely necessary to partner with high schools in order to provide the training that employers are demanding to people who are still in school, as well as those who have recently graduated. Training the youth in the region so that they have the skills that are demanded by employers, not only helps attract employers and growth in the region,

but will also slow the brain drain that occurs in many of our local communities in Region 6.

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>

Specifically, recognizing the need that our workforce has the appropriate skills, as determined by employer demand. This helps provide employers with the necessary skills. Training is essential to ensuring the workforce meets the demand of employers, so including that in the mission of Region 6 is imperative to both the region and the vision of the SWIC.

In addition to the training of a skilled workforce and meeting employer demand, doing everything workforce related in order to serve the region as a whole is a large part of what we strive for. This includes providing training, analyzing employer trends and using that to meet employer demand, but also making sure to create a one-stop delivery system so that those in the workforce can focus more on obtaining the correct skills and spend less time trying to figure out where else they need to go to obtain training.

Region 6 views itself as both a conduit and facilitator to both employers and its regional workforce. This very much supports the vision of the State Workforce Innovation Council, which provides the state workforce system a cohesive strategy for aligning resources to empower Clients to meet Employer demand.

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

As stated in Section 2.1, Alliance for Strategic Growth, Inc. is implementing a vision that is supported with strategic initiatives that will provide employers with the talent needed to compete in the 21st century global economy. Alliance for Strategic Growth, Inc. has identified three strategic initiatives that will accomplish this vision:

Goal #1: Collect, coordinate and analyze real-time employer-demanded skills data in high-demand, high-wage sectors.

Goal #2: Utilize real-time employer-demanded skills data to expeditiously design and implement measureable solutions to employer-demanded skills shortages.

Goal #3: Evaluate solutions and continuously improve talent pipelines in high-demand, high-wage sectors to ensure regional competitiveness and economic prosperity.

The State goals provided stated the following:

- **GOAL 1: SYSTEM ALIGNMENT** -- Create a seamless one-stop delivery system where partners provide worker-centric and student-centric integrated services. Partners within the talent development system are working with limited resources as well as limited information about the services being provided by one another. Agencies have similar goals and complementary services, yet programs often operate in silos. The system should align around solutions, rather than funding streams and programs. Greater focus must be given to a true systems approach which aligns resources to maximize their impact and fundamentally transform the way in which workers and students engage with, and are served by the system. Within such an

approach, agencies and organizations work together, integrating resources and services, sharing goals, strategies, and successes, and ensuring that students and workers are provided with opportunities to improve their education, knowledge, and skill levels.

- GOAL 2: CLIENT-CENTRIC APPROACH -- Create a *client-centered* approach, where system partners and programs coordinate in a way that each individual worker or student has a pathway to improving his or her education, knowledge, skills and, ultimately, his or her employment prospects, with a focus on in-demand careers. The State's education, job skills development, and career training system must ensure that the talent development system focuses on the individual students or worker's aspirations and needs and provides all students and workers with access to pathways for improving employment prospects. In many cases throughout the existing system, activities and services provided are *program-focused*, with the specific program being placed at the center of service delivery. In such a model, greater focus is given to meeting program requirements and less attention is paid to truly serving the individual. This has left the workers or students navigating a complex web of program requirements, often having to visit multiple program locations, multiple times, and providing the same information at each stop in order to receive the services needed. This paradigm must shift dramatically towards ensuring that system partners and program requirements are aligned with the worker or student at the center of service delivery. In this *client-centered* approach, system partners and programs coordinate in a way that each individual worker or student has a pathway to improving his or her education, knowledge, and skills and entering into a fulfilling and rewarding career, with partner and program resources designed to complement the individual's pathway.
- GOAL 3: DEMAND DRIVEN PROGRAMS AND INVESTMENTS -- Adopt a data-driven, sector-based approach that directly aligns education and training with the needs of Indiana's business community.

The National Governors Association reports:

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

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

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

The EGR6 WDB, in accordance with Indiana’s implementation of WIOA, is representative of multi-sector members each of whom possess unique sector expertise and professional/partner networks that will add value in resolving a plethora of workforce preparedness challenges. As a designated Public Meeting, the EGR6 WDB meetings are a forum for multi-sector partners and a free exchange of ideas.

In order to increase its focus on strategy, performance assessment and policy, the EGR6 WDB has empowered its Executive Board to oversee and conduct business functions (with bylaw reporting requirements to the EGR6 WDB) in monthly public meetings.

This approach increases the amount of time that the EGR6 WDB has to focus on WIOA/SWIC strategic initiatives that reflect unique solutions to the unique challenges of each unique regional Employer. It also reduces expenditures and “meeting fatigue” among EGR6 WDB members; both of which severely diminish overall board effectiveness.

¹National 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>

<p>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.</p>
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Federal performance accountability measures for WIOA are well aligned with the goals and expectations that the EGR6 Workforce Development Board has for of the Eastern Indiana System, as well as those established by the SWIC. These federal standards focus on measuring which WIOA participants get jobs, retain employment, earn good wages, demonstrate measurable skill gains, and earn credentials. The standards also measure the effectiveness of the services provided by the WorkOne system to employers.

The objectives of the board directly reflect the federal performance accountability measures as defined by the Workforce Innovation and Opportunity Act of 2014. Ultimately, the board’s goal is that Clients transition expeditiously to unsubsidized employment following the completion of Employer designed and empirically assessed programs that result in Clients receiving an industry recognized certificate and/or credential and/or degree that coincide with regional Employer skills demand data.

Key strategies that will be used to work toward meeting the expectations of the Board include:

- Utilize real-time employer skills-demand data to continuously improve a WorkOne system that meets or surpasses the employer workforce expectations in high-wage sectors.

Align regional resources to deliver cost-effective, measurable skills enhancement services to customers and training outcomes assessments to employers.

- Develop individualized plans for education and training that lead to identified career pathways for customers that align with high-wage sector employer demands and populate talent pipelines.
- Leverage available assessment tools, educational resources, career readiness services, and work-based learning strategies to equip customers with the skills to perform tasks needed by employers.
- Provide support and encouragement to in-school and out-of-school youth to increase the holders of regional secondary school credentials and the number of successful transitions into postsecondary education, employment or military service.

Sustainability and fluidity are integrated throughout these endeavors to ensure that future employer skills demands will be met expeditiously.

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)]

All programmatic and service endeavors will include Cost-Per-Client-Served and Cost-Per-Client-Completion analytics that will provide the local board with the metrics to evaluate expenditures. All costs associated will be built into these analytics to ensure maximum levels of cost effectiveness.

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.

Alliance for Strategic Growth, Inc. seeks optimal performance outcomes through optimal utilization of its partner organizations that add multi-level value to the Region 6 Workforce Development Board and to the regional workforce. These partners include, but are not limited to Veterans programs, Jobs for Hoosiers, and WorkINDiana organizations. In finding common ground, of which there is a lot, we can develop strategies that better enable our organization to better reach out to people and prepare our workforce for the incoming demand for jobs over the next ten years.

The 1 million jobs projected to be available in Indiana in 2025 represent both a challenge and an opportunity for all regions in Indiana. Skilled workers to fill these jobs will be difficult for employers. For workers who reside in the rural counties of Eastern Indiana, the logistics of available jobs may also be a barrier to solving the issue. Workers from rural areas often cannot financially afford to relocate to more metropolitan areas where they do not have family members and friends to help with child care or transportation needs that enable them to work. This worker shortage also presents opportunities for many workers in the region, particularly those who in the past may not have been able to compete in the labor force.

With the help of the WorkOne system, workers can learn about employer needs, gain relevant skills, and prepare for careers in these in-demand occupations of the future. In order to meet the challenge associated with the anticipated job openings in 2025, Alliance for Strategic Growth, Inc. will use two primary strategies.

- One strategy will be to better engage workers who may not have been in the labor force in the past or who may have been employed but lack the skills needed to become self-sufficient and/or retain employment at a high wage.
- The second strategy will be to collaborate with employer-based entities, economic development organizations, educational institutions, sector partnerships and others to maximize available funding sources and work together toward the common goal of helping employers in the region find skilled workers.

In addition, partnering with schools is essential to making sure that the youth in Region 6 have the appropriate skills and education that they will need to become a valuable part of the workforce. Likewise, we believe that schools will be necessary to extend that sort of education and training not only to the youth, but to adults as well. In doing so and working together with organizations where we can work together to the betterment of Region 6, we put ourselves in the strongest possible position to have a properly trained and skilled workforce to meet employer demands over the next 10 years.

Various Populations will be a key to ensuring that we meet the needs of the employers and slowing the skill gap that is mounting in Indiana. The following are a sampling of populations we will have a focus on in addressing this issue:

Adult Education and WorkIndiana will require cooperation and communication with staff across organizations that serve the population of adults with less than a high school diploma. By communicating among entities to share the progression of instruction and training, we will ensure we achieve the desired employment outcome for each individual. It is important that staff have the knowledge and understanding of all resources to maximize service levels for individuals to be utilized to assist in developing skills and eliminating barriers to employment.

Returning service member must be a priority with WorkOne staff. We must ensure we are knowledgeable of the priority for veterans and veteran services and when it is appropriate to refer a veteran to a DVOP. Returning service members have spent their service time learning soft skills and occupational skills employers' desire. We must ensure they can communicate effectively to transition their military service to the private sector.

Community Corrections is a priority in Eastern Indiana, correctional facilities are more often than not over populated. We must partner with our social service partners and correctional facility staff to address the social problems such as dependency, education, mental health, and aggression barriers plaguing our local counties. We also have a great HIRE coordinator that helps bridge WorkOne, business, and corrections programs to break the cycle of recidivism.

Alliance for Strategic Growth, Inc. is implementing the S.C.O.R.E. Securing Community Outreach for Reemployment. This model will help ensure we bring the resource to help communities achieve their occupational goals and bridge service models to have a greater impact and reach into all communities of the region.

Section 3: Local Area Partnerships and Investment Strategies

Please answer the following questions of Section 3 in 15 pages or less. Many of the responses below, such as targeted sector strategies, should be based on strategic discussions with the local board and partners. The local board is not required to complete the questions shaded in gray at this time.

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

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

Alliance for Strategic Growth, Inc. is taking a diversified approach to achieve the vision and goals of the region. Educational Investment, outreach and community understanding of emerging career pathway are essential to the prosperity of Eastern Indiana. The board and its staff are evaluating and identifying partnerships, funding, and outreach models that accelerate and achieve a workforce employer’s demand.

Partnerships are key to align the system to the common goals. It takes the leadership of community based organizations, secondary education schools, adult education, civic leaders, post-secondary institutions, and business leaders to find commonality and resources to develop the jobseekers of the region into the workforce of today and tomorrow. It will take collaborative grant proposals, foundational support and potentially resource sharing to achieve success. Alliance for Strategic Growth, Inc. has taken steps in this current year to move in the direction of stronger partnerships and funding opportunities. Examples of this include applying for 3 federal grants focused on specific populations in order to elevate their skills to be more productive citizens of their respective communities.

LEAP 2 was a grant focused on ex-offenders and ensuring they have basic education skills and learn a technical skill to promote job placement and retention lessening the likelihood of recidivism.

Strengthening Working Families was a grant focused on helping single parents address the childcare barriers they face and opening up opportunities to occupational skills training in demand occupations. Lastly, Tech Hire was a grant focusing on encouraging young adults 17-29 years of age, understand and receive training in careers of tomorrow to ensure they are on a pathway to prosperity and become contributing members of their respective communities.

While these examples show the initial steps Alliance for Strategic Growth, Inc. is taking, they are just the beginning. Alliance for Strategic Growth, Inc. will also be discussing opportunities with foundations, private entities, and other community organizations to align resources and messaging.

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.

Educational investments are one strategy that is a focus at a state and federal level regarding WIOA, but Eastern Indiana has to have a strong focus on outreach and education of the jobs of tomorrow. The perception in this region as is in many is that our youth need to go to a four-year college and receive a bachelor’s degree. While receiving a bachelor’s degree is a great goal and is important to many employers, many jobs exist that don’t require a bachelor’s degree. Unlike the

jobs of yesterday when a high school diploma would suffice, today more and more jobs are requiring technical skills in the form of an industry defined certificate or licensure. Our strategy will consist on consistent outreach in multiple outlets to ensure constituents, educators, employers and other stakeholders understand the skills needed in the global marketplace we live in today.

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)]

Alliance for Strategic Growth, Inc. provides workforce related programming and services to the job seekers and employers in Eastern Indiana through eight physical offices. The physical offices provide varying services onsite that include WIOA, Wagner-Peyser, and co-location of adult education in 5 of 9 counties. The Indiana Department of Workforce Development provides self-service unemployment and Wagner-Peyser services through the WorkOne centers. Alliance for Strategic Growth, Inc. provides staffing for WIOA, WorkINdiana and other reemployment programs. Vocational Rehabilitation, TANF, and SNAP are provided through referrals in all counties. Vocational Rehabilitation counselors are present in 6 of our 8 WorkOne Centers at least once a week or more to meet with their clients. Adult Education is co-located in 5 of the 8 WorkOne Centers for their Adult Education classes.

Beginning in PY16, Alliance for Strategic Growth, Inc. will be piloting itinerate reemployment service models to community organizations. Alliance for Strategic Growth, Inc. will identify those locations as S.C.O.R.E. sites (Serving Community Outreach for Reemployment Empowerment). The WorkOne Eastern Indiana system understands that it must be fluid and meet customers where they are most comfortable and have an understood trust built. The community based organizations are best suited to understanding their community and helping jobseekers address the barriers they may be facing. Alliance for Strategic Growth, Inc. and WorkOne are a great resource to bridge the jobseeker skills and desires with employer needs. It is anticipated that sites will be developed with a diverse group of community organizations from libraries, jails, and community centers to name just a few.

The **Career and Technical Education** sites are as follows:

New Castle Career Center - 801 Parkview Drive, New Castle, IN 47362
Serves New Castle, Blue River Valley, South Henry, C.A. Beard, Union, Nettle Creek

Muncie Area Career Center - 2500 N. Elgin St., Muncie, IN 47305
Serves Muncie, Delaware, Liberty-Perry, Yorktown, Randolph Central, Wes-Del, Daleville, Randolph Eastern, Monroe Central

Whitewater Career Center - 1300 Spartan Drive, Connersville, IN 47331
Serves Fayette County, Rushville, Union County, Western Wayne

Richmond Area Career Center - 380 Hub Etchison Parkway, Richmond, IN 47371
Serves Richmond, Northeastern Wayne, Randolph Southern

Area 18 CTE Cooperative - #1 Tiger Trail, Bluffton, IN 46714
Serves Blackford County, Jay County, Bluffton High School

The **Vocational Rehabilitation** offices are located as follows:

Area 11 Vocational Rehabilitation Services which is co-located in the Delaware WorkOne – Counties: Adams, Blackford, Delaware, Henry, Jay, Randolph
201 E. Charles Street, Suite 130, Muncie, IN 47305-2434

Area 23 Vocational Rehabilitation Services – Counties: Fayette, Rush, Union & Wayne
52 South 2nd Street, Richmond, IN 47374-4212

Vocational Rehabilitation counselors meet with their clients on an outreach basis in the WorkOnes located in Blackford, Fayette, Henry, Jay, Randolph, Rush counties.

The **WorkOne** offices are located as follows:

Blackford County WorkOne -1301 N. High Street, Suite B, Hartford City, IN 47348
Delaware County WorkOne – 201 E. Charles St., Suite 100, Muncie, IN 47305
Fayette County WorkOne – 715 West 21st Street, Connersville, IN 47331
Henry County WorkOne - 3011 South 14th Street, New Castle, IN 47362
Jay County WorkOne – 107 S. Meridian Street, Portland, IN 47371
Randolph County WorkOne – 325 S. Oak Street, Suite 301, Winchester, IN 47394
Rush County WorkOne – 103 N. Morgan Street, Rushville, IN 46173
Wayne County WorkOne – 3771 South “A” Street, Richmond, IN 47374

<p>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)].</p>

Alliance for Strategic Growth, Inc. is working on memorandum of understanding with key partners. As they are developed, service provision is a key element to discuss and ensure duplication of services is avoided. As discussed in sections 2.6 and 3.2, S.C.O.R.E. sites will be developed and a key tenant of the partnership is to leverage the strengths of each partner to build a safety net of support for the jobseekers that we all serve for the community. In an age of diminishing funding and resources, we have to ensure we utilize them as efficiently as possible.

Currently, Vocational Rehabilitation Counselors are present in 6 of our 8 WorkOne Centers at least once a week or more to meet with their clients. Adult Education is co-located in 5 of the 8 WorkOne Centers for their Adult Education classes.

The following organizations have a Memorandum of Understanding (MOU) with the Eastern Indiana Workforce Investment Board:

- Indiana Department of Workforce Development (Wagner-Peyser Act Programs, Trade Act Programs, Title 38 Veteran's Programs, Unemployment Compensation Programs, Adult Education and Family Literacy Programs)
- Indiana Family Social Services Administration (Rehabilitation Act Programs, Senior Community Service Employment Programs)
- Experience Works, Inc. (Senior Community Service Employment Programs)
- Bridges Community Services, Inc. (Senior Community Service Employment Programs)
- National Able Network (Senior Community Service Employment Programs)
- Region 6 Adult Education Consortium (Adult Education)
- Ivy Tech Community College –Muncie and Richmond Campuses (Carl Perkins Post-secondary Vocational Educational Programs)
- Community Action of East Central Indiana, Inc. (Community Services Block Grant Programs)
- Interlocal Community Action Program, Inc. (Community Services Block Grant Programs)
- Community and Family Services, Inc. (Community Services Block Grant Programs)
- Transition Resources Corporation (Migrant and Seasonal Farm Workers Programs)
- American Indian Center of Indiana (Native American Program)

Additionally, the Eastern Indiana Workforce Board has several additional MOU's in place with partners that support the mission and vision of the region. They would include partnership commitments with Blackford, Fayette, Jay, Muncie, New Castle and C.A. Beard school corporations and with the SCSEP program.

