

PY2024 – PY2027
Workforce and Innovation Opportunity Act
(WIOA) Plan

Region 5 Workforce Board, Inc.

Local/Regional Plan

September 30, 2026

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Local Workforce Development Board (LWDB) Approval

LWDB/Local Area Information

LWDB/Local Area Name	Region 5 Workforce Board, Inc.
LWDB Chair	Brent Sweeney
LWDB Executive Director	David Spears
One-Stop Operator	Kristy Logan
Regional Chief Elected Official	Don Adams

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

Board Chair Printed Name

Board Chair Signature

Date

Executive Summary

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

The Region 5 Workforce Board envisions an integrated cohesive workforce system that enables individuals to connect with the skill building resources available from all regional partners to prepare for economically self-sustaining in-demand jobs and that also enables employers to access the skilled human capital that is essential for productive and competitive business operations. Strategic elements for achieving the vision for a Unified WIOA regional Plan include removing barriers for workers, preparing future skilled workers, and helping employers find and/or develop skilled workers. The Plan contents are summarized in each section of the Plan to include a Workforce and Economic Analysis, Strategic Vision and Goals, Local Area Partnerships and Investment Strategies, Program Design and Evaluation, and Compliance. In the Workforce and Economic Analysis section, there is 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 that represents the Economic Growth Region 5, the nine counties in central Indiana. The Strategic Vision and Goals section of the Plan summarizes the goals of the local workforce system. Included is information on the usage of WorkOne offices by job seekers and employers, priority individuals to be served, referral and tracking systems, in-person services and virtual services, staffing, and the alignment of training and education with high-demand industries. The three pillars are described with the development of regional goals to achieve these, to include: Removing barriers for workers to meet Hoosiers where they are and help remove obstacles to work and learning; Preparing future skilled workers to ensure Indiana can deliver the training and skills needed for a modern workforce; and helping employers find and/or develop skilled works to ensure employers have the talent needed for the economy of today and tomorrow. The Local Area Partnerships and Investment Strategies section of the Plan describes the local board strategy to work with entities that carry out core programs and required partners. The collective mission of the entities is to prepare individuals through career planning, education and training to obtain economically sustaining employment, and to maintain and advance employment during their working life. Further, the collective mission of the entities is to provide employers with the properly educated and skilled workforce they need to sustain competitiveness in the 21st century economy. The Program Design and Evaluation section of the Plan discusses the identification of individuals with barriers to employment and priority of service delivery. Partner referral mechanisms are in place, and points of entry are easily identifiable. Career pathways are emphasized, including the attainment of industry-recognized credentials. The Memoranda of Understanding and Infrastructure Funding Agreement is described. The local board ensures that training provided is linked to in-demand industry sectors or occupations. Staffing and program evaluation are essential for continuous improvement. In the Compliance section, the competitive procurement process is described, an organizational chart is provided, and the Board Committee structure is noted. The Fiscal Agent is listed, local levels of performance are listed, and a description is provided of the actions the local board will take toward becoming or remaining on a high-performing local workforce development board. The board's process for oversight and monitoring of sub-recipients and contractors and local operating systems and policies is provided.

Section 1: Workforce and Economic Analysis

Please answer the following questions. **Questions that require collaborative answers for planning regions are designated with an asterisk (*).**

1.1* A regional analysis of the economic conditions including existing and emerging in-demand industry sectors and occupations and the employment needs of employers in those industry sectors and occupations. As appropriate, a local area may use an existing analysis, which is a timely current description of the regional economy, to meet these requirements. [WIOA Sec. 108(b)(1)(A) and 20 CFR 679.560(a)(1)]

Economic Growth Region 5 has a diverse economy with no Industry Sector providing more than 17% of jobs in 2025. Twelve sectors comprised over 90% of employment.

Industry	Jobs 2023	% Total Jobs 2023
Health Care and Social Assistance	104,072	15.5%
Government	82,577	12.3%
Administrative and Support and Waste Management and Remediation Services	57,742	8.6%
Manufacturing	56,975	8.5%
Professional, Scientific, and Technical Services	47,977	7.1%
Retail Trade	47,409	7.0%
Accommodation and Food Services	46,397	6.9%
Transportation and Warehousing	42,035	6.2%
Construction	39,306	5.8%
Other Services (except Public Administration)	34,644	5.1%
Finance and Insurance	30,161	4.5%
Wholesale Trade	29,066	4.3%
Educational Services	14,433	2.1%
Real Estate and Rental and Leasing	11,028	1.6%
Arts, Entertainment, and Recreation	10,576	1.6%
Management of Companies and Enterprises	9,003	1.3%
Information	7,819	1.2%
Utilities	984	0.1%
Agriculture, Forestry, Fishing and Hunting	878	0.1%
Mining, Quarrying, and Oil and Gas Extraction	23'	0.03%

In 2023, Marion County supported a total of 673,316 jobs, growing by 3% over the previous 5 years (2018-2023). Projections show a further growth rate of 20,166 jobs, or 2%, by 2033. The five largest industry sectors (Health Care & Social Assistance, Government, Administrative & Support & Waste Management & Remediation Services; Manufacturing; and Professional, Scientific, & Technical Services) make up 51.9% of the county's total workforce.

Professional, Scientific, & Technical Services overtook Retail Trade and Accommodation & Food Services in the top 5 industry sectors between 2018 and 2023, and had the third largest net growth in employment

during the time period (+42,093 jobs). While Health Care & Social Assistance and Manufacturing were also among the sectors with the largest net growth (+8,186 jobs and +5,883 jobs).

Administrative & Support & Waste Management & Remediation Services saw lower net growth (1,446 jobs) and the Government sector saw a loss of 867 jobs. Looking forward, Health Care & Social Assistance, Professional, Scientific & Technical Services and Administrative & Support & Waste Management & Remediation Services are all projected to be in the top 5 industry sectors in terms of net growth over the next 10 years, while Manufacturing and Government are both projected to decline by 1%. Notably, the Construction sector had the second highest net employment growth in the previous 5 years at 6,720 jobs, 21% of the sector's workforce, and is projected to grow by an additional 8% in the next 10 years.

In addition to the Government sector, 4 industry sectors declined by more than 1,000 jobs in the previous 5 years, including Information, Other Services Except Public Administration, Retail Trade, and Accommodation & Food Services. All of these sectors are projected to continue to decline over the coming 10 years, though at varying rates, and only 2 are projected to decrease by over 1,000 jobs in that period.

Industry	Jobs 2023	Growth 2018-2023	% Growth 2018-2023
Health Care and Social Assistance	104,072	8,186	9%
Construction	39,306	6,720	21%
Professional, Scientific, and Technical Services	47,977	5,883	14%
Manufacturing	56,975	3,532	7%
Wholesale Trade	29,066	1,930	7%
Transportation and Warehousing	42,035	1,770	4%
Finance and Insurance	30,161	854	3%
Arts, Entertainment, and Recreation	10,576	823	8%
Educational Services	14,433	540	4%
Management of Companies and Enterprises	9,003	230	3%
Administrative and Support and Waste Management and Remediation Services	57,742	223	0%
Agriculture, Forestry, Fishing and Hunting	878	89	11%
Mining, Quarrying, and Oil and Gas Extraction	235	61	35%
Utilities	984	(88)	(8%)
Real Estate and Rental and Leasing	11,028	(319)	(3%)
Government	82,577	(1,355)	(2%)
Information	7,819	(1,440)	(16%)
Other Services (except Public Administration)	34,644	(1,505)	(4%)
Retail Trade	47,409	(2,645)	(5%)
Accommodation and Food Services	46,397	(3,317)	(7%)

Source: Lightcast Industry Tables, 2024

Industry	Jobs 2023	Projected Growth 2023-2033	% Projected Growth 2023-2033
Health Care and Social Assistance	104,072	12,403	12%
Professional, Scientific, and Technical Services	47,977	5,546	12%
Construction	39,306	3,096	8%
Administrative and Support and Waste Management and Remediation Services	57,742	1,446	3%
Transportation and Warehousing	42,035	1,249	3%
Educational Services	14,433	808	6%
Arts, Entertainment, and Recreation	10,576	731	7%
Management of Companies and Enterprises	9,003	708	8%
Utilities	984	104	11%
Mining, Quarrying, and Oil and Gas Extraction	235	36	15%
Agriculture, Forestry, Fishing and Hunting	878	(35)	(4%)
Other Services (except Public Administration)	34,644	(159)	(0%)
Wholesale Trade	29,066	(253)	(1%)
Real Estate and Rental and Leasing	11,028	(262)	(2%)
Manufacturing	56,975	(302)	(1%)
Government	82,577	(867)	(1%)
Finance and Insurance	30,161	(869)	(3%)
Accommodation and Food Services	46,397	(990)	(2%)
Information	7,819	(1,445)	(18%)
Retail Trade	47,409	(4,285)	(9%)

Source: Lightcast Industry Tables, 2024

The five largest occupations employing the most workers (Office & Administrative Support Occupations; Transportation & Material Moving Occupations; Healthcare Practitioners & Technical Occupations; Sales & Related Occupations; and Food Preparation & Serving Related Occupations) in the region account for 53% of the total workforce, indicating these occupations are crucial to the region's economy. The five largest occupation groups have not changed during the previous five years, though Healthcare Practitioners & Technical Occupations moved up one spot from the 4th to the 3rd largest occupation group in the county.

As is the case in much of the state, the healthcare field has driven considerable employment growth in the county, with Healthcare Support Occupations and Healthcare Practitioners & Technical Occupations being the 4th and 5th largest growing occupation groups in the county (+4,458 and +2,194 jobs).