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)]

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)]

Entrepreneurial and microenterprise services are not as robust as in other market in Indiana or as in other economic growth regions nationally. Eastern Indiana has business incubators such as CO: LAB and the Innovation Connector in Muncie, and Innovation Center in Richmond.

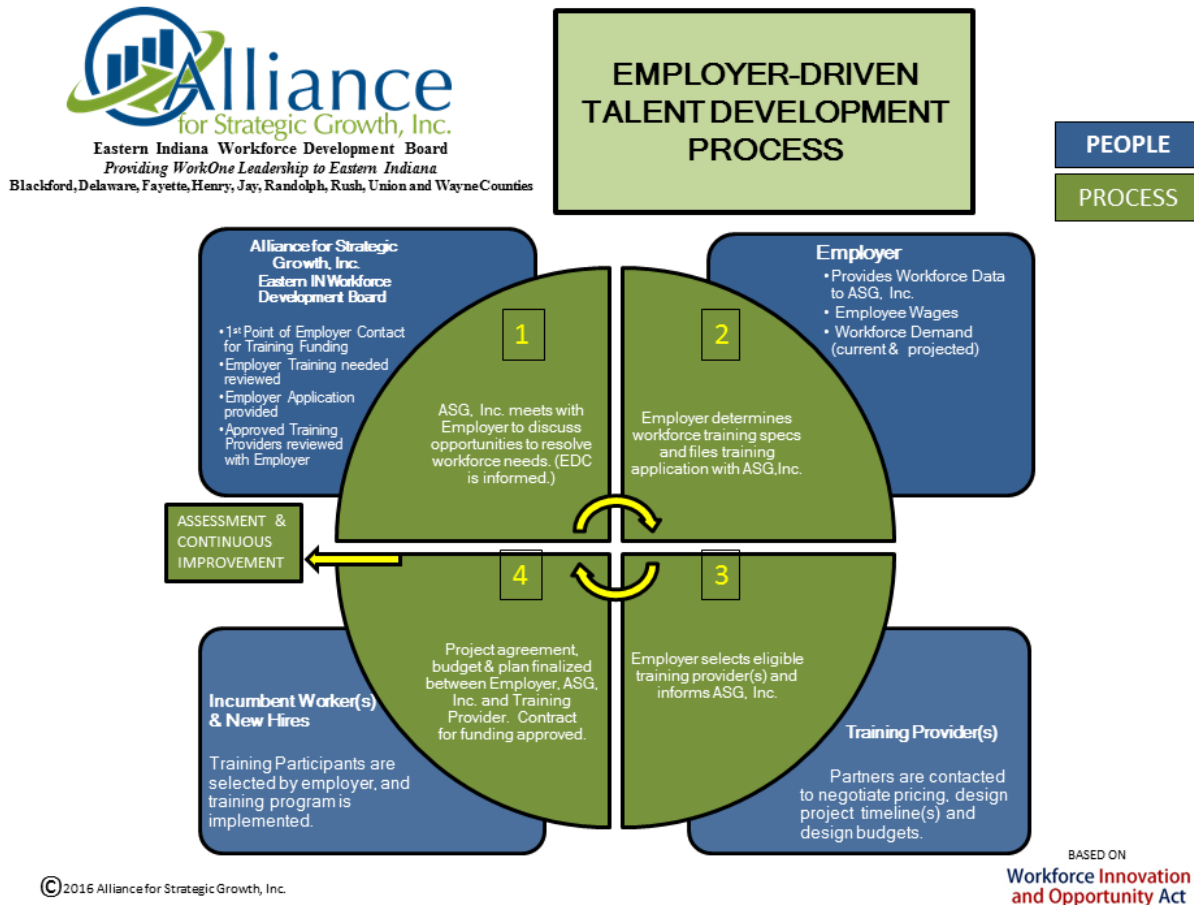
The Innovation Connector (Muncie) exists to help new entrepreneurs transform unique business

concepts into reality. Its mission is to support and accelerate the creation of successful technology based and emerging companies in order to improve the economy of Muncie and east central Indiana. The guiding principles explain the benefits the incubator, which include: providing expertise through advisors, leveraging community partnerships and resources, conduct fair and ethical business, and share knowledge between new and existing business.

The Innovation Center (Richmond) offers resources and space for new and emerging entrepreneurs to share resources, knowledge and talent to grow and develop new business concepts that result in opportunities to increase prosperity.

While this is a new arena for most workforce development boards, it is a topic that is the heart of the Workforce Innovation and Opportunities Act. As the next few years develop, more information and models will emerge from these two pioneering programs in the two largest cities in the service delivery area.

Additionally, Alliance for Strategic Growth, Inc. is making strides to partner with employers and beginning to have innovative work and learn programs and develop talent pipelines in the region. The following is an info graphic of how we engage and work with employers to develop a training program to meet their organizational needs.



Alliance for Strategic Growth, Inc. participates with Local Economic Development Officers on new ventures, site selection, and monthly/quarterly meetings to strategize regionally. As discussed earlier,

Alliance for Strategic Growth, Inc. has worked significantly this year and will continue to develop its relationships with employers and educational and labor stakeholders. In emerging into the work and learn process with employers, Alliance for Strategic Growth, Inc. has collaborated with post-secondary institutions, labor organizations, local economic officers, and other stakeholders focused on building the communities they live and serve.

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

Alliance for Strategic Growth, Inc. has strong ties to business services and young adult opportunities in Eastern Indiana. We have Business Services Representatives that support the nine county regions; each representative has 2-3 counties of responsibility and is in tune with the case managers and youth staff associated with them. The Employer Engagement Team connects businesses with our young adults for work experiences and on-the-job training opportunities. It is a staple of the services the representatives provide to local employers to help meet their short term needs while providing valuable work experience to young adults needing to practice technical and soft skills in the workplace.

Alliance for Strategic Growth, Inc. assists the Adult Education Consortia partners with employer engagement as needed. The Alliance for Strategic Growth, Inc. Employer Engagement team consisting of Business Service Representatives and Career Advisors will also assist the Adult Education customers, generally also a customer of WorkOne, in moving forward in further development of their skills to become more employable within the region based on employer needs. The Employer Engagement Team has already developed a strong working relationship with over 500 employers throughout the nine county areas. A strong relationship has been built and with these following employers (not all inclusive): Ball State University, Reid Health, IU Ball Memorial Hospital, Magna Powertrain, Delaware Dynamics, Navient, Ardagh, St. Vincent Hospital, Astral Industries, FCC, Tyson, Motherson Sumi Systems, Priority Plastics, Petoskey Plastics, 3M Company, TS Tech, Grede, Boars Head, Stant, Howden, Keenor, Trane, SugarCreek, DOT Foods, Belden Corp., TEDCO, Primex Plastics, Suncall America, NSK Corporation. Through these partnerships the BST will assist Adult Education customers with potential internships, OJT and job placement.

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)]

Alliance for Strategic Growth, Inc. has great partnerships with adult education providers, community based organizations, and employers within the region. The Adult education partners include John Jay Center for Learning, Muncie Community Schools, New Castle Career Center, Whitewater Technical Career Center, and Richmond Community Schools. The mission of Alliance for Strategic Growth, Inc. is to empower the Eastern Indiana workforce to meet existing and future sector-driven employment demands. It is through the collaboration of the partnerships and communicating the needs of local employers that this program has achieved the success and accolades it deserves.

Alliance for Strategic Growth, Inc. coordinates services directly with Muncie Adult Education (AE) program and other WIOA partners by being co-located in WorkOne Centers in the counties of Blackford, Delaware, and Randolph. Muncie AE is delivered by Muncie Community Schools. Staff members from both entities have developed a communication network that utilizes each other's resources to best serve the needs of students and participants. AE teachers share information with students about WorkOne services during orientation and exiting processes and on an individual basis. WorkOne personnel direct participants who need educational services to the AE teachers through either a paper referral, e-mail, or directly walking the client to AE personnel. Local partnerships ensure that AE learners have access to child care assistance, transportation, assistance with housing, food, clothing needs, payment for HSE testing, career counseling, transitioning to postsecondary education, and other personal and family services. These informal partnerships add the additional supportive services needed to assist AE learners with being able to maintain regular attendance and retention in AE programs, as well as, in career pathway training utilized through WorkINDiana funding.

Alliance for Strategic Growth, Inc. coordinates services with Richmond AE and has a site in the Wayne County WorkOne. Richmond AE in turn leads coordination with local education and training providers such as Ivy Tech, Ivy Tech Corporate College, IU East and local high schools in several ways. The Richmond AE coordinator serves on the Ivy Tech Admissions Council and insures that Ivy Tech admissions personnel visit the AE Center each month to discuss post-secondary opportunities with our students. In addition, the coordinator supplies Ivy Tech admissions with a list of our graduates each month. Through a local agreement, graduates are also provided Ivy Tech information and a voucher for two free classes when they receive their diploma. Our student advocate assists students in enrolling at Ivy Tech and completing their FAFSA and career interest exploration.

New Castle AE and Alliance for Strategic Growth, Inc., have strong working relationships. The WorkINDiana referral process provides students the opportunity to seek Integrated Education and Training (IET). The local opportunities in Henry County for WorkINDiana training are limited due to a very limited amount of industry and jobs in our area. However, the partners have been able to offer many students job integrated education and training in the areas of welding, CNA and CDL. New Castle AE has a very strong relationship with the local young adult advisor who provides students with counseling and workshops as well as the Golden Ticket program. The program coordinator and director attend regional adult education consortium meetings at the local WorkOne and are in constant communication with the local career advisors. All parties continue to strengthen communication and evaluation of the referral process.

Whitewater Career Center AE (Connersville) has strong relationships with Alliance for Strategic Growth, Inc., sending referrals and communicating with WorkOne advisors on a daily basis. The referrals both to and from WorkOne are successful, with both entities benefiting and the client feeling rewarded. Whitewater Career Center AE (Connersville AE) and WorkOne also send referrals to Vocational Rehabilitation on an ongoing basis, as needed. Since it a very rural part of the region, partners work with many social service agencies including IMPACT, Head Start, Fayette Transit, Altrusa International, Cradles Day Care and Hope Pregnancy Center, Whitewater Valley Care Pavilion, Fayette County Foundation, and the Fayette County Public Library. All of these agencies assist in promoting AE in our community whether through assistance financially, referrals, or marketing support.

John Jay Center for Learning AE (Portland) and Alliance for Strategic Growth, Inc., also has a strong relationship. Both entities are located within the same building which allows for ease of referring clients to and from the services needed. John Jay Center for Learning coordinates and houses classes for Vincennes University, Ivy Tech Community College, Indiana Wesleyan University and Purdue University.

The key post-secondary entities that Alliance for Strategic Growth, Inc. works with are Ball State University, Ivy Tech Community College, Vincennes University, Indiana Wesleyan, and other training providers listed on the state's Eligible Training Provider List (ETPL).

In collaboration with secondary schools the Jobs for America's Graduates (JAG) has been implemented within the region to ensure secondary students graduate with the skills necessary to succeed on their career path. JAG is a program for juniors and seniors at Blackford High School, Muncie Central High School, Connersville High School, Jay County High School, New Castle High School and Knightstown High School. JAG focuses on helping high school students that show promise for a better future to stay in school in order to graduate. JAG helps students find an entry-level job leading to a career and/or postsecondary education. The program gives students credit towards graduation and also offers them the opportunity to expand their horizons through business contacts, unpaid & paid internships, guest speakers, mentors, and community service opportunities. Whether post-secondary education or directly to employment, the JAG program builds on traditional education classes by bringing workforce development competencies to students.

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.

Alliance for Strategic Growth, Inc. is in tune with serving priority of service populations and focuses efforts on developing programming and funding strategies to serve them. As was mentioned in section 3.1, Alliance for Strategic Growth, Inc. has applied for grants that align well with priority of service. As we launch into PY 17 and beyond, Eastern Indiana is dedicated to ensure that in demand industry pipelines are developed to ensure the employers of today and tomorrow have the skill sets that will allow them to compete in a global marketplace.

In Eastern Indiana, we serve ex-offenders, single parents, foster system participants, physically and mentally disabled, low income/poverty, and public assistance recipients to name a few. We are constantly evaluating the needs of the region and addressing populations in need of community support and workforce services.

Services to Adults that meet a priority of service category and, who are most in need of such opportunities, regardless of funding levels are important to the Eastern Indiana Workforce Board. The State policy indicates at least 50% of Adult enrollments must meet one of the categories defining the individual as meeting priority of service. Local offices are encouraged to keep track of the percent of Adults that are enrolled that meet a priority of service. Operations staff reviews the data on a monthly basis to ensure the priority of service level is met.

Veterans continue to receive priority of service in all DOL funded training programs. Region 6 has

three Disabled Veterans Outreach Program (DVOP) staff. DVOPs are based in three of our offices but do travel to express offices one or two days per week as appropriate.

Hoosier Initiative for Re-Entry (H.I.R.E.) delivers a curriculum which focuses on soft skills, workplace aptitude and motivation to ex-offenders. H.I.R.E. staff work with the local offices to partner with local probation offices and local department of corrections organizations to provide job search and retention workshops to assist with re-entry into employment. The H.I.R.E. Staff will coordinate service delivery with WorkOne Staff to enhance opportunities for receipt of services and a successful job outcome.

In January of 2017, Alliance for Strategic Growth, Inc. will implement S.C.O.R.E sites with dedicated staff working with key organizations in Eastern Indiana communities. We will work specifically with community corrections to bring staff to offender populations that are in good standing and making significant changes in their lives. We will also be working with community organizations and clubs such as Lions Clubs, VFW Posts, Boy and Girls Clubs, community action agencies, Head Start, etc. These organizations will allow us to coordinate workforce needs to their members and provide services to them where they are comfortable and is convenient for them to participate. We will be providing each General Manager a S.C.O.R.E advisor for a three county area. They will provide a majority of the services, and as appropriate, coordinate larger efforts that require additional staff and resources. This is a model that has been utilized in other regions in Indiana and nationally. In our model, we plan to provide a consistent service flow to the hard to reach communities in our region that still have able body individuals that need solutions to the barriers preventing them from participating actively in the workforce.

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.

The Advanced Industries Movement (AIM) partnership was born out of the application for the Skills Up grant last fall and is still focused on developing and implementing strategies to align educational programs with employer needs and will build upon the existing Employer Advisory Boards throughout the region (Career and Technical Education Centers, RAMP and Manufacturing Matters, Ivy Tech) to align Employer-demand with programmatic design, implementation and resourcing. The AIM partnership will bring together representatives from the existing employer led groups to ensure that there is communication flowing between all groups. The AIM partnership will be responsible for developing and implementing regional strategies that focus on career pathways, credential attainment and aligning training programs. In addition to advanced and additive manufacturing partnership, Alliance for Strategic Growth, Inc. convenes other sectors such as healthcare and agribusiness, in order to understand and evaluate the business needs of the future.

Allowing the region to develop and connect skilled and motivated jobseeker for those sectors.

3.10 Describe how the local board will facilitate the development of career pathways systems, consistent with the Career Pathways Definitions.

[http://www.in.gov/icc/files/Indiana_Pathways_Definitions\(1\).pdf](http://www.in.gov/icc/files/Indiana_Pathways_Definitions(1).pdf) [WIOA Sec. 108(b)(3)]

Eastern Indiana and Alliance for Strategic Growth, Inc. have a number of initiatives and partnerships that demonstrate facilitation of career pathways System. Two example of partnerships over the past few years have been, the Regional Advanced Manufacturing Program (Blackford, Delaware, Randolph) and Manufacturing Matters (Fayette, Rush, Henry, Union, and Wayne). Both of these groups work with unemployed or underemployed individuals who do not have the level of skills needed for entry level work. The training is comprehensive manufacturing concepts and employability skills. Ivy Tech Community College provides the technical skills and WorkOne provides the employability skills training. The employers in the community are the leaders of these groups and the training was designed around their immediate needs.

The Advanced Industries Movement (AIM) partnership was born out of the application for the Skills Up grant last fall and is still focused on developing and implementing strategies to align educational programs with employer needs and will build upon the existing Employer Advisory Boards throughout the region (Career and Technical Education Centers, RAMP and Manufacturing Matters, Ivy Tech) to align Employer-demand with programmatic design, implementation and resourcing. The AIM partnership will bring together representatives from the existing employer led groups to ensure that there is communication flowing between all groups. The AIM partnership will be responsible for developing and implementing regional strategies that focus on career pathways, credential attainment and aligning training programs.

Examples of program creation and expansion include:

Diversified Manufacturing - this program is planned to be added as a starter program for those preparing to enter manufacturing roles in our region. The program covers curriculum related to the Safety and Quality sections of the Certified Production Technician program, and awards those completing an OSHA 10 credential. It also incorporates employability skills sought by employers, and incorporates the WorkKeys testing, drug testing and attendance requirements to provide evidence to employers who hire. The program could also include an orientation to various sectors in our region, such as plastics, food processing and metal fabrication.

Manufacturing Matters Academy - A traditional program delivered in five full time weeks to 18-24 year olds just completing high school, vocational school, diploma completion programs or GED/HSE credentials and preparing to enter the workforce in manufacturing. Manufacturing Matters Academy includes the Certified Production Technician curriculum and a targeted 30 hour "Decision Dynamics" program to assist this emerging population with career planning, financial awareness, personal responsibility, communication, conflict resolution, and business basics.