Healthcare jobs are projected to be the top 2 largest growing occupations in the next 10 years. Additionally, several Occupations outside of the county's 5 largest have seen significant growth in the past 5 years, including Business & Financial Operations Occupations (+6,561 jobs) and Management Occupations (+5,621). Transportation & Material Moving Occupations were had the 2nd largest employment growth in the county (+5,643 jobs). All 3 of these occupation groups are projected to continue growing over the next 10 years.

Industry	2021	2022	2023	2024	2025	5 Year Change	5 Year % Change
Health Care and Social Assistance	95,570	97,878	102,018	106,311	108,245	12,675	13.26%
Federal, State, & Local Govt.	73,336	72,235	74,397	77,606	77,715	4,379	5.97%
Manufacturing	52,555	54,275	56,239	55,746	55,801	3,246	6.18%
Admin. and Waste Services	54,366	55,765	55,029	53,314	50,742	-3,624	-6.67%
Retail Trade	45,942	46,002	45,769	44,902	45,101	-841	-1.83%
Accommodation and Food Service	39,789	44,520	45,795	45,146	44,472	4,683	11.77%
Professional and Tech. Servs.	41,695	44,504	44,562	44,555	44,164	2,469	5.92%
Transport. and Warehousing	36,695	39,325	38,351	37,840	38,037	1,342	3.66%
Construction	30,267	31,679	34,311	36,416	37,584	7,317	24.17%
Wholesale Trade	25,832	27,408	28,843	28,379	27,884	2,052	7.94%
Finance and Insurance	26,354	26,979	26,580	23,636	23,723	-2,631	-9.98%
Other Services	18,374	19,004	19,979	20,596	20,634	2,260	12.30%
Educational Services	11,210	11,901	12,352	12,383	12,376	1,166	10.40%
Real Estate, Rental, Leasing	9,182	9,774	9,674	10,367	10,720	1,538	16.75%
Arts, Entertain., and Recreation	7,540	8,715	9,526	10,116	10,095	2,555	33.89%
Mgmt. of Companies	8,094	8,742	9,093	9,678	9,698	1,604	19.82%
Information	7,946	7,468	7,328	6,859	6,373	-1,573	-19.80%
Utilities	960	944	966	1,004	1,062	102	10.63%
Agriculture, Forestry, Fishing, Hunt	487	510	461	534	476	-11	-2.26%
Mining	182	235	238	230	223	41	22.53%

Source: Department of Workforce Development, June 2026

Health Care and Social Assistance continues to be the region's dominant industry sector and primary driver of employment growth. The 2024 analysis identified health care as both the largest industry and the sector expected to generate the greatest number of new jobs over the coming decade. More recent data confirms this trajectory, with employment reaching 108,245 jobs in 2025.

Construction has emerged as one of the strongest-performing sectors. The 2024 analysis highlighted construction as one of the fastest-growing industries and projected continued growth through 2033. Current data indicate employment increased by 7,317 jobs over five years, a growth rate of 24.2 percent. This sustained expansion suggests continued demand for skilled trades workers and supports ongoing investments in apprenticeship, pre-apprenticeship, and work-based learning programs aligned with the construction industry.

Manufacturing, while projected in the 2024 analysis to experience modest long-term decline, has remained relatively stable and continues to be a significant source of employment. The sector added 3,246 jobs over the previous five years, increasing by 6.2 percent. This performance suggests that advanced manufacturing remains a critical component of the regional economy and continues to provide opportunities for middle-skill workers.

Several industries identified in the 2024 analysis as vulnerable to decline continue to experience employment losses. Information employment fell by 19.8 percent over the previous five years, while Finance and Insurance

decreased by nearly 10 percent. Retail Trade also experienced modest contraction.

On the other hand, the other 3 largest occupation groups in the county actually had the 3 largest declines in terms of net employment. These included Sales & Related Occupations (-2,705 jobs), Food Preparation & Serving Related Occupations (-3,327 jobs), and the largest industry in the county Office & Administrative Support Occupations (-6,280 jobs). All 3 of these occupation groups are projected to see continued decline in the next 10 years.

Occupation	Jobs 2023	% of Total Jobs 2023	Median Annual Earnings
Office and Administrative Support Occupations	83,454	12.4%	543,349.55
Transportation and Material Moving Occupations	75,742	11.2%	542,171.49
Healthcare Practitioners and Technical Occupations	53,093	7.9%	578,719.45
Sales and Related Occupations	52,753	7.8%	539,802.66
Food Preparation and Serving Related Occupations	45,402	6.7%	531,410.40
Management Occupations	43,784	6.5%	5105,750.69
Business and Financial Operations Occupations	43,664	6.5%	574,528.98
Production Occupations	39,499	5.9%	543,687.59
Educational Instruction and Library Occupations	28,999	4.3%	559,462.92
Construction and Extraction Occupations	28,747	4.3%	559,122.07
Healthcare Support Occupations	28,273	4.2%	536,507.85
Installation, Maintenance, and Repair Occupations	25,358	3.8%	555,796.53
Computer and Mathematical Occupations	22,480	3.3%	588,954.57
Building and Grounds Cleaning and Maintenance Occupations	20,136	3.0%	\$36,208.49
Protective Service Occupations	15,714	2.3%	547,523.08
Personal Care and Service Occupations	15,322	2.3%	530,672.31
Community and Social Service Occupations	13,447	2.0%	552,053.24
Arts, Design, Entertainment, Sports, and Media Occupations	11,965	1.8%	\$47,090.26
Architecture and Engineering Occupations	9,965	1.5%	585,760.82
Life, Physical, and Social Science Occupations	6,817	1.0%	570,907.73
Legal Occupations	6,535	1.0%	596,466.95
Military-only occupations	1,426	0.2%	547,149.45
Farming, Fishing, and Forestry Occupations	742	0.1%	535,286.20

Occupation	Jobs 2023	Growth 2018-2023	% Growth 2018-2023
Business and Financial Operations Occupations	43,664	6,561	18%
Transportation and Material Moving Occupations	75,742	5,643	8%
Management Occupations	43,784	5,621	15%
Healthcare Support Occupations	28,273	4,458	19%
Healthcare Practitioners and Technical Occupations	53,093	2,194	4%
Community and Social Service Occupations	13,447	2,103	19%
Construction and Extraction Occupations	28,747	1,696	6%
Production Occupations	39,499	1,523	4%
Computer and Mathematical Occupations	22,480	1,183	6%
Installation, Maintenance, and Repair Occupations	25,358	1,016	4%
Building and Grounds Cleaning and Maintenance Occupations	20,136	888	5%
Legal Occupations	6,535	681	12%
Arts, Design, Entertainment, Sports, and Media Occupations	11,965	605	5
Protective Service Occupations	15,714	229	1%
Architecture and Engineering Occupations	9,965	117	1%
Farming, Fishing, and Forestry Occupations	742	49	7%
Military-only occupations	1,426	(65)	(4%)
Educational Instruction and Library Occupations	28,999	(513)	(2%)
Life, Physical, and Social Science Occupations	6,817	(702)	(9%)
Personal Care and Service Occupations	15,322	(811)	(5%)
Sales and Related Occupations	52,753	(2,705)	(5%)
Food Preparation and Serving Related Occupations	45,402	(3,327)	(7%)
Office and Administrative Support Occupations	83,454	(6,280)	(7%)

Source: Lightcast Occupation Tables, 2024

Occupation	Jobs 2023	Growth 2023-2033	% Growth 2023-2033
Business and Financial Operations Occupations	43,664	1,518	3%
Transportation and Material Moving Occupations	75,742	1,346	2%
Management Occupations	43,784	3,148	7%
Healthcare Support Occupations	28,273	6,289	22%
Healthcare Practitioners and Technical Occupations	53,093	4,036	8%
Community and Social Service Occupations	13,447	1,239	9%
Construction and Extraction Occupations	28,747	1,985	7%
Production Occupations	39,499	(1,011)	(3%)
Computer and Mathematical Occupations	22,480	2,684	12%
Installation, Maintenance, and Repair Occupations	25,358	310	1%
Building and Grounds Cleaning and Maintenance Occupations	20,136	888	4%
Legal Occupations	6,535	(22)	(0%)
Arts, Design, Entertainment, Sports, and Media Occupations	11,965	(118)	(1%)
Protective Service Occupations	15,714	(365)	(2%)
Architecture and Engineering Occupations	9,965	643	6%
Farming, Fishing, and Forestry Occupations	742	17	2%
Military-only occupations	1,426	(187)	(13%)
Educational Instruction and Library Occupations	28,999	405	1%
Life, Physical, and Social Science Occupations	6,817	607	9%
Personal Care and Service Occupations	15,322	182	1%
Sales and Related Occupations	52,753	(2,096)	(4%)
Food Preparation and Serving Related Occupations	45,402	(656)	(1%)
Office and Administrative Support Occupations	83,454	(4,179)	(5%)

Source: Lightcast Occupation Tables, 2024

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

Occupation	Average Annual Openings	Turnover Rate 2023
Transportation and Material Moving Occupations	97,233	115%
Office and Administrative Support Occupations	94,034	77%
Food Preparation and Serving Related Occupations	88,556	150%
Sales and Related Occupations	64,527	82%
Healthcare Support Occupations	51,091	86%
Production Occupations	42,530	80%
Business and Financial Operations Occupations	37,502	52%
Management Occupations	37,100	40%
Healthcare Practitioners and Technical Occupations	34,193	29%
Building and Grounds Cleaning and Maintenance Occupations	29,017	99%
Personal Care and Service Occupations	27,826	94%
Construction and Extraction Occupations	27,574	62%
Educational Instruction and Library Occupations	26,438	42%
Installation, Maintenance, and Repair Occupations	23,136	53%
Protective Service Occupations	18,022	69%
Computer and Mathematical Occupations	16,828	38%
Community and Social Service Occupations	13,552	51%
Arts, Design, Entertainment, Sports, and Media Occupations	12,332	57%
Architecture and Engineering Occupations	7,439	32%
Life, Physical, and Social Science Occupations	6,590	39%
Legal Occupations	4,222	27%
Military-only occupations	1,446	43%
Farming, Fishing, and Forestry Occupations	1,136	84%