Multi-skill maintenance - NIMS certification - This comprehensive curriculum covers up to nine specific bodies of knowledge spanning the needs of multi craft maintenance for industry. The National Institute for Metalworking Skills (NIMS) awards the certification to those completing the body of study and demonstrating attained competencies. NIMS certifications have the ability to crosswalk to academic credit at Ivy Tech Community College. Training is delivered using lecture, online modules and hands on training. Length of training varies depending on assessed skills upon entering and the identified pathway of study. Likely candidates for this program would be incumbent workers identified for career development by sponsoring employers.

The AIM Partnership will assure that programs will not be done in isolation. Curriculum and best practices will be assessed and shared for maximized impact. In order for this vision to become a reality, AIM must begin the training process at all levels of the pipeline, from elementary age through adulthood. The employability skills that are demanded by employers are formed prior to the start of the secondary education process. AIM Partners agree that there needs to be a systemic change in the education of career awareness and employability skills. The AIM Partnership has identified a vision and is aligning strategies to move Eastern Indiana towards that shared vision of a workforce development pipeline filled with individuals who have the employability and occupational skills required by the existing and future employers.

3.11 Identify and describe the strategies and services that are and/or will be used to:
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
Support a local workforce development system described in 3.3 that meets the needs of businesses
better coordinate workforce development programs with economic development partners and programs
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)]

Alliance for Strategic Growth, Inc. is always focused on models and strategies to ensure we are a demand-driven system. We provide solution based programming like incumbent worker training programs, on-the-job training programs, work-based learning programs, apprenticeship models, and customized training programs, to name a few. Growing demand for talent in the Advance Manufacturing and Healthcare sectors are examples that showcase the skills gap employers continue to face when filling open positions. East Central Indiana has “tech-enabled” manufacturing and healthcare companies like Magna Powertrain, Reid Hospital & Health Care Services, and Richmond Power & Light. Below are highlights of these employers and how they

embody what many of the employers of our region face with the need for a technically oriented workforce.

The health care industry has been and will continue to be an ever advancing sector in America. With a growing population of baby boomers, this industry cluster will continue to show growth for years to come. Reid Hospital and Health Care Service includes a 217-bed hospital on our main campus and numerous satellite locations in the region of Eastern Indiana and Western Ohio. Reid's service area is home to about 280,000 people and includes six Indiana and two Ohio counties. They are accredited by the Healthcare Facilities Accreditation Program (HFAP), the Indiana State Department of Health, Medicare/Medicaid, American Association of Blood Banks, and the American College of Surgeons Community Cancer Program. Reid currently employs nearly 2,400 people and benefits from the services of 500 community volunteers. The medical staff includes over 280 members, over 200 physicians, 88.5% percent of whom are board certified and represent nearly 40 specialties and sub-specialties. While they are a community-centered hospital, Reid is also known as a regional referral center, equipped with the latest technology and sophisticated healthcare services. Advanced Manufacturing continues to be a Midwest staple for jobs. While the landscape of this industry continues to evolve, it is still a strong industry that is continuing to morph to meet the global needs of its customers. We have a number of employers that support this and other initiatives in East Central Indiana. Magna Powertrain is a leading global automotive supplier with 305 manufacturing operations and 93 product development, engineering and sales centers in 29 countries. They aim to be a customers' preferred supplier partner for the automotive industry, by delivering the best value built on innovative products and processes and world class manufacturing. We have two power companies that are in support of this project, as well as, Richmond Power and Light (RP&L) and Indiana Michigan Power (I&M). These two companies understand that their industry has an aging population and are in need of young talent to continue to move the manufacturing of the energy. This industry continues to utilize technological advances of today and tomorrow to supply the resource demand. RP&L seeks to be innovative in meeting the needs of our customers. For over a century, RP&L has been providing safe, reliable energy to the citizens and businesses of Richmond and the surrounding area. Through our dedicated and talented employees, we are advancing our tradition of exceptional service through new technology, training and efficiency in everything we do. I&M serves 597,000 customers in Indiana and Michigan. Over 2,400 employees work diligently to provide safe, reliable and efficient electric service. From storm restoration to construction of new facilities, I&M employees are committed to preserving public safety. The opportunity to work with these two great providers will provide our youth an ability to enter a career pathway with great stability.

Formed in 2005, the East Central Indiana Regional Partnership is a public-private organization whose mission is to market the assets and resources of the 10 county East Central Indiana (ECI) regions. The partnership serves as the initial point of contact for economic development for the area. East Central Indiana also has very active local economic development entities such as Muncie-Delaware Economic Alliance, the Economic Development Corporation of Wayne County Indiana, and Blackford County Economic Development have agreed and signed on to support this

initiative.

Eastern Indiana also has a strong relationship with its local economic development organization and Area Career Centers that work hand in hand with the Alliance for Strategic Growth, Inc. business services representatives and the East Central Indiana Partnership and many deeply rooted employers to ensure that the youth and adults of our local towns and cities are building a talent pipeline for the near future and years to come. The economic development partners and supporters include Henry County Commissioners, Blackford Economic Development, Muncie – Delaware County, Indiana Economic Development Alliance, and the EDC of Wayne County Indiana.

Our career and technical education partners include Muncie Area Career Center, New Castle Career Center, Whitewater Technical Career Center, Richmond Community Schools, and John Jay Center for Learning. Participation in our area career centers is key for many of our high school juniors and seniors to guide them in making good career choices, developing basic work skills, develop entry level technical occupational skills, and navigation in the industry cluster of their choice. Whether students choose to go directly from high school to college, work, the military, an apprenticeship, or any combination of these, they will gain the experience to make informed career decisions and by completing their secondary education are gaining post-secondary skills and knowledge needed to be successful needed to navigate and work up their career ladder.

All of these great partnerships and resource mentioned throughout this section continue to lead the movement to showcase Eastern Indiana as a great community to live in, raise a family, and contribute to continuing to make this country the best in the world.

Our primary strategy has been engagement with each of these employers and key stakeholders. Through aggressive networking and relationship building, the region is able to align career awareness, develop career blueprints, and eventually execute talent pipeline for the key sectors of the region.

The executive team for Alliance for Strategic Growth, Inc. participates and in many cases coordinates employer visits and new venture projects. Coordinated services and funding models are being discussed. This ensures that we are meeting the needs of employers and properly training the workforce to specifications needed. These endeavors typically involve LEDO's, IEDC, and potentially training and labor organizations as appropriate.

Lastly, our employer engagement team is key to ensuring we coordinate both employer and jobseeker services. The labor intelligence that is obtained is regularly conveyed to career advisors to ensure they have the arsenal and information to properly coach, assess, and guide clients into occupational skills training, on-the-job training opportunities, and other work-and learn options.

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.

Alliance for Strategic Growth, Inc. is currently and continues to pursue additional funding and business models to leverage funding to support the local workforce development system. As mentioned in section 3.1, we have applied for three grants this year and will continue to seek opportunities from foundations, private entities, and other community resources that are available and serve the region's best interests.

As of October of 2016, Alliance for Strategic Growth has received Rapid Response and Indiana Sector Partnership National Emergency Grant funding. At this time, Alliance for Strategic Growth, Inc. has not received any additional funding to support the workforce system. We are also seeking to leverage local resources such as in-kind space and facilities to support the mission and the S.C.O.R.E. model.

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

Alliance for Strategic Growth, Inc. anticipates that 20% of its funding will be utilized for training annually. Considering the number of low income and single parent household in the region, participants are able to leverage other federal aid such as Pell grants to obtain occupational skills training. While Pell and other community resources are helpful, many of the participants still have a financial shortfall that without the assistance of WIOA would not have the opportunity to access the technical skills needed for the in demand occupations of today and tomorrow. Alliance for Strategic Growth, Inc. ensures that all WIOA eligible clients have the opportunity to leverage and utilize training services as appropriate and prudent.

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.

Alliance for Strategic Growth, Inc. is always open to collaboration with organizations and groups outside the local area. We have partnered in the past with regions three and regions five. In the future we are open to partnering again with the other regions surrounding it in Indiana as well as partnerships with our eastern neighbors in Ohio.

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.

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)] Page 28 of 97

Alliance for Strategic Growth, Inc. has great rapport with the Indiana Department of Workforce Development leadership and staff that serve Eastern Indiana. As staff identifies client's needs for intensive coaching and skill training they are introduced and transitioned to intensive services.

Beginning in PY16, Alliance for Strategic Growth, Inc. will be piloting itinerate reemployment service models to community organizations. Alliance for Strategic Growth, Inc. will identify those locations as S.C.O.R.E. Sites (Serving Community Outreach for Reemployment Empowerment). The WorkOne Eastern Indiana system understands that it must be fluid and meet customers where they are most comfortable and have an understood trust built. The community based organizations are best suited to understanding their community and helping jobseekers address the barriers they may be facing. Alliance for Strategic Growth, Inc. and WorkOne are a great resource to bridge the jobseeker skills and desires with employer needs. It is anticipated that sites will be developed with a diverse group of community organizations from libraries, jails, and community centers. WorkOne of Eastern Indiana has been utilizing a referral process with adult basic education that can be replicated to other organization service models and lessen the variations in delivery structure in the system.

More specifically Alliance for Strategic Growth, Inc., Inc. will of Eastern Indiana has been utilizing a referral process ensure access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment. The Board and its core program partners will:

- identify their customers' barriers and effective methods for removing these barriers, to coordinate, align and avoid duplication among the workforce development system's programs and activities;
- develop strategies to provide career pathways as a way to provide individuals, including low-skilled adults, young adult, and individuals with employment barriers (e.g., disabilities), with workforce investment activities, education, and supportive services that lead to employment and employment retention;
- develop strategies for providing effective outreach to and improved access for individuals and employers who can benefit from the workforce development system's services;
- develop and expand strategies for meeting employers', workers', and job seekers' needs, particularly through in-demand industry or industry sector partnerships;
- develop on-going strategies for improving the one-stop delivery system, including its WorkOne center, one-stop partners, and service providers;
- develop strategies to support staff training, professional development, and awareness across the workforce development system's programs;
- develop a one-stop system that aligns all efforts, initiatives, programs, and funding around high-demand and high wage industries and industry clusters;

- strengthen veterans' services (and the priority of such services) and align them with the its partners' programs and services;
- strengthen and expand partnerships with economic development, vocational rehabilitation, adult education, career and technical education, Temporary Assistance for Needy Families, and other core and partner programs;
- collaborate more closely with local community organizations, to expand services and eliminate duplication; enable economic, education, and workforce partners to build a skilled workforce, by innovating and aligning employment, training, and education programs.

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)]

Alliance for Strategic Growth, Inc. and WorkOne of Eastern Indiana has a great history of integration and coordination of service for its constituents, in order to; serve them in the best manner possible in accordance with their personal situation. A core value of the Eastern Indiana WorkOne that staff and leadership of the region is to ensure that resources are efficiently used to maximize the customer satisfaction and employment outcomes for anyone seeking services.

Examples of how Alliance for Strategic Growth, Inc. uses co-enrollment can be demonstrated with most Wagner-Peyser and WIOA enrollment, as well as WorkINDiana, and Trade Adjustment Assistance. All of these programs can leverage the core services of Wagner-Peyser and WIOA to ensure clients have access to basic services and workshops such as resume, interviewing and networking for their next great job. At the heart of core services is the ability to inform and educate jobseekers of the available opportunities and the key to unlocking the hidden job market.

Alliance for Strategic Growth, Inc., will facilitate, as appropriate, the development of career pathways and co-enrollment in core programs: In accordance with the contracts and/or MOUs the Workforce Development Board will execute, core program services will be available to all customers (e.g., adults, dislocated workers, young adult, veterans, individuals with disabilities, ex-offenders, public assistance recipients, and the general public) at each of the WorkOne centers. The WorkOne centers will encourage co-enrollment and career pathways as the centers' staff members and their customers complete the comprehensive assessments/structured interview guides. As this assessment is completed, the staff member and customer will review and evaluate his/her academic and basic skills levels, basic occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and workforce development needs, to identify his/her appropriate services and career pathways.

Service strategies are developed for each customer who is enrolled in a WIOA activity. These strategies are directly linked to one or more of the WIOA performance indicators and identify career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services, based on the customer's assessment.

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

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

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)]

Organizational success and seamless delivery of all programs is based on solid leadership, an integrated service structure and modules, and knowledgeable, well-developed employees. A strong focus on continued education and professional development ensures the awareness, understanding and ability to implement all programs available through the WorkOne system, including self-serve unemployment insurance, Trade Act, Title 38 Veterans' Programs (LVER, DVOP), Worker Profiling and Reemployment Services (WPRS) Reemployment Services and Eligibility Assessments (RESEA). Customers entering a WorkOne center are never aware of "who" is serving them, but rather are greeted by a knowledgeable staff member ready to assist them with their needs.

Alliance for Strategic Growth, Inc. retains direct operator responsibility for the workforce development board and the basic management structure for the local WorkOne system. Functional management is utilized in the operation of WorkOne and the services provided. Supervisors direct the actions of staff from different organizations but do not have responsibility for hiring, time reporting, payroll, formal work improvement actions and disciplinary actions.

Alliance for Strategic Growth, Inc., is evaluating customized testing, training, assessments and certifications in workforce development competencies. ALLIANCE FOR STRATEGIC GROWTH, INC., INC. would like to identify training that will map credential competencies to staff job descriptions and then conducts customized assessments of staff through online testing. After staff assessments are complete, Alliance for Strategic Growth, Inc., Inc. would like to receive an analysis of the data and a training plan for all staff. The desire is that training courses are developed in modular format and can easily be modified to meet specific job requirements. Training may be delivered in traditional classroom settings or through online courses. With the changes from WIA to WIOA, two to four hours per week should be set aside for staff development to ensure changes are discussed, all programs are updated, and in- person training may take place on policies and key issues relating to customer service. The goal is to ensure that staff is a subject matter experts in their craft.

Alliance for Strategic Growth, Inc. would also ensure that leads cross-organizational committees of one- stop partners, to develop and update local policies and procedures. When approved by

Alliance for Strategic Growth, Inc. leadership, the policies and procedures are disseminated to staff throughout WorkOne Eastern Indiana.

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)]

As we mentioned in section 4.1 and in section 3, beginning in PY16, Alliance for Strategic Growth, Inc. will be piloting mobile reemployment service models to community organizations. Alliance for Strategic Growth, Inc. will identify some locations as S.C.O.R.E. sites (Serving Community Outreach for Reemployment Empowerment). The WorkOne Eastern Indiana system understands that it must be fluid and meet customers where they are most comfortable and have an understood trust built. The community based organizations are best suited to understanding their community and helping jobseekers address the barriers they may be facing. Alliance for Strategic Growth, Inc. and WorkOne are a great resource to bridge the jobseeker skills and desires with employer needs. It is anticipated that sites will be developed with a diverse group of community organizations from libraries, jails, and community centers to name just a few. WorkOne of Eastern Indiana has been utilizing a referral process with adult basic education that can be replicated to other organization service models and lessen the variations in delivery structure in the system.

Additionally, WorkOne of Eastern Indiana is interested in how the new case management system will be implemented to bring information to even more clients that are severely under-employed in our rural areas. We would like to explore options and the ability to provide web-based services through webinars, smart phones and other smart devices that continue to blanket Indiana and its most remote locations for internet and cellular service.

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)]

Alliance for Strategic Growth, Inc. will ensure an understanding of and compliance with the EO operational policies, practices and procedures. The local board will ensure EO training events (e.g., the Equal Employment Opportunity Commission's compliance training and diversity training) attended by the foregoing entities.

- The Alliance for Strategic Growth, Inc. EO Officer will attend EO training that the local area, state or federal agencies provide.
- The one-stop operator and EO officer will periodically evaluate each of its WorkOne centers to determine whether their current facilities, programs, services, materials, communication systems, technology, and agency employment practices comply with federal physical and programmatic accessibility standards.
- An array of marketing materials are provided to the WorkOne offices by DWD, which include the appropriate language and images to

promote universal access and equal opportunity for all individuals with disabilities. WorkOne offices display a variety of take away brochures to explain and promote the services offered through the WIOA programs, and each will contain the type of information and images that will promote universal access.

- All WorkOne physical facilities are surveyed using a checklist to determine compliance with the ADA, as required by DWD. Modifications for accessibility will be made if it is determined that a more efficient or accessible arrangement would best serve those with disabilities. Those who seek services within a WorkOne office are asked if they have a disability as part of the application/intake process. It is explained that they are not required to disclose a disability but if accommodation is needed, we need to be aware and that such disclosure is confidential.
- If appropriate, a referral is made to Vocational Rehabilitation (VR). Alliance for Strategic Growth, Inc. will enhance its relationship with the local vocational rehabilitation team. WorkOne staff will routinely makes referrals to, and receives referrals from vocational rehabilitation counselors who offer testing, assessment, case management and other wrap-around services that align with the services that the WorkOne centers provide.
- Training for staff regarding how to best serve those with disabilities is an on-going process and we rely on DWD to assist with this. We will seek opportunities to provide staff with the latest and most relevant training related to providing quality services to people with disabilities.

In addition to the ensuring staff and programming is understands and is aware of serving those with disabilities, Alliance for Strategic Growth, Inc. ensures that the adaptive technology is available and in proper working order for clients to utilize the job search tools and internet to land their next great job.

*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)]

The MOU will be completed upon receipt of state direction.

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)]

The new statewide case management system is still under development. Alliance for Strategic Growth, Inc. plans to collaborate and implement system changes upon delivery from DWD in late 2016.

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

Technology is a large part of the world we live in today. As Alliance for Strategic Growth, Inc. moves forward it envisions the need to find ways to better serve and stay connected to clients. In PY15/16, Alliance for Strategic Growth, Inc. is ensuring the infrastructures is secure and have the ability to grow with the ever changing technology demands of tomorrow. Alliance for Strategic Growth, Inc. and WorkOne have the desire to link clients with services and technology to ensure that tools, coaching and job opportunities are available and at the fingertips of its jobseekers when they need it and not just when a WorkOne office is open for service. Additionally, coordinated efforts can be designed to bring cutting edge training in demand occupations to meet employer needs that would not be readily possible within the region. The sky is the limit as long as we can continue to improve the infrastructure of Indiana's internet system.