Source: Lightcast Occupation Tables, 2024

Occupation	2023 Jobs	Workers Under 25 Years (2023)	Workers 25-54 Years (2023)	Workers 55+ Years (2023)
Office and Administrative Support Occupations	83,454	11.8%	61.9%	26.3%
Transportation and Material Moving Occupations	75,742	15.2%	61.2%	23.6%
Healthcare Practitioners and Technical Occupations	53,093	5.7%	71.9%	22.4%
Sales and Related Occupations	52,753	17.7%	57.1%	25.3%
Food Preparation and Serving Related Occupations	45,402	38.4%	48.0%	13.6%
Management Occupations	43,784	2.7%	70.7%	26.7%
Business and Financial Operations Occupations	43,664	5.8%	70.3%	23.9%
Production Occupations	39,499	8.3%	65.4%	26.3%
Educational Instruction and Library Occupations	28,999	12.3%	63.8%	23.8%
Construction and Extraction Occupations	28,747	11.3%	68.1%	20.6%
Healthcare Support Occupations	28,273	13.9%	64.7%	21.4%
Installation, Maintenance, and Repair Occupations	25,358	9.0%	65.1%	25.9%
Computer and Mathematical Occupations	22,480	6.5%	77.5%	16.0%
Building and Grounds Cleaning and Maintenance Occupations	20,136	12.5%	59.5%	28.0%
Protective Service Occupations	15,714	13.4%	64.6%	22.1%
Personal Care and Service Occupations	15,322	30.1%	49.1%	20.8%
Community and Social Service Occupations	13,447	7.8%	67.0%	25.3%
Arts, Design, Entertainment, Sports, and Media Occupations	11,965	14.3%	62.3%	23.3%
Architecture and Engineering Occupations	9,965	7.1%	66.2%	26.7%
Life, Physical, and Social Science Occupations	6,817	10.1%	68.4%	21.6%
Legal Occupations	6,535	3.6%	66.7%	29.6%
Military-only occupations	1,426	27.5%	70.0%	2.4%
Farming, Fishing, and Forestry Occupations	742	15.0%	62.7%	22.4%
All Occupations	673,316	12.9%	63.7%	23.4%

Source: Lightcast Occupation Tables, 2024

Regional occupational demand has continued to be strongest in healthcare, transportation and logistics, skilled trades, and business occupations. Transportation and Material Moving Occupations remain the

largest occupational group in the region while Healthcare Practitioners and Technical Occupations continue to grow and offer some of the region's highest wages. Healthcare Support Occupations are projected to be the fastest-growing occupational group over the next decade, with strong demand also expected in transportation, construction, installation and repair, management, and business and financial occupations.

Long-term projections indicate that healthcare and transportation occupations will generate the largest number of job openings regionally, driven by both industry growth and workforce turnover. Construction and skilled trade's occupations are also expected to remain in high demand, creating opportunities for workers pursuing apprenticeships, occupational training, and other work-based learning pathways.

At the same time, some occupations traditionally associated with administrative support and retail sales are projected to experience modest declines over the coming decade.

Economic Growth Region 5 has a diverse economy with no Industry Sector providing more than 17% of jobs in 2025. Twelve sectors comprised over 90% of employment.

Industry	Jobs 2025	% Total Jobs 2025
Government	45,544	4.1%
Retail Trade	98,952	9.0%
Health Care and Social Assistance	181,654	16.5%
Transportation and Warehousing	100,013	9.1%
Accommodation and Food Services	91,280	8.3%
Manufacturing	95,573	8.6%
Construction	67,594	6.1%
Professional, Scientific, and Technical Services	73,040	6.6%
Administrative and Support and Waste Management and Remediation Services	79,880	7.2%
Other Services (except Public Administration)	33,845	3.1%
Finance and Insurance	44,866	4.1%
Wholesale Trade	47,998	4.4%
Arts, Entertainment, and Recreation	17,995	1.6%
Real Estate and Rental and Leasing	17,177	1.6%
Educational Services	75,062	6.8%
Management of Companies and Enterprises	14,222	1.3%
Agriculture, Forestry, Fishing and Hunting	2,501	0.2%
Information	10,731	1.0%
Utilities	4,653	0.4%
Mining, Quarrying, and Oil and Gas Extraction	670	0.6%

Source: Hoosiers by the Numbers Quarter 4 2025

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

Based on job postings, the top three common skills needed for these jobs are customer service, communications, and management.

In-demand qualifications include Driver's License, RN, Basic Life Support (BLS), and CPR. LPN and C N A are also in demand.

In Demand Skills via Job Postings (2nd Quarter 2026)

Skill	Postings (2nd Quarter 2026)
Common Skills	
Customer Service	31,425
Communication	55,007
Management	27,474
Sales	19,871
Operations	26,690
Leadership	27,094
Detail Oriented	20,671
Lifting Ability	11,987
Problem Solving	17,895
Specialized Skills	
Warehousing	6,333
Merchandising	5,878
Nursing	6,267
Auditing	8,408
Selling Techniques	6,899
Forklift Truck	11,967
General Mathematics	5,347
Microsoft Office	26,058
Microsoft Excel	25,025
Microsoft Outlook	14,747
Microsoft PowerPoint	9,632
Microsoft Word	8,161
Warehouse Management Systems	6,366
Spreadsheets	4,422
SQL (Programming Language)	3,051
Operating Systems	2,596

Source: Lightcast Job Posting Analytics, 2nd Quarter 2026

In Demand Qualifications via Job Postings (2nd Quarter 2026)

Qualification	Postings with Qualification (2 nd Quarter 2026)
Valid Driver's License	14,850
Registered Nurse (RN)	5,530
Basic Life Support (BLS) Certification	4,634
Cardiopulmonary Resuscitation (CPR) Certification	2,987
Licensed Practical Nurse (LPN)	1,545
CDL Class A License	1,756
Commercial Driver's License (CDL)	2,045
Advanced Cardiovascular Life Support (ACLS) Certification	1,376
First Aid Certification	1,269
Board Certified / Board Eligible	1,226

Source: Lightcast Job Posting Analytics, 2nd Quarter 2026

DWD also publishes a directory of high value industry certifications. This directory is updated annually and lists over 100 specific certifications all of which are linked with industry career pathways.

<https://www.in.gov/dwd/career-training-adult-ed/indianas-promoted-industry-certifications/>

The hard and soft skills listed below were identified by Business Services Staff interaction with employers in Region 5.

Manufacturing job (soft and hard) skills:

- Digital fluency. Digital fluency relates to the ability to understand digital tools and use them to create something new.
- Big data analytics
- Coding
- Programming
- Teamwork
- Robotics
- Attention to detail
- Critical thinking

Soft skills needed for IT

- Communication
- Organization
- Analytical abilities
- Creativity
- Project management
- Tenacity
- Problem-solving
- Resourcefulness
- Leadership
- Flexibility

Hard Skills needed for IT

- Technical writing

- Social media management
- Coding
- Network configuration
- Hardware deployment
- Operating system knowledge
- Database management

Business Administration Skills

- Communication
- Critical Thinking
- Customer Service
- Professionalism
- Computer Skills
- Time Management
- Leadership

Top 5 Specialized Skills for Business Services Analysts

- Project Management
- Business Process
- Data Analysis
- Business Requirements
- Finance

Soft skills needed for healthcare

- Empathy
- Communications Skills
- Team Work
- Work Ethic
- Stress Mgt
- Positive attitude
- Flexibility
- Time mgt
- Confidence
- Receptive attitude

Technical skills needed for healthcare jobs:

- First aid/CPR
- Adhere to HIPAA
- Check and monitor vital signs
- Assess a patient's symptoms
- Diagnose conditions and provide appropriate treatment
- Administer medical treatments
- Interpret lab results
- Develop treatment plans as needed

Soft skills needed for Building and Construction Workers

- Communication skills
- Interpersonal
- Teamwork

- Problem-solving
- Adaptability
- Time Mgt
- Attention to detail
- Strong work ethic
- Willingness to learn new technology
- Safety conscious

Construction workers hard skills

- Building codes and regulations
- Blueprint reading
- Building information modeling
- Safety
- Machinery
- Demolition
- Concrete
- Welding
- Project management
- Quality control

Logistics soft skills

- Analytical skills
- Customer focus
- Technological aptitude
- Attention to detail
- Innovation
- Accountability
- Interpersonal Skills
- Adaptability

Logistics hard skills

- Proficiency in inventory control, shipping, receiving, and management systems. Also well versed in logistics support, cycle counts, and customer orders

Transportation worker soft skills:

- Positive attitude
- Good communicator
- Time mgt
- Problem-solving skills
- Team player

Transportation workers hard skills:

- Proficiency in Highway maintenance, operating heavy equipment, and performing routine maintenance on vehicles.

Of the top 30 highest growth occupations through 2028, over three fourths (76.7%) require at least a high school diploma.