Currently, WorkOne offices have wireless public Internet access; personal computers for public use; personal computers for instructional labs & workshops; copiers; scanners; fax machine/s; and telephones. The internet access allows individuals to job search online, register in the state job matching system (Indiana Career Connect), and file unemployment claims. The regional website: www.work-one.org enables individuals to view services available at each of the WorkOne offices. Online learning courses may also be accessed on the regional website. We also have the ability to use translator software and services in some of the WorkOne locations. As technology advance we will ensure we have the equipment to meet the needs of an ever-changing job 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)]

Description: The following adult and dislocated worker employment and training activities are available in the WorkOne of Eastern Indiana service centers:

- a. Career Services, which include the following core, individualized, and follow-up services:
 - Basic Career Services:
 - 1.) eligibility determination, in accordance with the definitions in Sections 3 and 134 of the WIOA;
 - 2.) outreach, intake, and orientation to the one-stop delivery system's information and services;
 - 3.) initial assessment of customer skill levels, aptitudes, abilities, and supportive service needs;
 - 4.) labor exchange services, including job search and placement services and career counseling (e.g., information on in-demand industry sectors and occupations and non-traditional employment);
 - 5.) business services (e.g., employee recruitment) for employers;
 - 6.) referrals to and from partner programs;
 - 7.) disseminating workforce and labor market information, including job vacancies in labor market areas and information on the earnings,

- skill requirements, and advancement opportunities for demand occupations;
- 8.) provision of performance and program cost information on eligible training providers;
- 9.) provision of information on -- and referral to -- supportive services, including child care, child support, and medical or child health assistance;
- 10.) assistance in establishing eligibility for educational financial aid.

- Individualized Career Services:

- 1.) comprehensive and specialized assessments (e.g., diagnostic testing and in-depth interviewing and evaluation) of customers' skills needs;
- 2.) individual employment plan (IEP) development to identify the customer's goals and objectives and the services he/she needs to achieve these goals;
- 3.) group and individual counseling;
- 4.) career planning;
- 5.) short-term prevocational and workforce preparation services to develop basic workplace skills (e.g., learning, communication, and interviewing skills);
- 6.) financial literacy services;
- 7.) workforce preparation activities;
- 8.) out-of-area job search and relocation assistance;
- 9.) English language acquisition; and
- 10.) internships and work experience that are linked to careers.

The proposed WIOA regulations provide the following definition for internships and work experience:

"Internships and work experience are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. An internship or work experience may be arranged within the private for profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act, exists."

- Follow-up Career Services (e.g., counseling regarding the workplace) for WIOA adult and dislocated worker participants who are placed in employment, for up to 12 months after the first day of employment.

b. Training Services, which include the following:

- 1.) programs that provide workplace training with related instruction;
- 2.) skill upgrading and retraining;
- 3.) entrepreneurial training;
- 4.) job readiness training that is combined with occupational skills training;
- 5.) adult education and literacy activities that are combined with occupational skill training;

- 6.) customized training that is conducted with an employer’s commitment to employ the trainee after he/she completes the training;
- 7.) occupational skills training that, with few exceptions, is accessed through “individual training accounts”; and
- 8.) on-the-job training.

- c. Supportive Services (e.g., transportation, child care, dependent care, housing, and needs-related payments) that are necessary to enable an individual to participate in career and/or training services.

Assessment – Alliance for Strategic Growth, Inc. and its One-Stop partners provide adults and dislocated workers quality employment and training services. The local area has met most of its Workforce Investment Act (WIA) adult and dislocated worker performance standards for the past several years. The quantity of adult and dislocated worker services, however, has been curtailed, due to funding reductions. As mentioned earlier in this plan, Alliance for Strategic Growth, Inc. is seeking other funding opportunities to ensure the quality of services can be improved and employer expectations met.

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)]

Alliance for Strategic Growth, Inc. provides in school services through six local school systems in the region. JAG, Jobs for America's Graduates, is a program for juniors and seniors at Blackford High School, Muncie Central High School, Connersville High School, Jay County High School, New Castle High School and Knightstown High School. JAG focuses on helping high school students that show promise for a better future to stay in school in order to graduate. The goal of all students in this program is to find employment upon graduation or enter a post-secondary institution to can technical skills and/or a post-secondary credential. The program gives students credit towards graduation and also offers them the opportunity to expand their horizons through business contacts, unpaid & paid internships, guest speakers, mentors, and community service opportunities. While JAG has a very structured curriculum, the following in school youth activities that are available in the WorkOne of Eastern Indiana service area:

- a.) Program Services:
 - 1.) outreach, intake, and orientation to the one-stop delivery system’s information and youth services;

- 2.) eligibility determination of out-of-school and in-school youth, in accordance with Sections 129(a)(1)(B) and 129(a)(1)(C) of the WIOA;
 - 3.) an objective assessment of each participant's academic and skill levels and service needs, by reviewing his/her basic and occupational skills, prior work experience, employability, interests, aptitudes, and supportive services and developmental need (TABE and ICE);
 - 4.) service strategy development (IEP/ISS/ACP) that is directly linked to one or more of the WIOA's performance indicators, and that identifies for the participant career pathways, education and employment goals, achievement objectives, and services;
 - 5.) case management that includes follow-up services;
- and
- 6.) the provision of:
 - activities that lead to a secondary school diploma or a recognized post-secondary credential;
 - preparation for post-secondary educational and training opportunities;
 - strong linkages between academic instruction and occupational education that lead to recognized post-secondary credentials;
 - preparation for unsubsidized employment opportunities; and
 - connections to employers, including small employers, in-demand industry sectors, and labor-market relevant occupations.

b.) Program Elements:

- 1.) tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to a secondary school diploma or a recognized post-secondary credential;
- 2.) alternative secondary school services or dropout recovery services;
- 3.) occupational skill training (i.e., an organized program of study that provides specific vocational skills, and that leads to proficiency in performing technical functions) for recognized post-secondary credentials that align with in-demand industry sectors or occupations;
- 4.) education that is offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- 5.) leadership development opportunities, which may include community service and peer centered activities that encourage positive social and civic behaviors;
- 6.) supportive services (e.g., transportation, child care, housing, educational testing, and reasonable accommodations for youth with disabilities);
- 7.) adult mentoring (e.g., structured guidance from an adult other than the

participant's case manager) for the period of the youth's WIOA participation, and for a period subsequent to his/her participation, for a total of not less than 12 months;

- 8.) follow-up services (e.g., regular contact with the participant's employer to address work issues) for not less than 12 months after the youth completes his/her WIOA participation, as appropriate;
- 9.) comprehensive guidance and counseling that may include career and academic counseling and drug and alcohol abuse counseling and referral, as appropriate;
- 10.) financial literacy education, including helping participants manage spending, credit, and debt;
- 11.) entrepreneurial skills training, including an introduction to starting and running a business;
- 12.) services (e.g., career counseling) that provide labor market and employment information about in-demand industry sectors or occupations;
- 13.) activities that help youth prepare for and transition to post-secondary education and training; and
- 14.) paid and unpaid work experiences (e.g., summer and school year employment opportunities, pre-apprenticeship programs, internships, job shadowing, and on- the-job training) that have as a component academic and occupational education.

According to the WIOA's proposed regulations, "work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Work experiences provide the youth participant with opportunities for career exploration and skill development."

The desired outcomes of the JAG program are in high school graduation, either post-secondary education with part-time employment OR full-time employment/military/apprenticeship, and skill gains while participating in the JAG program. The program is evaluated based on the actual performance indicators vs goals, and the ability to recruit the required number of students per class (40).

The JAG program has proven to be a valuable, structured model program that engages in-school youth in a meaningful and often life-altering way. The one weakness of the program is that we are limited in the number of schools that we can engage because of the cost and limited WIOA funding of 25% of youth funds for in-school youth. Region 6's target is to serve 280 students annually with both WIOA in-school funding and State JAG funds.

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)]

Alliance for Strategic Growth, Inc. provides out of school services through the WorkOne Centers and Adult Education Sites. As we explore options in PY16, we will evaluate other community organizations that we can collaborate with to enhance and provide a more robust offering to our young adult of the region. Programs of Alliance for Strategic Growth, Inc. are constantly evaluated and monitored for outputs and outcomes. Since the changes for WIOA are so new, data analysis is still too early to incorporate changes at this time but they will be in PY16 and PY17. The following out of school youth workforce investment activities that are available in the WorkOne of Eastern Indiana service area:

a.) Program Services:

- 1.) outreach, intake, and orientation to the one-stop delivery system's information and youth services;
- 2.) eligibility determination of out-of-school and in-school youth, in accordance with Sections 129(a)(1)(B) and 129(a)(1)(C) of the WIOA;
- 3.) an objective assessment of each participant's academic and skill levels and service needs, by reviewing his/her basic and occupational skills, prior work experience, employability, interests, aptitudes, and supportive services and developmental needs (TSBE and ICE);
- 4.) service strategy development (IEP/ACP) that is directly linked to one or more of the WIOA's performance indicators, and that identifies for the participant career pathways, education and employment goals, achievement objectives, and services;
- 5.) case management that includes follow-up services and
- 6.) the provision of:
 - recognized post- secondary credential;
 - preparation for post-secondary educational and training opportunities;
 - strong linkages between academic instruction and occupational education that lead to recognized post-secondary credentials;
 - preparation for unsubsidized employment opportunities; and
 - connections to employers, including small employers, in-

demand industry sectors, and labor-market relevant occupations.

b.) Program Elements:

- 1.) tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to a secondary school diploma or a recognized post-secondary credential;
- 2.) alternative secondary school services or dropout recovery services;
- 3.) occupational skill training (i.e., an organized program of study that provides specific vocational skills, and that leads to proficiency in performing technical functions) for recognized post-secondary credentials that align with in-demand industry sectors or occupations;
- 4.) education that is offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- 5.) leadership development opportunities, which may include community service and peer centered activities that encourage positive social and civic behaviors;
- 6.) supportive services (e.g., transportation, child care, housing, educational testing, and reasonable accommodations for youth with disabilities);
- 7.) adult mentoring (e.g., structured guidance from an adult other than the participant's case manager) for the period of the youth's WIOA participation, and for a period subsequent to his/her participation, for a total of not less than 12 months;
- 8.) follow-up services (e.g., regular contact with the participant's employer to address work issues) for not less than 12 months after the youth completes his/her WIOA participation, as appropriate;
- 9.) comprehensive guidance and counseling that may include career and academic counseling and drug and alcohol abuse counseling and referral, as appropriate;
- 10.) financial literacy education, including helping participants manage spending, credit, and debt;
- 11.) entrepreneurial skills training, including an introduction to starting and running a business;
- 12.) services (e.g., career counseling) that provide labor market and employment information about in-demand industry sectors or occupations;
- 13.) activities that help youth prepare for and transition to post-secondary education and training; and
- 14.) paid and unpaid work experiences (e.g., summer and school year

employment opportunities, pre-apprenticeship programs, internships, job shadowing, and on- the-job training) that have as a component academic and occupational education.

According to the WIOA’s proposed regulations, “work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Work experiences provide the youth participant with opportunities for career exploration and skill development.”

The desired outcomes of the program are: increasing skills during the participation period, attainment of credentials, placement into employment, education or training, retention in employment, education or training and the earnings after exit. The program is evaluated by comparing planned vs actual goals and the numbers served. The strength of this program model is that by design, it is meant to address the individual needs of each youth we serve, rather than try to fit them into a program that may or may not suit their needs. The weakness of the program is that it is staff intensive to provide more individualized services, and have youth enter and exit the program throughout the year.

We serve approximately 250 out of school young adults annually with WIOA youth funding. This population is also more costly to serve due to the intense nature of the required service elements. Follow up is also timelier and cost prohibitive. The age of this population tends to be more nomadic in nature, impacting performance outcomes and reporting of employment or education completion.

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)]

During our process as described in 4.7, we work to improve employability skills with clients by delivering a robust week long program called the Golden Ticket. This program ensures that clients have the soft skills such as work ethic, work attitude (how you feel about your job), communication skills, controlling emotions, and positive personal attributes that employers want to provide success in the workplace. Problem solving, delegating, motivating and team building are all things that employers value. Displaying a positive attitude and getting along well with others is crucial for success. The Golden Ticket is an Alliance for Strategic Growth, Inc. program that employers value and appreciate when clients are provided an opportunity and the young adult has what it takes to hit the ground running. In the Muncie Area Career Center, they have incorporated the Golden Ticket in there program called Project Goals. Upon completion of the Golden Ticket, young adults will be placed on a paid work experience site. Currently, we have had good response from the work experience employers.

Both the in school and out of school youth programs have been very successful in the past, meeting and or exceeding most performance standards set. Under the WIA common performance measures, the performance has been as follows:

PY	Placement	Goal	Degree/Certificate	Goal	Literacy & Numeracy	Goal
'14	66%	66%	77%	62%	48%	43%
'15	66%	66%	68%	62%	51%	43%

Additionally, the JAG in school program has met all national “5 of 5” performance indicators set by JAG

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)]

Alliance for Strategic Growth, Inc. will ensure informed choice as customers select training programs through ITAs, by adopting the following procedures:

- An individual who has been determined eligible for and able to benefit from training services may select a provider from the state’s list after he/she has consulted with his/her case manager. Unless it has exhausted its training funds for the program year, the Service Center should refer the individual to the selected provider and establish an ITA to pay for the training.
- Payments from ITAs may be made incrementally, through payment of a portion of the costs at different points in the training course. WorkIndiana vouchers are an example of this methodology.
- Alliance for Strategic Growth, Inc. may impose the funding limits on the dollar amounts and/or duration of ITAs in accordance with local policy.
- ITAs will be provided in a manner that maximizes consumer choice. Accordingly, the WorkOne centers and staff, will make available to customers the Statewide Eligible Training Provider List (i.e., INTraining)

In accordance with the Workforce Opportunities and Innovation Act, Alliance for Strategic Growth, Inc. may contract for training as is appropriate, and is in compliance with procurement procedures. Local policy shall be drafted prior to invoking this option of training procurement. The policy must identify how consumer choice is met and available to clients. It is anticipated that this method of training procurement would occur with specialty grants or in employer based solutions that are driven by employment opportunities for participants.

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)]

Alliance for Strategic Growth, Inc. will use the following strategies to coordinate workforce investment activities with the statewide Rapid Response (RR) event once is announced and scheduled:

- During Rapid Response preparation meetings, the WorkOne staff person will coordinate the regional programs and services with the Rapid Response services. The staff person and any local partners will also provide information on the workforce investment activities and services that are available in the WorkOne Service Centers and/or at any of the one-stop partners' facilities.
- WorkOne staff may provide all services and workshops on such topics such as resume writing and interviewing skills. These services and workshops may be conducted on the employer's site and before the workers' lay-offas appropriate.
- An affected worker who visits a WorkOne office will be informed of and receive, appropriate services and workshops that are described in Section 4.5 of this Plan.

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.

Alliance for Strategic Growth, Inc. is aware of the changes in this program and the Indiana Department of Workforce Developments plan to shift the program to Reemployment Services and Eligibility Assessment (RESEA) Program. RESEA provides services (e.g., assessment, individual service strategy development, and labor market information) for claimants who are deemed most likely to exhaust their UI benefits. As the state determines the allocations and contract terms, Alliance for Strategic Growth, Inc., Inc. is evaluating the best methodology for implementation and how to more engage clients into full WIOA services including training as appropriate. The coordination of this program is another method to show how the region can best coordinate resources and avoid duplication.

As of October, 2016, Alliance for Strategic Growth has identified the staff that will be providing these services and has extended offers of employment. The service model will ensure that RESEA activities are in line with WIOA staff assisted core and intensive services. The goal of Region 6 will be to evaluate the commitment of the client to participate in WIOA services that would include intensive job search and/or skill training plans.

The service model will ensure that all services are coordinated and meet the client's career needs

while maximizing the efficiency of the funding. The specific activities incorporated into WIOA integrated teams with WIOA funded staff assist include: conducting eligibility assessments and referring UI recipients to adjudication, as appropriate; providing labor market and career information that addresses claimants' specific needs; ensuring claimants are registered in Indiana Career Connect; orienting claimants to WorkOne services; and developing Individual Reemployment Plans that include work search activities, accessing services at WorkOne Centers, referral to approved training that meets the claimants goals, and referral to reemployment services and/or training that is appropriate to the individual's needs.

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)]

Alliance for Strategic Growth, Inc. may provide supportive services, as appropriate and with appropriate justification for need. The procedures for these services follow:

Supportive services are services and/or referral to services that are necessary to enable an individual to participate in activities authorized under Title I of the Workforce Innovation and Opportunity Act (WIOA). The service providers will offer and, as appropriate, provide supportive services through referral, and, as a last resort, with WIOA supportive service funds. In addition to the guidelines identified below, a per person supportive services guideline of \$1,500 has been established

/customer/program year (total of all supportive services provided to a customer within a program year). Authorization is required by the WorkOne Manager for additional supportive services dollars beyond the \$1,500:

- Child Care: \$3.00/hour/child; Weekly rate not to exceed \$150/child
- Clothing: \$200/customer/year - additional dollars for clothing must be authorized by WorkOne Manager.
- Mileage: Not to exceed 33 cents per mile. Customer must keep weekly attendance. Attendance sheets must be submitted with mileage reimbursement. MapQuest/Google must be utilized to show distance traveled (only needs to be submitted onetime)
- Rent/Mortgage/Car Insurance: One time expenditure per customer, ever.
- Utilities (Electric, Water, Gas, Phone): One time per customer per each provider per year.
- Case note must document and include:
 - Customer need
 - Listing all other resources that has been contacted and exhausted
 - Specifically what is being authorized
- In addition, Alliance for Strategic Growth, Inc. coordinates with other providers to ensure that other sources or information is available to the public on where to get additional support. Entities that Alliance for Strategic Growth, Inc. partners with include 211 Connect, local trustee offices, CCDP, local health departments, local community action programs, etc. In the larger towns and cities these coordinations are easier. In the small towns and rural areas of the region, coordination is much more difficult.