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

Occupation	Projected Growth 2023-2028	Typical Entry Level Education
Laborers and Freight, Stock, and Material Movers, Hand	2,919	No formal educational credential
Stockers and Order Fillers	1,607	High school diploma or equivalent
Home Health and Personal Care Aides	1,595	High school diploma or equivalent
Heavy and Tractor-Trailer Truck Drivers	1,351	Postsecondary nondegree award
Registered Nurses	1,172	Bachelor's degree
Fast Food and Counter Workers	970	No formal educational credential
General and Operations Managers	954	Bachelor's degree
Industrial Truck and Tractor Operators	915	No formal educational credential
Light Truck Drivers	830	High school diploma or equivalent
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	751	No formal educational credential
Cooks, Restaurant	651	No formal educational credential
Retail Salespersons	628	No formal educational credential
Nursing Assistants	607	Postsecondary nondegree award
Software Developers	597	Bachelor's degree
Management Analysts	557	Bachelor's degree
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	471	High school diploma or equivalent
Market Research Analysts and Marketing Specialists	463	Bachelor's degree
Maintenance and Repair Workers, General	455	High school diploma or equivalent
Customer Service Representatives	415	High school diploma or equivalent
Accountants and Auditors	415	Bachelor's degree
Medical and Health Services Managers	405	Bachelor's degree
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	395	High school diploma or equivalent
Insurance Sales Agents	387	High school diploma or equivalent

Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	344	High school diploma or equivalent
First-Line Supervisors of Food Preparation and Serving Workers	344	High school diploma or equivalent
Office Clerks, General	311	High school diploma or equivalent
Managers, All Other	300	Bachelor's degree
Security Guards	297	High school diploma or equivalent
Human Resources Specialists	280	Bachelor's degree
Waiters and Waitresses	276	No formal educational credential

Source: Lightcast Job Occupation Tables, August 2024

Typical Entry Level Education, All Occupations (2023)

Education Level	Jobs 2023	% Jobs 2023	Occupations (5-Digit SOC) 2023	% Occupations (5-Digit SOC) 2023
No formal educational credential	136,250	27.1%	106	13.3%
High school diploma or equivalent	192,510	38.3%	330	41.4%
Some college, no degree	10,909	2.2%	6	0.8%
Postsecondary nondegree award	34,828	6.9%	50	6.3%
Associate's degree	9,209	1.8%	48	6.0%
Bachelor's degree	102,057	20.3%	180	22.6%
Master's degree	6,929	1.4%	36	4.5%
Doctoral or professional degree	8,807	1.8%	40	5.0%
N/A	1,697	0.3%	2	0.3%

Source: Lightcast Job Occupation Tables, August 2024

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

The Region 5 Workforce Board, Inc. represents eight central Indiana counties including Boone, Hamilton, Hancock, Hendricks, Johnson, Madison, Morgan and Shelby. According to the U.S. Census Bureau, in 2023 there were 1,139,099 persons, 16.6% of the state population, residing in the region. Minority population is 13.3%. The regional population increased by 5.3% from 2020.

Persons under 18 years of age comprise 23.1% of the population and college age (18-24) persons are 7.9%. Adults age 25-64 represent over half of the region's population (52.2%). The adult population is evenly divided among younger (25-44) adults, 26.6% and older (45-64) adults 25.6%. Seniors age 65 and older constitute 16.1% of the population. The region's age distribution is very similar to that of the state as a whole.

The Region 5 2023 labor force is 585,854 up 23,566 (4.2%) from 2021 and comprises 17% of the state labor force. From 2021 to 2023 the state labor force increased by 68, 642 (2.1%). The Region 5 labor force is growing faster than the state and the 23,566 increase from 2021 to 2023 is over one third

(34.3%) of the total state increase. For persons age 16 and over the labor force participation rate is 63.9%. The 2023 Region 5 unemployment rate is 2.7% which is lower than the state rate of 3.3%. The June 2024 Department of Workforce Development Statistical data report shows the Region 5 unemployment rate has increased to 3.7%. The following tables detail the labor force statistics by county for Region 5. Also included are demographics by educational attainment, sex, age, race and Hispanic or Latino origin and percent with a disability.

Labor Force Statistics (2021 & 2023)

County	2021	2023	2021	2023	2021	2023	2021	2023
	Labor Force		Employed		Unemployed		Unemployment Rate	
Boone	37,031	38,693	36,169	37,724	862	969	2.3	2.5
Hamilton	189,089	197,462	184,488	192,441	4,601	5,021	2.4	2.5
Hancock	41,411	43,197	40,235	41,987	1,176	1,210	2.8	2.8
Hendricks	92,170	96,080	89,609	93,528	2,561	2,552	2.8	2.7
Johnson	84,300	87,829	81,882	85,481	2,418	2,348	2.9	2.7
Madison	58,894	60,874	56,223	58,699	2,671	2,175	4.5	3.6
Morgan	36,300	37,754	35,132	36,611	1,168	1,143	3.2	3
Shelby	23,093	23,965	22,324	23,305	769	660	3.3	2.8
Region 5	562,288	585,854	546,062	569,776	16,226	16,078	2.9	2.7
Indiana	3,332,745	3,401,387	3,201,829	3,288,017	130,916	113,370	3.9	3.3
County	Change	% Change	Change	% Change	Change	% Change	Change	% Change
	Labor Force		Employed		Unemployed		Unemployment Rate	
Boone	1,662	4.5%	1,555	4.3%	107	12.4%	0.2	7.6%
Hamilton	8,373	4.4%	7,953	4.3%	420	9.1%	0.1	4.5%
Hancock	1,786	4.3%	1,752	4.4%	34	2.9%	0	-1.4%
Hendricks	3,910	4.2%	3,919	4.4%	-9	-0.4%	-0.1	-4.4%
Johnson	3,529	4.2%	3,599	4.4%	-70	-2.9%	-0.2	-6.8%
Madison	1,980	3.4%	2,476	4.4%	-496	-18.6%	-0.9	-21.2%
Morgan	1,454	4.0%	1,479	4.2%	-25	-2.1%	-0.2	-5.9%
Shelby	872	3.8%	981	4.4%	-109	-14.2%	-0.5	-17.3%
Region 5	23,566	4.2%	23,714	4.3%	-148	-0.9%	-0.00141	-4.9%
Indiana	68,642	2.1%	86,188	2.7%	-17546	-13.4%	-0.6	-15.2%

Source: STATS Indiana Labor Force Time Series (NSA), 2024

Youth Labor Participation (2023)

County	Youth Age 16-19			Youth Age 20-24		
	Population	Labor Force Participation Rate	Unemployment Rate	Population	Labor Force Participation Rate	Unemployment Rate
Boone	4,040	54.1%	4.0%	4,391	69.9%	5.8%

Hamilton	19,085	44.3%	5.2%	20,689	77.2%	1.3%
Hancock	3,735	55.3%	5.5%	4,966	92.1%	4.0%
Hendricks	10,159	45.4%	8.3%	11,087	81.5%	2.2%
Johnson	8,563	35.3%	12.7%	9,834	92.8%	2.9%
Madison	6,951	44.3%	7.2%	8,127	77.2%	12.8%
Morgan	3,182	59.3%	1.9%	3,950	68.9%	2.4%
Shelby	2,059	50.0%	10.7%	2,484	82.1%	8.7%
Region 5	57,774	45.59%	7.05%	65,528	80.59%	3.97%
Indiana	380,256	44.7%	11.2%	478,553	76.9%	8.2%

Source: American Community Survey 2023, 5 year Estimates

Labor Participation Population Age 16 and Over (2023)

County	Population	Labor Force Participation Rate
Boone	58,191	68.6%
Hamilton	284,734	71.0%
Hancock	66,165	68.0%
Hendricks	144,600	67.4%
Johnson	130,982	66.5%
Madison	107,201	60.2%
Morgan	57,999	63.0%
Shelby	35,990	63.4%
Region 5	885,862	67.23%
Indiana	5,390,900	63.9%

Source: American Community Survey 2023, 5 year Estimates

In 2022, 84.2% of the age 18-24 had attained a high school diploma or equivalency. Females had higher attainment levels (87.6%) than males (81.2%).

Educational Attainment Ages 18-24 (2022)

Education Level	Total	% Total	Male	% Male	Female	% Female
Population	89,274		46,561		42,713	
Less than High School Graduate	14,090	15.8%	8,776	18.8%	5,314	12.4%
High School Degree/Equivalent	32,764	36.7%	18,755	40.3%	14,009	32.8%
Some College or Associate's Degree	27,903	31.3%	13,114	28.2%	14,789	34.6%
Bachelor's Degree or Higher	14,517	16.3%	5,916	12.7%	8,601	20.1%

Source: American Community Survey 2023, 5 year Estimates

In 2022 about two thirds (67.4%) of persons age 25 and above had some post-secondary education. Of younger persons age 18-24, 47.6% have some post-secondary education. Females in this age group have

higher rates (54.7%) than males (40.9%). The educational attainment tables provide additional details for attainment levels.

Educational Attainment Ages 25 Years and Over (2022)

Education Level	Total	% Total	Male	% Male	Female	% Female
Population	732,281		358,143		374,138	
Less than 9 th Grade	12,847	1.8%	6,696	1.9%	6,151	1.6%
9 th -12 th Grade, no Diploma	33,400	4.6%	17,432	4.9%	15,968	4.3%
High School Graduate/Equivalent	193,205	26.4%	93,956	26.2%	99,249	26.5%
Some College, No Degree	134,395	18.4%	66,659	18.6%	67,736	18.1%
Associate's Degree	61,287	8.4%	28,791	8.0%	32,496	8.7%
Bachelor's Degree	189,380	25.9%	92,800	25.9%	96,580	25.8%
Graduate or Professional Degree	107,767	14.7%	51,809	14.5%	55,958	15.0%
High School Graduate or Higher	686,034	93.7%	334,015	93.3%	352,019	94.1%
Bachelor's Degree or Higher	297,147	40.6%	144,609	40.4%	152,538	40.8%

Source: American Community Survey 2023, 5 year Estimates

The 2023 Census Bureau estimates that there are