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)]

Alliance for Strategic Growth, Inc. is operating as the WIB, operator, and service provider as was allowable with agreement of the Chief Elected Official and Governor under the Workforce Investment Act.

Alliance for Strategic Growth, Inc., Inc. functions in this capacity for EGR 6. For PY11 per Article VI of the WIB-LEO Agreement (Attachment J), the LEO and the WIB jointly agree that the One Stop (WorkOne) Operator for EGR 6 shall be employed by the WIB Corporation (with Governor's approval) and shall be an employee with demonstrated effectiveness. As such the role and responsibilities of the OSO function follow:

Strategic Planning and Resource Alignment

- Implementation of the WIB Strategic Plan
- Alignment of local and regional efforts and resources for achievement of the mission

WorkOne System Organization and Management

- Take responsibility for control and operation of the One Stop system on behalf of the Board. The system must be operated to ensure reliability, continuity, accessible, affordable, responsive, adequate capacity, and is flexible.
- Ensure operation of One Stop system in a professional, business-like manner incorporating service industry best practices.

Policy Development

- Review, propose, and enforce all policy necessary to achieve the goals of the WIB as they relate to the delivery of service and operation of the One Stop system.
- Ensure that any required regional policies are developed, proposed, and adopted.

The Workforce Development Board is currently evaluating the direction and the best manner to conduct procurement of service for the organization for the workforce system as required by the proposed rules and Workforce Innovation and Opportunities Act. The board is following DWD guidance by discussing and evaluating how to proceed this current program year (PY15). It is expected that procurement will be conducted in the fall of 2016 and operator and service providers of WorkOne will be in place by July 1 2107. Youth services were procured in July 1, 2016 and Pro Resources was selected as the vendor for youth services. Exhibit 1 contains the contract that is in place and will be extended for 2016. It is anticipated that service provision for youth services will be released for procurement in conjunction with the one-stop operator and adult/dislocated

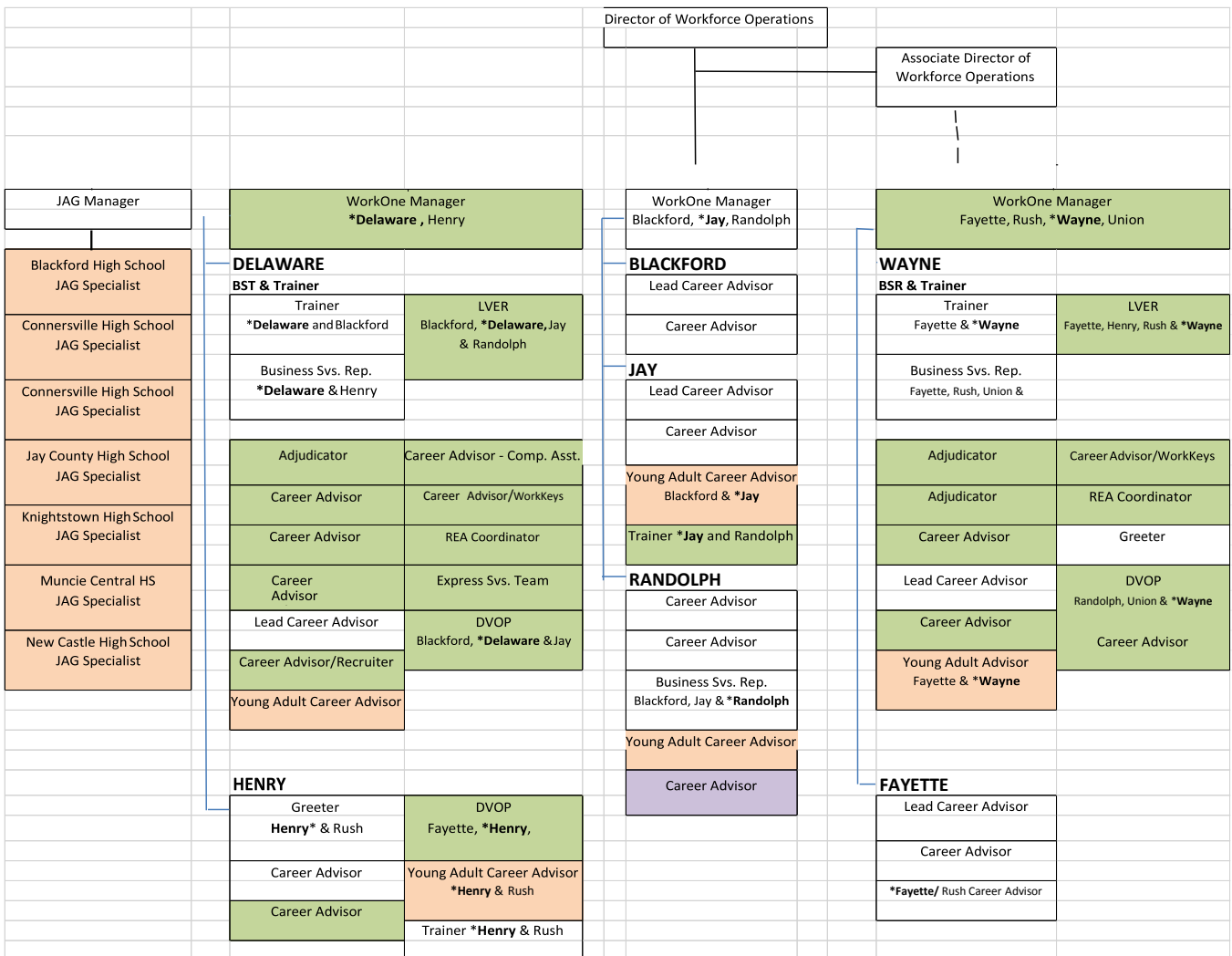
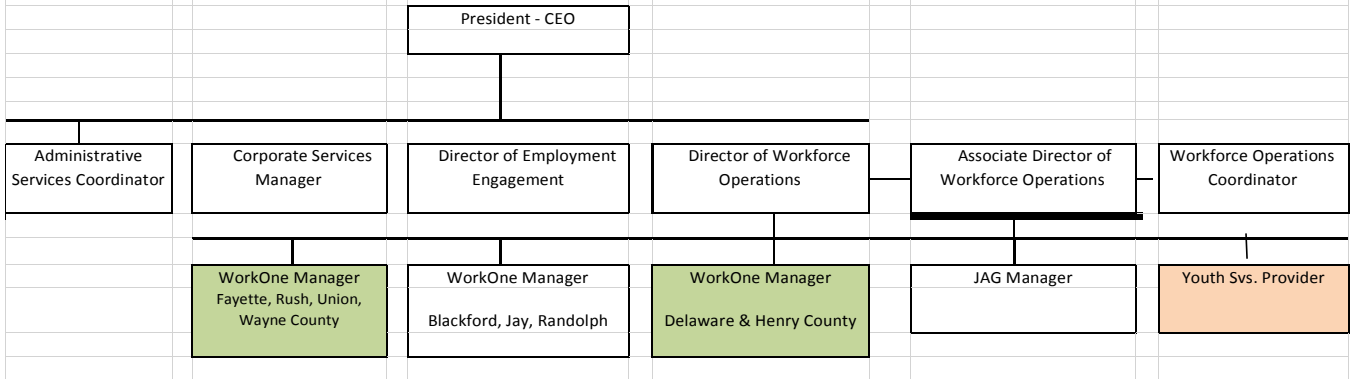
worker requests for proposal.

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

Exhibit 2

EGR 6 Org Chart
ASG Corporate Staff

Last Updated: 6.1.16



We have provided our most recent organization chart. Dependent on the workforce development boards direction on procurement of one stop operator and service providers the current organizational chart is subject to change.

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 Eastern Indiana Workforce Development Board currently does not have any standing committees. All functions such as a youth committee have been consolidated as functions of the Executive Board. The Eastern Indiana Workforce Development Board has 3 members that have youth expertise and educational focus for our region. Dr. Andy Bowne, Ivy Tech; Bob Hobbs, New Castle Area Career Center; and Dr. Scot Croner, Blackford County Schools are all members of the workforce board. Dr. Bowne and Mr. Hobbs, both have seats on the executive board. Each of these members, provide on-going leadership and support for the continuous improvement for local youth programs in the region. They participate in finding ways to leverage resources and coordinate services to organizations serving youth. They support, plan, and guide operational visions related to the service provisions to youth.

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

Alliance for Strategic Growth, Inc. maintains oversight and management of all equal opportunity issues and resolution of any concerns that may arise. Lyndsey Hellems, Director of Employer Engagement and Innovation, is charged with the handling all equal opportunity concerns and acts as our Equal Opportunities Officer. Her contact information is **lhellems@asgcorp.org**. Her phone number is 765-282-6400 Ext. 1109. The office address is 201 E. Charles St., Suite 150, Muncie, IN, 47305.

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)]

Alliance for Strategic Growth, Inc. currently contracts fiscal services to Northeast Indiana Works.

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)].

As is indicated, performance measures have not been negotiated with the state. Alliance for Strategic Growth, Inc. will ensure that we understand and strive to achieve the negotiated local levels of performance.

In addition to, and including Common Measures, the Workforce Development Board is evaluating and developing key performance indicators, each defined by specific system metrics as follows:

1. Maximize investment of funds – Key performance indicator one may be measured according to the current percentage of total expenditures related to the management cost, and the current percentage of the direct training (ITA) budget expenditures.
2. Meet or exceed all program management goals – Key performance indicator two may be measured by the current number of clients enrolled in workforce development programs, the current number of clients enrolled in WIOA, the current percentage of WIOA clients in training, the current percentage of WIOA clients in training who earn a credential, the current number of clients placed in employment, and the current percentage of WIOA clients placed in employment.
3. Improve WorkOne performance and expand access to services – Key performance indicator three may be measured by the current percentage of targeted employers receiving service outreach through business development, and the current percentage of contacts resulting in projects through business engagement.
4. Improve quality and consistency of customer service – Key performance indicator four may be measured by the current percentage of overall customer satisfaction.
5. Generate greater visibility of Alliance for Strategic Growth, Inc., ALLIANCE FOR STRATEGIC GROWTH, INC., INC. programs and services, and WorkOne – Key performance indicator five may be measured by the current percentage of earned promotion attempts, at no cost

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)]

to the organization, resulting in placement.

Alliance for Strategic Growth, Inc., the Workforce Development Board have not yet negotiated and executed with WIOA core and other program partners cooperative agreements or memorandums of understanding that define how all local service providers, including additional providers, will implement the requirements for integration of and access to the entire set of services that are available in the one-stop system. These MOUs are anticipated to be negotiated and executed upon release of DWD directive.

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)]

Alliance for Strategic Growth, Inc. took the lead in development of the local planning and maintained close contact with stakeholders throughout EGR6. As the plan has been drafted it was discussed in public meetings with the Executive Board of the Eastern Indiana Workforce Development Board and subsequently with the Eastern Indiana Workforce Development Board of Directors. Following approval of the Eastern Indiana Workforce Development Board, Alliance for Strategic Growth, Inc., posted the WIOA EGR6 PY16 Local Plan on the website, www.asgcorp.org along with a public notice that explained how, during a 30 day period, Public Input could submit

public comment during said 30 day period.

The notice included the following information:

- that the 30 day period for review, comment, and input occurred before the WIOA Local Plan was submitted to the Governor;
- the date on which the Alliance for Strategic Growth, Inc. Workforce Development Board approved the proposed Local Plan;
- the date on which the proposed Local Plan was posted on the organization's website for review, comments, and input by the public, including representatives of business, labor organizations, and education;
- the date and time by which comments about and input on the proposed Local Plan were to be received; and
- the name, address, e-mail address and fax number of the individual to whom comments about and input on the proposed Local Plan were to be submitted.
- After the 30 day period for public review, comments, and input on the Local Plan concluded, any comments that expressed disagreement with the Local Plan would be compiled and submitted to the Governor. These comments would be submitted with the Local Plan.

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.

Staff that have any customers requesting direct cost dollars are required to send application packets to the MIS department for review and confirmation of eligibility. This process occurs on a daily basis. These files are reviewed for application accuracy, completeness, specific eligibility requirements for the specified program, services reported, and case note entries. Each quarter a random monitoring is conducted for Adult, Youth, and Dislocated Worker programs, which would include enrollments for job-to-job customers. Most files can be monitored by desktop through the State's tracking system. If desktop monitoring cannot be completed, files will be requested to be sent to the MIS department for review. Training of staff is provided in local training sessions, webinars on new systems, and State initiated training. Attached are sample monitoring forms used for Review Process and Sample Monitoring Report. Alliance for Strategic Growth will also be procuring independent monitoring services annually to ensure credible sample sizes are evaluated and system issues are identified independently.

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.

As mentioned in Section 4.4, Organizational success and seamless delivery of all programs is based on solid leadership, an integrated service structure and modules, and knowledgeable, well-developed employees. A strong focus on continued education and professional development ensures the awareness, understanding and ability to implement all programs available through the WorkOne system, including youth services. Alliance for Strategic Growth, Inc. retains direct operator responsibility for the workforce development board and the basic management structure for the local WorkOne system, which includes youth services.

Alliance for Strategic Growth has conducted many training over the past 18 months. The training would include:

- JAG Training in conjunction with State sponsored training events
- AHA Consulting (Ricki Kozumplik) case management and business services training
- DWD sponsored Case Management training (Indiana Career Connect)
- Hostile Workplace and Active Shooter training
- Generational Training (Shafer Institute)
- Motivational Interviewing (Conway Coaching and Consulting)
- Case Management Certification webinars and testing (Skills 180 and Dr. Beverly Ford)

Alliance for Strategic Growth, Inc. is evaluating customized testing, training, assessments and certifications in workforce development competencies. Alliance for Strategic Growth, Inc. would like to identify youth training that will map credential competencies to staff job descriptions and then conducts customized assessments of staff through online testing. After staff assessments are complete, Alliance for Strategic Growth, Inc. would like to receive an analysis of the data and a training plan for all staff. The desire is that training courses are developed in modular format and can easily be modified to meet specific job requirements. This would include youth career advisors. Training may be delivered in traditional classroom settings or through online courses. With the changes from WIA to WIOA, two to four hours per week should be set aside for staff development to ensure changes are discussed, all programs are updated, and in-person training may take place on policies and key issues relating to customer service. The goal is to ensure that staff is a subject matter experts in their craft.

Alliance for Strategic Growth, Inc. would also ensure that leads cross-organizational committees of one- stop partners, to develop and update local policies and procedures. When approved by Alliance for Strategic Growth, Inc. leadership, the policies and procedures are disseminated to staff throughout WorkOne.

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

- WIOA Participant Eligibility
- WIOA Adult Priority of Service
- WIOA Youth
- Client File Management
- Client Assessments
- Staff Assisted Job Orders
- Participant Grievance
- ACP Policy
- Education and Training Investment
- Individual Training Accounts (ITA)
- Career and Sector Pathway Investment
- Employer Services
- Supportive Services
- Case Management policy
- Follow Up Policy

- Background Check
- Unmet Financial Need
- Veteran Priority of Service
- Training Service Requirements
- Service Provider Cash Advance
- Selective Service Requirements
- On-the-Job Training
- Customized Training
- Email Standardization
- Information Security policy
- External Communication
- Social Media Content
- Equipment Management & Inventory
- Computer & Equipment Usage Policy
- Records Retention & Document Destruction
- Monitoring Policy
- Conflict of Interest
- Mobile Device Reimbursement
- Employee Handbook
- Fiscal Procedures Manual

Attachment 1



Regional Hoosier Hot 50 Jobs - labor market
Source: Indiana Department of Workforce Development

Largest and Emerging Industries - labor market
information

Source: Economic Modeling Specialists International

Largest and Emerging Industries - skills and
certifications

Labor force

Source: DWD, IBRC, DOE, FSSA, and US Census Bureau

Rank	SOC Code	Occupation	2012 Jobs	2022 Jobs	Change	% Change	Projected Annual Growth Openings	Projected Annual Replacement Openings	Projected Annual Total Openings	Typical Education Level Required	Typical Work Experience Needed	Typical Job Training Needed	Median Salary		
1	29-1141	Registered Nurses			2929	3311	382	13.04	38	57	95	Associate's degree	None	None	\$56,181
2	25-2000	Preschool, Primary, Secondary, and Special Education School Teachers			3641	3843	202	5.55	20	86	106	Bachelor's degree	None	Internship/residency	\$46,238
3	53-3032	Heavy and Tractor-Trailer Truck Drivers			1375	1689	314	22.84	31	22	53	Postsecondary non-degree award	None	Short-term on-the-job training	\$35,651
4	25-1000	Postsecondary Teachers			1779	1989	210	11.8	21	27	48	Doctoral or professional degree	None	None	\$61,069
5	29-2061	Licensed Practical and Licensed Vocational Nurses			1113	1310	197	17.7	20	27	47	Postsecondary non-degree award	None	None	\$38,210
6	43-4051	Customer Service Representatives			1310	1444	134	10.23	13	36	49	High diploma equivalent	school or None	Short-term on-the-job training	\$29,869
7	41-1011	First-Line Supervisors of Retail Sales Workers			1319	1476	157	11.9	16	29	45	High diploma equivalent	school or Less than 5 years	None	\$33,280
8	11-1021	General and Operations Managers			1126	1243	117	10.39	12	21	33	Bachelor's degree	Less than 5 years	None	\$74,389
9	43-1011	First-Line Supervisors of Office and Administrative Support Workers			975	1073	98	10.05	10	23	33	High diploma equivalent	school or Less than 5 years	None	\$41,558
10	29-1069	Physicians and Surgeons, All Other			338	368	30	8.88	3	8	11	Doctoral or professional degree	None	Internship/residency	\$192,234
11	49-9041	Industrial Machinery Mechanics			435	557	122	28.05	12	13	25	High diploma equivalent	school or None	Long-term on-the-job training	\$47,133

Rank	SOC Code	Occupation	2012 Jobs	2022 Jobs	Change	% Change	Projected Annual Growth Openings	Projected Annual Replacement Openings	Projected Annual Total Openings	Typical Education Level Required	Typical Work Experience Needed	Typical Job Training Needed	Median Salary
12	13-2011	Accountants and Auditors	670	728	58	8.66	6	20	26	Bachelor's degree	None	None	\$57,096
13	49-9071	Maintenance and Repair Workers, General	1168	1259	91	7.79	9	22	31	High school diploma or equivalent	None	Long-term on-the-job training	\$34,965
14	29-1051	Pharmacists	334	377	43	12.87	4	8	12	Doctoral or professional degree	None	None	\$116,563
15	43-3031	Bookkeeping, Accounting, and Auditing Clerks	1364	1496	132	9.68	13	12	25	High school diploma or equivalent	None	Moderate-term on-the-job training	\$32,635
16	43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1432	1532	100	6.98	10	17	27	High school diploma or equivalent	None	Short-term on-the-job training	\$30,202
17	41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	990	1043	53	5.35	5	19	24	High school diploma or equivalent	None	Moderate-term on-the-job training	\$45,449
18	47-2111	Electricians	471	549	78	16.56	8	9	17	High school diploma or equivalent	None	Apprentice-ship	\$49,192
19	11-9111	Medical and Health Services Managers	380	432	52	13.68	5	9	14	Bachelor's degree	None	None	\$70,242
20	11-3031	Financial Managers	380	413	33	8.68	3	7	10	Bachelor's degree	5 years or more	None	\$86,965
21	29-1123	Physical Therapists	212	253	41	19.34	4	5	9	Doctoral or professional degree	None	None	\$83,803

Rank	SOC Code	Occupation	2012 Jobs	2022 Jobs	Change	% Change	Projected Annual Growth Openings	Projected Annual Replacement Openings	Projected Annual Total Openings	Typical Education Level Required	Typical Work Experience Needed	Typical Job Training Needed	Median Salary	
22	51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	766	840	74	9.66	7	17	24	High diploma or equivalent	school	None	Moderate-term on-the-job training	\$33,218
23	15-1121	Computer Systems Analysts	275	340	65	23.64	6	4	10	Bachelor's degree		None	None	\$64,501
24	17-2141	Mechanical Engineers	443	456	13	2.93	1	15	16	Bachelor's degree		None	None	\$69,826
25	51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	392	481	89	22.7	9	11	20	High diploma equivalent	school or	None	Moderate-term on-the-job training	\$31,054
26	33-3051	Police and Sheriff's Patrol Officers	553	587	34	6.15	3	17	20	High diploma equivalent	school or	None	Moderate-term on-the-job training	\$41,226
27	51-4041	Machinists	652	720	68	10.43	7	15	22	High diploma equivalent	school or	None	Long-term on-the-job training	\$34,091
28	17-2112	Industrial Engineers	316	343	27	8.54	3	9	12	Bachelor's degree		None	None	\$74,818
29	49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	379	414	35	9.23	4	10	14	High diploma equivalent	school or	Less than 5 years	None	\$56,534
30	13-1161	Market Research Analysts and Marketing Specialists	236	299	63	26.69	6	3	9	Bachelor's degree		None	None	\$56,846
31	15-1132	Software Developers, Applications	221	263	42	19	4	3	7	Bachelor's degree		None	None	\$72,862
32	51-1011	First-Line Supervisors of Production and Operating Workers	902	941	39	4.32	4	13	17	Postsecondary non-degree award		Less than 5 years	None	\$53,414

Rank	SOC Code	Occupation	2012 Jobs	2022 Jobs	Change	% Change	Projected Annual Growth Openings	Projected Annual Replacement Openings	Projected Annual Total Openings	Typical Education Level Required	Typical Work Experience Needed	Typical Job Training Needed	Median Salary
33	33-9032	Security Guards	631	706	75	11.89	8	10	18	High diploma equivalent	school or None	Short-term on-the-job training	\$30,430
34	49-3023	Automotive Service Technicians and Mechanics	497	555	58	11.67	6	13	19	High diploma equivalent	school or None	Long-term on-the-job training	\$32,822
35	13-1111	Management Analysts	218	250	32	14.68	3	3	6	Bachelor's degree	Less than 5 years	None	\$67,995
36	11-2022	Sales Managers	251	273	22	8.76	2	5	7	Bachelor's degree	Less than 5 years	None	\$83,637
37	47-2061	Construction Laborers	405	478	73	18.02	7	9	16	Less than high school	None	Short-term on-the-job training	\$29,744
38	21-1020	*Social Workers	461	523	62	13.44	7	10	17	Bachelor's degree	None	None	\$40,809
39	11-3051	Industrial Production Managers	293	309	16	5.46	2	5	7	Bachelor's degree	5 years or more	None	\$86,154
40	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	257	306	49	19.07	5	3	8	High diploma equivalent	school or more	None	\$54,662
41	51-4121	Welders, Cutters, Solderers, and Brazers	553	594	41	7.41	4	14	18	High diploma equivalent	school or None	Moderate-term on-the-job training	\$36,296
42	41-3099	Sales Representatives, Services, All Other	421	472	51	12.11	5	12	17	High diploma equivalent	school or None	Short-term on-the-job training	\$38,584
43	43-5071	Shipping, Receiving, and Traffic Clerks	608	636	28	4.61	3	16	19	High diploma equivalent	school or None	Short-term on-the-job training	\$29,765

Rank	SOC Code	Occupation	2012 Jobs	2022 Jobs	Change	% Change	Projected Annual Growth Openings	Projected Annual Replacement Openings	Projected Annual Total Openings	Typical Education Level Required	Typical Work Experience Needed	Typical Job Training Needed	Median Salary	
44	33-2011	Firefighters	401	425	24	5.99	2	11	13	Postsecondary non-degree award	None	Long-term on-the-job training	\$42,411	
45	11-9032	Education Administrators, Elementary and Secondary School	217	220	3	1.38	0	6	6	Master's degree	5 years or more	None	N/A	
46	21-1010	*Counselors	441	483	42	9.52	5	9	14	Master's degree	None	None	\$42,747	
47	53-7051	Industrial Truck and Tractor Operators	723	729	6	0.83	1	17	18	Less than high school	None	Short-term on-the-job training	\$31,782	
48	13-2072	Loan Officers	277	314	37	13.36	4	5	9	Bachelor's degree	None	Moderate-term on-the-job training	\$49,795	
49	47-2152	Plumbers, Pipefitters, and Steamfitters	339	400	61	17.99	6	4	10	High diploma equivalent	school or	None	Apprentice ship	\$37,981
50	47-2031	Carpenters	367	426	59	16.08	6	4	10	High diploma equivalent	school or	None	Apprentice ship	\$34,861

*Denotes state wage used where region wage not available.

Rank	SOC Code	Occupation	Top 5 Knowledge	Top 5 Skills	Top 5 Abilities
1	29-1141	Registered Nurses	Medicine and Dentistry Customer and Personal Service Psychology English Language Education and Training	Active Listening Social Perceptiveness Service Orientation Speaking Coordination	Oral Comprehension Oral Expression Problem Sensitivity Deductive Reasoning Inductive Reasoning
2	25-2000	Preschool, Primary, Secondary, and Special Education School Teachers	Customer and Personal Service Education and Training English Language Psychology Public Safety and Security	Speaking Learning Strategies Instructing Active Listening Coordination	Oral Expression Oral Comprehension Problem Sensitivity Speech Clarity Originality
3	53-3032	Heavy and Tractor-Trailer Truck Drivers	Transportation Public Safety and Security Customer and Personal Service English Language Mechanical	Operation and Control Operation Monitoring Time Management Critical Thinking Monitoring	Control Precision Far Vision Multilimb Coordination Near Vision Reaction Time
4	25-1000	Postsecondary Teachers	Education and Training English Language Psychology Customer and Personal Service Sociology and Anthropology	Speaking Reading Comprehension Writing Active Learning Active Listening	Oral Expression Oral Comprehension Speech Clarity Written Comprehension Written Expression
5	29-2061	Licensed Practical and Licensed Vocational Nurses	Medicine and Dentistry Customer and Personal Service Psychology English Language Therapy and Counseling	Service Orientation Active Listening Coordination Monitoring Reading Comprehension	Oral Comprehension Oral Expression Problem Sensitivity Speech Clarity Written Comprehension
6	43-4051	Customer Service Representatives	Customer and Personal Service English Language Clerical Computers and Electronics	Active Listening Speaking Service Orientation Reading Comprehension Critical Thinking	Oral Comprehension Oral Expression Speech Clarity Speech Recognition Near Vision
7	41-1011	First-Line Supervisors of Retail Sales Workers	Customer and Personal Service Sales and Marketing Administration and English Language Mathematics	Active Listening Coordination Critical Thinking Monitoring Service Orientation	Oral Comprehension Oral Expression Speech Clarity Speech Recognition Problem Sensitivity

Rank	SOC Code	Occupation	Top 5 Knowledge	Top 5 Skills	Top 5 Abilities
8	11-1021	General and Operations Managers	Administration and Management Customer and Personal Service Personnel and Human Resources English Language Mathematics	Active Listening Coordination Monitoring Social Perceptiveness Speaking	Oral Comprehension Oral Expression Problem Sensitivity Speech Clarity Written Comprehension
9	43-1011	First-Line Supervisors of Office and Administrative Support Workers	Administration and Management Customer and Personal Service Clerical English Language Computers and Electronics	Active Listening Coordination Monitoring Reading Comprehension Social Perceptiveness	Oral Comprehension Oral Expression Written Comprehension Speech Clarity Speech Recognition
10	29-1069	Physicians and Surgeons, All Other	Medicine and Dentistry Biology Customer and Personal Service English Language Psychology	Reading Comprehension Active Listening Speaking Critical Thinking Social Perceptiveness	Oral Expression Problem Sensitivity Inductive Reasoning Oral Comprehension Deductive Reasoning
11	49-9041	Industrial Machinery Mechanics	Mechanical Engineering and Technology Production and Processing English Language Mathematics	Equipment Maintenance Repairing Operation Monitoring Troubleshooting Operation and Control	Arm-Hand Steadiness Manual Dexterity Control Precision Finger Dexterity Multilimb Coordination
12	13-2011	Accountants and Auditors	Economics and Accounting Mathematics English Language Clerical Administration and Management	Active Listening Mathematics Reading Comprehension Writing Critical Thinking	Mathematical Reasoning Oral Comprehension Written Comprehension Number Facility Problem Sensitivity
13	49-9071	Maintenance and Repair Workers, General	Mechanical Building and Construction Customer and Personal Service Public Safety and Security English Language	Equipment Maintenance Repairing Troubleshooting Critical Thinking Equipment Selection	Arm-Hand Steadiness Manual Dexterity Near Vision Information Ordering Problem Sensitivity
14	29-1051	Pharmacists	Medicine and Dentistry Customer and Personal Service Mathematics Chemistry Biology	Reading Comprehension Active Listening Critical Thinking Instructing Monitoring	Oral Comprehension Written Comprehension Near Vision Oral Expression Problem Sensitivity

Rank	SOC Code	Occupation	Top 5 Knowledge	Top 5 Skills	Top 5 Abilities
15	43-3031	Bookkeeping, Accounting, and Auditing Clerks	Clerical Mathematics English Language Economics and Accounting Customer and Personal Service	Active Listening Reading Comprehension Speaking Critical Thinking Mathematics	Oral Comprehension Written Comprehension Written Expression Mathematical Reasoning Near Vision
16	43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	Clerical English Language Customer and Personal Service Computers and Electronics Administration and Management	Writing Active Listening Reading Comprehension Speaking Time Management	Oral Comprehension Near Vision Oral Expression Written Comprehension Written Expression
17	41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	Sales and Marketing Customer and Personal Service English Language Administration and Management	Active Listening Speaking Persuasion Social Perceptiveness Critical Thinking	Oral Comprehension Oral Expression Speech Clarity Speech Recognition Critical Thinking
18	47-2111	Electricians	Building and Construction Mechanical Mathematics Design English Language	Troubleshooting Repairing Active Listening Critical Thinking Judgment and Decision Making	Problem Sensitivity Deductive Reasoning Inductive Reasoning Near Vision Oral Comprehension
19	11-9111	Medical and Health Services Managers	Administration and Management Customer and Personal Service English Language Personnel and Human Resources Economics and Accounting	Reading Comprehension Speaking Active Listening Critical Thinking Judgment and Decision Making	Oral Comprehension Oral Expression Problem Sensitivity Written Comprehension Written Expression
20	11-3031	Financial Managers	Economics and Accounting Administration and Management Mathematics English Language Law and Government	Critical Thinking Judgment and Decision Making Complex Problem Solving Management of Financial Resources Active Listening	Deductive Reasoning Inductive Reasoning Oral Comprehension Oral Expression Problem Sensitivity
21	29-1123	Physical Therapists	Medicine and Dentistry Customer and Personal Service Psychology Therapy and Counseling Biology	Reading Comprehension Critical Thinking Speaking Active Listening Monitoring	Deductive Reasoning Inductive Reasoning Oral Comprehension Oral Expression Problem Sensitivity

Rank	SOC Code	Occupation	Top 5 Knowledge	Top 5 Skills	Top 5 Abilities
22	51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	Production and Processing Mathematics English Language	Quality Control Analysis Active Listening Critical Thinking Monitoring Reading Comprehension	Oral Comprehension Oral Expression Near Vision Flexibility of Closure Problem Sensitivity
23	15-1121	Computer Systems Analysts	Computers and Electronics English Language Customer and Personal Service Mathematics Engineering and Technology	Critical Thinking Active Listening Reading Comprehension Speaking Systems Analysis	Information Ordering Oral Comprehension Problem Sensitivity Category Flexibility Deductive Reasoning
24	17-2141	Mechanical Engineers	Engineering and Technology Mathematics Design Mechanical Physics	Active Listening Critical Thinking Mathematics Reading Comprehension Science	Information Ordering Oral Comprehension Written Comprehension Deductive Reasoning Inductive Reasoning
25	51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	Mechanical Mathematics Design Computers and Electronics Engineering and Technology	Operation Monitoring Monitoring Critical Thinking Quality Control Analysis Operation and Control	Near Vision Arm-Hand Steadiness Hearing Sensitivity Problem Sensitivity Reaction Time
26	33-3051	Police and Sheriff's Patrol Officers	Public Safety and Security Law and Government English Language Psychology Customer and Personal Service	Active Listening Critical Thinking Monitoring Social Perceptiveness Speaking	Problem Sensitivity Oral Expression Deductive Reasoning Inductive Reasoning Oral Comprehension
27	51-4041	Machinists	Mathematics Mechanical Production and Processing English Language Design	Operation Monitoring Critical Thinking Operation and Control Active Listening Coordination	Arm-Hand Steadiness Manual Dexterity Control Precision Finger Dexterity Multilimb Coordination
28	17-2112	Industrial Engineers	Engineering and Technology Production and Processing Mathematics Mechanical Design	Reading Comprehension Active Listening Complex Problem Solving Critical Thinking Writing	Oral Comprehension Written Comprehension Oral Expression Problem Sensitivity Written Expression

Rank	SOC Code	Occupation	Top 5 Knowledge	Top 5 Skills	Top 5 Abilities
29	49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	Mechanical Customer and Personal Service Administration and Management Public Safety and Security English Language	Management of Personnel Resources Monitoring Critical Thinking Coordination Speaking	Oral Comprehension Oral Expression Written Comprehension Deductive Reasoning Inductive Reasoning
30	13-1161	Market Research Analysts and Marketing Specialists	English Language Customer and Personal Service Administration and Management Sales and Marketing Computers and Electronics	Reading Comprehension Active Listening Complex Problem Solving Critical Thinking Judgment and Decision Making	Written Comprehension Written Expression Deductive Reasoning Inductive Reasoning Oral Comprehension
31	15-1132	Software Developers, Applications	Computers and Electronics Mathematics English Language Engineering and Technology	Complex Problem Solving Programming Systems Analysis Judgment and Decision Making Systems Evaluation	Deductive Reasoning Problem Sensitivity Inductive Reasoning Category Flexibility Fluency of Ideas
32	51-1011	First-Line Supervisors of Production and Operating Workers	Production and Processing Mechanical Administration and Management Personnel and Human Resources Engineering and Technology	Active Listening Speaking Coordination Critical Thinking Management of Personnel Resources	Deductive Reasoning Oral Comprehension Oral Expression Problem Sensitivity Written Comprehension
33	33-9032	Security Guards	Public Safety and Security Administration and Management	Active Listening Speaking Critical Thinking	Problem Sensitivity Far Vision Oral Comprehension Oral Expression Speech Clarity
34	49-3023	Automotive Service Technicians and Mechanics	Mechanical Engineering and Technology Computers and Electronics Customer and Personal Service English Language	Equipment Maintenance Repairing Troubleshooting Equipment Selection Quality Control Analysis	Arm-Hand Steadiness Control Precision Finger Dexterity Problem Sensitivity Manual Dexterity
35	13-1111	Management Analysts	Customer and Personal Service Administration and Management English Language Personnel and Human Resources Computers and Electronics	Active Listening Reading Comprehension Speaking Critical Thinking Complex Problem Solving	Oral Comprehension Oral Expression Written Comprehension Inductive Reasoning Written Expression

Rank	SOC Code	Occupation	Top 5 Knowledge	Top 5 Skills	Top 5 Abilities
36	11-2022	Sales Managers	Sales and Marketing Customer and Personal Service Administration and English Language Personnel and Human Resources	Speaking Active Listening Social Perceptiveness Persuasion Coordination	Oral Comprehension Oral Expression Speech Clarity Written Expression Problem Sensitivity
37	47-2061	Construction Laborers	Building and Construction Mechanical Administration and Public Safety and Security Mathematics	Active Listening Coordination Operation Monitoring Reading Comprehension Social Perceptiveness	Manual Dexterity Arm-Hand Steadiness Multilimb Coordination Static Strength Control Precision
38	21-1020	*Social Workers	Therapy and Counseling Psychology English Language Customer and Personal Service Sociology and Anthropology	Active Listening Speaking Reading Comprehension Social Perceptiveness Critical Thinking	Oral Comprehension Oral Expression Problem Sensitivity Deductive Reasoning Inductive Reasoning
39	11-3051	Industrial Production Managers	Production and Processing Administration and Customer and Personal Service Personnel and Human Resources English Language	Critical Thinking Monitoring Speaking Coordination Time Management	Deductive Reasoning Oral Comprehension Problem Sensitivity Inductive Reasoning Information Ordering
40	47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	Production and Processing Building and Construction Customer and Personal Service Administration and Mechanical	Active Listening Coordination Critical Thinking Speaking Management of Personnel	Oral Comprehension Oral Expression Problem Sensitivity Information Ordering Near Vision
41	51-4121	Welders, Cutters, Solderers, and Brazers	Production and Processing Design Administration and Mechanical Mathematics	Critical Thinking Operation and Control Monitoring Reading Comprehension Quality Control Analysis	Arm-Hand Steadiness Near Vision Control Precision Multilimb Coordination Finger Dexterity
42	41-3099	Sales Representatives, Services, All Other	Mathematics Economics and Accounting English Language Computers and Electronics Customer and Personal Service	Critical Thinking Reading Comprehension Active Listening Mathematics Speaking	Oral Comprehension Deductive Reasoning Mathematical Reasoning Oral Expression Written Comprehension

Rank	SOC Code	Occupation	Top 5 Knowledge	Top 5 Skills	Top 5 Abilities
43	43-5071	Shipping, Receiving, and Traffic Clerks	Clerical Production and Processing English Language Customer and Personal Service	Speaking Active Listening Critical Thinking Reading Comprehension Coordination	Near Vision Problem Sensitivity Oral Expression Information Ordering Oral Comprehension
44	33-2011	Firefighters	Public Safety and Security Customer and Personal Service Education and Training Administration and Geography	Active Listening Coordination Critical Thinking Operation Monitoring Speaking	Problem Sensitivity Reaction Time Arm-Hand Steadiness Manual Dexterity Control Precision
45	11-9032	Education Administrators, Elementary and Secondary School	English Language Education and Training Administration and Customer and Personal Service Public Safety and Security	Active Listening Reading Comprehension Speaking Critical Thinking Writing	Oral Comprehension Oral Expression Written Comprehension Written Expression Deductive Reasoning
46	21-1010	*Counselors	Psychology Therapy and Counseling English Language Customer and Personal Service Sociology and Anthropology	Active Listening Speaking Reading Comprehension Social Perceptiveness Service Orientation	Oral Expression Oral Comprehension Written Comprehension Problem Sensitivity Deductive Reasoning
47	53-7051	Industrial Truck and Tractor Operators	Public Safety and Security English Language Customer and Personal Service Production and Processing	Operation and Control Operation Monitoring Coordination Equipment Maintenance Time Management	Control Precision Multilimb Coordination Response Orientation Far Vision Manual Dexterity
48	13-2072	Loan Officers	Customer and Personal Service Economics and Accounting English Language Mathematics Computers and Electronics	Active Listening Speaking Judgment and Decision Making Reading Comprehension Critical Thinking	Oral Comprehension Oral Expression Speech Clarity Deductive Reasoning Inductive Reasoning
49	47-2152	Plumbers, Pipefitters, and Steamfitters	Mechanical Building and Construction Design Customer and Personal Service Mathematics	Critical Thinking Active Listening Judgment and Decision Making Complex Problem Solving Reading Comprehension	Problem Sensitivity Near Vision Deductive Reasoning Extent Flexibility Arm-Hand Steadiness

Rank	SOC Code	Occupation	Top 5 Knowledge	Top 5 Skills	Top 5 Abilities
50	47-2031	Carpenters	Building and Construction Mathematics English Language Mechanical Design	Active Listening Monitoring Speaking Active Listening Coordination	Manual Dexterity Problem Sensitivity Truck Strength Visualization Arm-Hand Steadiness

Source: O*NET Online

Current Largest Industries

Rank	NAICS Code	Industry	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	2015 Establishments	Current Total Earnings
1	90	Government	22,425	23,310	885	4%	432	\$52,941
2	31-33	Manufacturing	20,582	20,578	(4)	(0%)	448	\$57,227
3	62	Health Care and Social Assistance	18,856	23,365	4,509	24%	596	\$46,270
4	44-45	Retail Trade	15,416	16,489	1,073	7%	1,125	\$28,009
5	72	Accommodation and Food Services	10,813	11,361	548	5%	574	\$15,006

Largest Projected Industry Growth by Percent Change

Rank	NAICS Code	Industry	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	2015 Establishments	Current Total Earnings
1	23	Construction	3,533	4,423	890	25%	557	\$48,546
2	62	Health Care and Social Assistance	18,856	23,365	4,509	24%	596	\$46,270
3	54	Professional, Scientific, and Technical Services	2,939	3,590	651	22%	455	\$48,203
4	56	Administrative and Support and Waste Management and Remediation Services	5,383	6,259	876	16%	279	\$33,433
5	55	Management of Companies and Enterprises	1,272	1,473	201	16%	39	\$96,823

Source: Economic Modeling Specialists International

Industry	Top 5 Soft Skills in 2015 from Online Job Ads	Top 5 Hard Skills in 2015 from Online Job Ads	Top 5 Certifications in 2015 from Online Job Ads
Government	Oral and written communication skills Team-oriented, teamwork Problem solving Work ethics Detail oriented	Behavioral health Medical information Psychological testing Patient Electronic Medical Record Preventative maintenance inspections	Driver's License Registered Nurse First Aid certification Automated External Defibrillator Continuing Education
Manufacturing	Oral and written communication skills Problem solving Microsoft Office Troubleshooting Self-starting / Self-motivated	Preventative maintenance inspections Lean Manufacturing Extrusion process Quality control Quality Assurance	Occupational Safety & Health Administration Driver's License Food safety programs Commercial Driver's License Six Sigma Black Belt
Health Care and Social Assistance	Oral and written communication skills Customer service oriented Basic computer skills Team-oriented, teamwork Detail oriented	Quality Assurance Geriatrics Pediatrics Medicaid Critical care	Registered Nurse Cardiopulmonary Resuscitation Basic Life Support Driver's License Licensed Practical Nurse
Retail Trade	Oral and written communication skills Cash registers Customer service oriented Integrity Detail oriented	Security administration Bilingual Retail merchandising Quality Assurance Food preparation	Driver's License Automotive Service Excellence HAZMAT Commercial Driver's License Pharmacy Technician
Accommodation and Food Services	Team-oriented, teamwork Restaurant management Oral and written communication skills Strong leadership skills Guest service experience	Food preparation Preventative maintenance Quality control Preventative maintenance inspections Oracle PeopleSoft	Driver's License Food safety programs Occupational Safety & Health Administration Automotive Service Excellence Executive Chef
Construction	Oral and written communication skills Microsoft Office Microsoft PowerPoint Business development Time management	Computer Aided Design Quality control Time and attendance Material Handling Excavators	Driver's License Commercial Driver's License General contractor Air Conditioning Service Technician Tanker and Hazmat Endorsement

Industry	Top 5 Soft Skills in 2015 from Online Job Ads	Top 5 Hard Skills in 2015 from Online Job Ads	Top 5 Certifications in 2015 from Online Job Ads
Professional, Scientific, and Technical Services	Oral and written communication skills Customer service oriented Marketing Creativity Problem solving	Behavioral health Tax preparation User Experience design Accounts Receivable Quality control	Driver's License Registered Nurse Continuing Education Licensed Clinical Social Worker Cardiopulmonary Resuscitation
Administrative and Support and Waste Management and Remediation Services	Oral and written communication skills Detail oriented Problem solving Work independently Customer service oriented	Report generation Group counseling Quality Systems Technical support Behavioral health	Driver's License Commercial Driver's License Occupational Safety & Health Administration HAZMAT Nursing Administration
Management of Companies and Enterprises	Oral and written communication skills Sales and operations planning Sales support Customer service oriented Coaching	Material Handling Pediatrics Business sales	Driver's License Histotechnician / Phlebotomy Automotive Service Excellence Practical Nurse, Long-term care Phlebotomist

Source: Help Wanted Online

Economic Growth Region 6 Labor force

Local Area Unemployment Statistics			
	Number	Pct. Change	Pct. Change
	Dec-15	Nov-15	Dec-14
Labor Force	158,224	-0.6%	1.3%
Employment	150,053	-0.7%	2.7%
Unemployment	8,171	2.7%	-19.0%
	Unemployment Previous		Previous
	Rate	Month	Year
EGR 6 Rate	5.2	5.0	6.5
Indiana Rate	4.5	4.5	5.5
U.S. Rate	4.8	4.8	5.4

Source: Indiana Department of Workforce Development

Educational Attainment	
	2014
Total Population 25+	226,334
Less than 9th Grade	9,588
9th to 12th Grade, No Diploma	22,770
High School Graduate (incl. equivalency)	92,719
Some College, No Degree	45,500
Associate's Degree	16,819
Bachelor's Degree	23,211
Graduate Degree or More	15,727

Source: STATS Indiana and U.S. Census Bureau 5-Year Estimates ACS

Population over Time				
	Number	Rank in State	Percent of	
			State	Indiana
Yesterday (2010)	345,425	8	5.3%	6,483,797
Today (2014)	340,310	8	5.2%	6,596,855
Tomorrow (2020 projection)*	336,335	9	4.9%	6,852,121
Percent Change 2010 to Today	-1.5%	12		1.7%

Source: U.S. Census Bureau; Indiana Business Research Center

Household Types				
	Number	Rank of 12	Pct Dist. in Region	Pct Dist. in State
Households in 2014 (includes detail not shown below)	135,495	9	100.0%	100.0%
Married With Children	21,664	12	16.0%	19.4%
Married Without Children	43,043	9	31.8%	30.1%
Single Parents	13,149	1	9.7%	9.9%
Living Alone	38,950	8	28.7%	27.8%

Source: U.S. Census Bureau, American Community Survey 5-Year Estimates

Income and Poverty				
	Number	Rank of 12	Percent of	
			State	Indiana
Per Capita Personal Income (annual) in 2014	\$34,085	9	86.1%	\$39,578
Welfare (TANF) Monthly Average Families in 2014	627	7	6.6%	9,498
Food Stamp Recipients in 2014	55,356	7	6.3%	878,155
Free and Reduced Fee Lunch Recipients in 2014	28,039	8	5.5%	514,128

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

Alliance for Strategic Growth, Inc.

Monitoring Guide

Operational

Workforce Investment Act

Service Provider: _____

DATE(S): _____

MONITOR(S): _____

A. Core Services

a. Are the following services provided:

- WIA eligibility determination? Yes No N/A
Comments:
- Initial assessment of skill levels, aptitudes, supportive service needs? Yes No N/A
Comments:
- Provision of LMI? Yes No N/A
Comments:
- Program performance information and cost information on eligible providers? Yes No N/A
Comments:
- Information on how local area is performing on local performance measurements? Yes No N/A
- Information on Supportive Services available? Yes No N/A
Comments:

b. How are the services documented?


c. How is the client referred to other service providers?

d. At what point does a client move from Core to Staff-Assisted Core?

e. Is there a formal written policy that governs the transition from Core to Staff-Assisted Core?

Yes No N/A

Comments:

 If yes, please provide a copy of the policy.

6. Is Staff-Assisted Core being properly tracked in PMIS?

Yes No N/A

Comments:

COMMENTS:

B. Intensive Services

a. How is eligibility determined for intensive services?

2. Is proper eligibility documentation maintained in the file?

Yes No N/A

Comments:

3. Which intensive services are provided?

▪ Comprehensive assessment?

Yes No N/A

Comments:

Development of an IEP?

Yes No N/A

Comments:

▪ Individual counseling and career planning?

Yes No N/A

Comments:

▪ Short term prevocational services?

Yes No N/A

Comments:

4. What services are provided as Short Term Pre-Vocational?

COMMENTS:

C. Training Services

1. How is eligibility for training services determined?

2. Is the selected training directly linked to employment opportunities?
Comments:

Yes No N/A

3. Are participants who are enrolled in training services getting Pell grants?
If yes, was the WSA reimbursed from Pell funds if a prior training payment was made?
Comments:

Yes No N/A
 Yes No N/A

4. Are training services provided by eligible training providers?
Comments:

Yes No N/A

5. What training services are provided:

▪ Occupational skills training (including non-traditional)?
Comments:

Yes No N/A

▪ On-the-job training?
Comments:

Yes No N/A

COMMENTS:

D. On-the-Job Training

1. Have all OJT's been monitored but the service provider?

Yes No N/A

2. Does the ISS justify placing the individual in an OJT contract?
Comments:

Yes No N/A

3. Has an ISS for each participant been developed which documents how the length of training was determined?
Comments:

Yes No N/A

4. Do the contracts include requirements for selection of participants?
Comments:

Yes No N/A

5. Is a job description and training outline included in each contract reviewed?
Comments:

Yes No N/A

6. Were the contracts signed by all required parties?

Yes No N/A

Comments:

7. Is the type of training consistent with each participant's ISS? Yes No N/A
Comments:
8. Is the reimbursement amount equal to no more than fifty percent (50%)? Yes No N/A
Comments:
9. Are the participant's wages specified in the contracts? Yes No N/A
Comments:
10. Is the number of hours worked being documented? Yes No N/A
Comments:
11. Are OJT's being used in occupations for which there are local employment opportunities and market demand? Yes No N/A
Comments:

COMMENTS:

E. Individual Training Accounts

1. Does the service provider have a local policy that incorporates:
- How the participant receives assessment, counseling, and an employment plan prior to selecting a training program? Yes No N/A
Comments:
 - How the training will be limited to skills relevant to demand occupations? Yes No N/A
Comments:
 - How the participants will learn of the demand occupations and how exceptions to the list will be handled? Yes No N/A
Comments:
 - How the ITA training services policy will be communicated in simple language to customers? Yes No N/A
Comments:
 - How the participants will have access to the list of eligible providers? Yes No N/A
Comments:
 - Whether the ITA covers book fees and other education materials in addition to tuition? Yes No N/A
Comments:
 - The duration of the ITA? Yes No N/A
Comments:

- How the value of each ITA will be determined? Yes No N/A
 Comments:
 - How will established limits in time/money be based on needs of the participants as identified in the individual employment plan? Yes No N/A
 Comments:
 - How to document that other sources of funding were sought first? Yes No N/A
 Comments:
 - A process for tracking WIA Title I expenditures paying for training? Yes No N/A
 Comments:
 - The method for disbursement of funds? Yes No N/A
 Comments:
2. Are there any exceptions to the use of ITA's? Yes No N/A
If so, what are they?
3. Do the methods of selecting a training provider in the region allow for maximized customer service? Yes No N/A
 Comments:
4. Does the service provider coordinate funding with other grant assistance:
- By limiting funds to instances when there is not enough grant assistance from other sources? Yes No N/A
 Comments:
 - By avoiding duplicate payments of cost when a participant is eligible for other assistance, including Pell grants? Yes No N/A
 Comments:
 - By determining if the service provider was reimbursed if Pell or WIA money was used to finance training? *(Cross reference with fiscal monitor.)* Yes No N/A
 Comments:
5. Is local policy in place to?
- Assure that the ITA requires the financial aid officer to inform service provider staff of the amounts and disposition of any HEA Title IV awards and other types of financial aid as a regular sharing process? Yes No N/A
 Comments:
 - Establish a method to determine the participant's training related financial assistance needs? Yes No N/A
 Comments:
 - That assures the participants will not be billed for outstanding charges? Yes No N/A
 Comments:

- Determine if a participant chooses to take a loan, that they will be counseled and that that counseling will be documented? Yes No N/A
Comments:

COMMENTS:

F. Assessment and Case Management Process

1. Does the local policy identify gateway activities and describe the circumstances for when specific gateway activities will be used? Yes No N/A
Comments:

2. Is assessment an on-going activity that continues throughout a participant's relationship with the intensive and training services? Yes No N/A
Comments:

3. Does the policy include whether intensive and training funds are limited and the priority for accessing? Yes No N/A
Comments:

4. Does the policy include the criteria for determining whether employment leads to self-sufficiency? Yes No N/A
Comments:

5. Does the policy outline the conditions for accepting non-WIA assessments? Yes No N/A
Comments:

6. Does the local policy provide for the review and updating of employment plans for adults and dislocated workers? Yes No N/A
Comments:

7. What is the service provider's definition of "self-sufficiency"?

COMMENTS:

G. Policy/Procedure

1. Does the service provider have a policy/procedure for resolving grievances alleging violations of the Workforce Investment Act? Yes No N/A
Comments:

2. Does the policy/procedure include information that:
 - Anyone may file? Yes No N/A

Comments:

- Grievance must be filed within one (1) year of the alleged violation?
Comments: Yes No N/A
- Shows the procedures for an informal resolution?
Comments: Yes No N/A
- Shows the procedures for a hearing; including taping?
Comments: Yes No N/A
- Entities have sixty (60) days to resolve the grievance?
Comments: Yes No N/A
- Grievances may be appealed to DWD when no decision is reached after sixty (60) days at the local level or if either party is dissatisfied with the decision?
Comments: Yes No N/A
- The grievance may be appealed to the US Secretary of Labor within sixty (60) days of receipt of appeal?
Comments: Yes No N/A

3. Are all grievances listed on the quarterly complaint log?
(If yes, obtain a copy of the most recent log.)
Comments: Yes No N/A
4. Is the required non-discrimination notice part of the participant file?
Comments: Yes No N/A
5. Are all policies and procedures current?
Comments: Yes No N/A
6. Is there a process for distribution of policies and procedures to staff?
Comments: Yes No N/A

COMMENTS:

H. TrackOne System

1. Are records entered into TrackOne in “real time”?
Comments: Yes No N/A
2. Are there procedures which provide for record retention for three (3) years?
Comments: Yes No N/A

COMMENTS:

I. Youth

1. Does the youth assessment include:

- A review of basic skills? Yes No N/A
Comments:
- Occupational skills? Yes No N/A
Comments:
- Prior work experience? Yes No N/A
Comments:
- Employability? Yes No N/A
Comments:
- Interest and aptitudes? Yes No N/A
Comments:
- Support service's needs? Yes No N/A
Comments:
- Developmental needs? Yes No N/A
Comments:

2. Are service strategies for clients contained in all files reviewed? Yes No N/A
Comments:

3. Do the services strategies include?

- An employment goal? Yes No N/A
Comments:
- Appropriate achievement objectives? Yes No N/A
Comments:
- Appropriate services Yes No N/A
Comments:
- Preparation for post-secondary educational opportunities? Yes No N/A
Comments:

4. Does the Youth Program contain these elements:

- Tutoring and study skills? Yes No N/A
Comments:
- Alternative secondary school services? Yes No N/A
Comments:

- Summer employment opportunities? Yes No N/A
Comments:
 - Paid or unpaid work experience? Yes No N/A
Comments:
 - Occupational skills training? Yes No N/A
Comments:
 - Leadership development opportunities? Yes No N/A
Comments:
 - Supportive services? Yes No N/A
Comments:
 - Adult mentoring for no less than twelve (12) months after completion? Yes No N/A
Comments:
 - Follow-up services for no less than twelve (12) months after completion? Yes No N/A
Comments:
 - Comprehensive guidance and counseling? Yes No N/A
Comments:
- 5. Is each participant provided information on the full array of services available? Yes No N/A
Comments:
- 6. Are linkages in place to coordinate this program with educational agencies? Yes No N/A
Comments:
- 7. Are opportunities being provided for successful past participants to volunteer assistance to current participants? Yes No N/A
Comments:
- 8. Does local policy address:
 - The components to be contained in the ISS developed for youth participants? Yes No N/A
Comments:
 - The review and updating of youth service strategies? Yes No N/A
Comments:
- 9. What strategies are in place for recruitment, outreach, and retainment: *(20cfr551.335(b)(5) & 664.100(b)(2 & 3)*
 -
 -
 -
 -

COMMENTS:

Alliance for Strategic Growth, Inc.

Monitoring Guide

Fiscal

Workforce Investment Act

Subcontractor: _____

DATE(S): _____

MONITOR(S): _____

- A. INTERNAL CONTROLS
- B. DISBURSEMENTS
- C. FINANCIAL REPORTING
- D. ACCOUNTING SYSTEM
- E. ADMINISTRATIVE AND INDIRECT COSTS
- F. PERSONAL COST DOCUMENTATION
- G. PROGRAM INCOME
- H. CASH MANAGEMENT
- I. RECORD KEEPING

A. Internal Controls

1. Are there written policies/procedures for the internal control system? Yes No N/A
Comments:
- Reviewed written procedures discussed:
 - Bank reconciliations? Yes No
Comments:
 - Posting to books? Yes No
Comments:
 - Trial balancing? Yes No
Comments:
 - Development of accruals? Yes No
Comments:
 - Segregation of duties? Yes No
Comments:
 - Cost allocation? Yes No
Comments:
 - Budgetary control? Yes No
Comments:
 - Cash management? Yes No
Comments:
 - Cash receipt and disbursement procedures? Yes No
Comments:
 - Payroll? Yes No
Comments:
 - Timeframe when outstanding payroll and vendor checks are written off? Yes No
Comments:
2. Is there adequate separation of duties—to the extent possible—throughout the grantee’s accounting functions? Yes No N/A
Comments:
3. Are there proper controls to prevent duplicate payments? Yes No N/A
Comments:
4. Are travel advances made to employees? Yes No N/A
Comments:

5. Are travel advances booked and liquidated properly? Yes No N/A
Comments:

6. Does staff use credit cards? Yes No N/A
Comments:

▪ Is personal use of cards allowed? Yes No N/A
Comments:

▪ Are there controls for overuse of cards? Yes No N/A
Comments:

7. Does the subcontractor utilize petty cash? Yes No N/A
Comments:

▪ Is there petty cash in the local offices also? Yes No N/A
Comments:

▪ Do these balances equal petty cash posted in the G/L? Yes No N/A
Comments:

COMMENTS:

B. Disbursements

1. Is there a division of responsibilities in the disbursement function? Yes No N/A
Comments:

2. Are purchase orders, related vouchers, and checks pre-numbered? Yes No N/A
Comments:

3. Are checks drawn to "cash" prohibited? Yes No N/A
Comments:

4. Are cash disbursements supported and justified by adequate documentation? Yes No N/A
Comments:

5. Are the costs reviewed charged to correct cost categories? Yes No N/A
Comments:

6. Who is responsible for ensuring that costs are allowable?

Comments:

7. Are training costs paid by any other means than ITA? Yes No N/A
Comments:

COMMENTS:

C. Financial Reporting

1. Is Program Income reported? Yes No N/A
Comments:

2. Are expenditures reported on an accrual basis? Yes No N/A
Comments:

3. Is reported data extracted from the accounting system traceable to the general ledger? Yes No N/A
Comments:

4. Are administrative costs being reported as required? Yes No N/A
Comments:

COMMENTS:

D. Accounting System

1. Are monthly trial balances of the books of account current and available for review? Yes No N/A
Comments:

2. Is the general ledger supported with entry descriptions? Yes No N/A
Comments:

3. Are the journal entries periodically reviewed by someone other than the person who creates entry? Yes No N/A
Comments:

4. What is the last month for which accounting records are available?
Comments:

5. Does the accrued expenditure sample balance with the books of account? Yes No N/A
Comments:

6. Are funds transferred from one bank to another? Yes No N/A
If so what controls are used?
Comments:

7. What documentation is required to support the transfer?
Comments:

8. Does the subcontractor have program income? Yes No
If no, skip to next section.

- Describe how program income is tracked for the grant recipient and the sub-recipient?
Comments:

- Is program income being reported by sub-recipients getting fixed unit payments? Yes No N/A
Comments:

- Is the fiscal agent requiring receipt of trial balances, etc. to track program income along with the payment requests? Yes No N/A
Comments:

COMMENTS:

E. Administrative and Indirect Costs

1. Has the administrative cost limitation been exceeded? Yes No N/A
Comments:

2. Does the grantee have multiple grants or other funding sources? Yes No N/A
Comments:

3. Does the grantee charge costs to the program based on a current indirect cost rate or cost allocation plan? Yes No N/A
Comments:

4. *(Obtain the Cost Allocation Plan.)* Do the allocations follow the plan? Yes No N/A
Comments:

5. Review pools to verify allowable cost:

- Are costs verifiable? Yes No N/A
Comments:

- Are costs allowable? Yes No N/A
Comments:

6. Does the local board allow subcontractors to charge indirect costs? Yes No N/A
Comments:

- If yes, are cost allocation plans on file and reviewed by the local board? Yes No N/A
Comments:

COMMENTS:

F. Personal Cost Documentation

1. Does the grantee have written policies/procedures for employee time and attendance records? Yes No N/A
Comments:

2. Do time sheets identify activities performed? Yes No N/A
Comments:

3. Does the employee and the supervisor sign time sheets? Yes No N/A
Comments:

4. Who fills out the time distribution forms: Supervisor Employee
Comments:

5. Do activity reports reflect actual rather than planned activity? Yes No N/A
Comments:

6. Does the employee and the supervisor sign activity reports? Yes No N/A
Comments:

COMMENTS:

G. Program Income

1. Total amount of program income earned: \$
Comments:

2. Briefly describe program income. How does the subcontractor account for program income and its use?

3. Is subcontractor in compliance with regulatory requirement for program income? Yes No N/A
Comments:

4. Has program income been correctly reported on monthly financial reports? Yes No N/A
Comments:

COMMENTS:

H. Cash Management

1. Are bank statements reconciled within two (2) weeks of the receipt of the bank statement, to the general ledger? Yes No N/A
Comments:
2. Do the bank reconciliation procedures provide for:
- Accounting for all checks numbers used? Yes No N/A
Comments:
 - Identifying outstanding checks? Yes No N/A
Comments:
 - Investigating all checks outstanding thirty (30) days or more? Yes No N/A
Comments:
 - Voiding outstanding checks after a reasonable period of time? Yes No N/A
Comments:
 - Tracing transfers to and from bank/fund accounts? Yes No N/A
Comments:
 - All transactions are traceable to cancelled and/or electronic Transfers (EFTs)? Yes No
Comments:
 - Controls over voided checks? Yes No
Comments:
3. Are drawdowns traceable to bank deposit and G/L entry? Yes No N/A
Comments:

COMMENTS:

I. Record Keeping

1. Do financial records appear current, accurate, organized and complete? Yes No N/A
Comments:
2. Does the subcontractor maintain adequate documentation to support and justify expenditures? Yes No N/A
Comments:
3. Is the subcontractor in compliance with the three (3) year record retention requirement? Yes No N/A
Comments:

4. Are precautions taken to secure data from loss/fire?

Comments:

Yes No N/A

5. In the opinion of the monitor, is the grantee in compliance with financial records requirements?

Comments:

Yes No N/A

Alliance for Strategic Growth

**Administration
Monitoring Guide**

Workforce Investment Act

Subcontractor:

DATE(S):

MONITOR(S):

A. Audit

1. Review the audit plan.

Comments:

1. Review sub-recipient audit resolution policy.

Comments:

- The entity has a process for follow-upon administrative findings to ensure corrective actions have been taken?

Yes No N/A

Comments:

- Timely written notice to the audited which would include—

- Identification of findings?

Yes No N/A

Comments:

- A determination as to their allowance/disallowance?

Yes No N/A

Comments:

- A basis for each decision (i.e., regulations, laws, grant terms)?

Yes No N/A

Comments:

- A process for informally resolved issues?

Yes No N/A

Comments:

- A timely appeals process cover?

Yes No N/A

Comments:

2. Review two (2) audits from previous year’s list that was submitted.

- Is there evidence tracking the resolution process?

Yes No N/A

Comments:

- Was it properly resolved?

Yes No N/A

Comments:

COMMENTS:

B. Oversight/Monitoring

1. Are the subcontractor’s monitoring responsibilities clearly defined?

Yes No N/A

Comments:

2. How frequently are contractors/subcontractors monitored?

Comments:

3. How frequently are contractors/subcontractors monitored?

Comments:

4. Do procedures require entrance and exit conference criteria?

Yes No N/A

Comments:

5. Is there a time frame for report issuances?

Yes No N/A

Comments:

6. Does the guide and procedures provide for operational and administrative monitoring?

Yes No N/A

Comments:

7. Are all services providers, sub-recipients, and work experience sites monitored on-site annually?

Yes No N/A

Comments:

8. Does the guide provide for both internal and external monitoring?

Yes No N/A

Comments:

9. Do procedures require documentation of findings?

Yes No N/A

Comments:

10. Are there resolution procedures?

Yes No N/A

Comments:

11. Has monitoring been scheduled?

Yes No N/A

Comments:

12. Has monitoring been conducted?

Yes No N/A

Monitoring was conducted by: Service provider/fiscal agent

Comments:

13. Has any corrective action been imposed against any subcontractor?

Yes No N/A

Comments:

14. Are there any instances of questioned costs?

Yes No N/A

Comments:

15. Describe how questioned costs were handled:

COMMENTS:

C. Procurement and Contract Management

1. Does the grantee have a procurement plan? Yes No N/A
Comments:
2. Do the SOPs for contract and grant management conflict with the procurement plan? Yes No N/A
Comments:
3. Are standard terms and conditions used for the following acceptable:
- Contracts? Yes No N/A
Comments:
 - Financial agreements (e.g., OJTs, ITAs, MOUs)? Yes No N/A
Comments:
 - Leases? Yes No N/A
Comments:
 - Limited internships? Yes No N/A
Comments:
4. Do the RPF Procurement files contain the following:
- Documents showing how a contractor was chosen among bidders? Yes No N/A
Comments:
 - Sufficient detailed specifications to generate responsive proposals? Yes No N/A
Comments:
 - Evidence of cost reasonableness? Yes No N/A
Comments:
 - Clearly indicates how, when, and where proposals are to be submitted? Yes No N/A
Comments:
 - Specific award procedures? Yes No N/A
Comments:
 - Clearly defined protest and dispute procedures and non-discrimination rules for the bidder? Yes No N/A
Comments:
 - Consistency with the terms and conditions of the contract boilerplate? Yes No N/A
Comments:
 - Documentation and approval by DWD, if sole source procurement exists? Yes No N/A

Comments:

- Evidence contract was negotiated, if a profit is involved in contract?
Comments: Yes No N/A
- Documentation of demonstrated performance?
Comments: Yes No N/A
- Adequate time is allowed for responses?
Comments: Yes No N/A

5. Review awarded contracts/agreements and determine if:

- Fully and legally executed?
Comments: Yes No N/A
- Documented budget for cost and price analysis?
Comments: Yes No N/A
- Full compliance with non-discrimination requirements?
Comments: Yes No N/A
- Content requirements regarding:
 - Term of contract?
Comments: Yes No N/A
 - Billing and payment requirements?
Comments: Yes No N/A
 - Required reporting documented?
Comments: Yes No N/A
 - Unambiguous statement of work?
Comments: Yes No N/A

6. Does boilerplate provide for modification, suspension, and/or termination?
Comments: Yes No N/A

7. Are required assurances and certifications included?
Comments: Yes No N/A

8. Are there performance standards?
Comments: Yes No N/A

9. Are there subcontract closeout procedures?
Comments: Yes No N/A

COMMENTS:

D. Property Management

(These questions only pertain to real property. Real property is defined as land, buildings, and other permanent improvements to land or buildings.)

- 1. Have program funds been used to acquire or make permanent improvements to real property? Yes No N/A
Comments:

- 2. Obtain and review copies of all lease agreements (i.e., building/land, equipment, etc.) and review for— Yes No N/A
 - Price? Yes No N/A
Comments:

 - Proper terms and renewals? Yes No N/A
Comments:

 - Termination clauses (e.g., withdrawal of funds) Yes No N/A
Comments:

 - Maintenance? Yes No N/A
Comments:

 - Option to purchase? Yes No N/A
Comments:

- 3. Has computer hardware/software been purchased with program funds? Yes No N/A
Comments:

- 4. Compare recent purchases to the inventory listing—does it reflect the changes? Yes No N/A
Comments:

- 5. Is there a disposition of property by sub-recipients after a contract closeout? Yes No N/A
Comments:

- 6. Do property management policies/procedures require that:
 - Track property items from acquisition until disposition? Yes No N/A
Comments:

 - Require the use of identification tags? Yes No N/A
Comments:

- 7. Do property records contain:
 - A description of the property? Yes No N/A
Comments:

- Model/serial numbers? Yes No N/A
Comments:
- Fund source? Yes No N/A
Comments:
- Acquisition date? Yes No N/A
Comments:
- Cost of property? Yes No N/A
Comments:
- Location of property? Yes No N/A
Comments:
- Condition of property? Yes No N/A
Comments:
- Disposition data, including date of sale, loss theft, etc.? Yes No N/A
Comments:

8. Is there a control system to prevent loss, damage, or theft of the property? Yes No N/A
Comments:

9. What is the date of the most recent inventory?
Comments:

10. Compare recent purchases to the inventory listing—does it reflect the changes? Yes No N/A
Comments:

11. Is there a disposition of property by sub-recipients after a contract closeout? Yes No N/A
Comments:

COMMENTS:

E. Grievance Policy/Procedure

1. Does the local area have a policy/procedure for resolving grievances alleging violations of the Workforce Investment Act? Yes No N/A
Comments:

2. Does the policy/procedure include information that:

- Anyone may file? Yes No N/A
Comments:
- Grievance must be filed within one (1) year of the alleged violation? Yes No N/A
Comments:

- Shows the procedures for an informal resolution? Yes No N/A
 Comments:
- Shows the procedures for a hearing; including taping? Yes No N/A
 Comments:
- Entities have sixty (60) days to resolve the grievance? Yes No N/A
 Comments:
- Grievances may be appealed to DWD when no decision is reached after sixty (60) days at the local level or if either party is dissatisfied with the decision? Yes No N/A
 Comments:
- The grievance may be appealed to the US Secretary of Labor within sixty (60) days of receipt of appeal? Yes No N/A
 Comments:

3. Are all grievances listed on the quarterly complaint log? Yes No N/A
(If yes, obtain a copy of the most recent log.)
 Comments:

4. Is the required non-discrimination notice part of the participant file? Yes No N/A
 Comments:

COMMENTS: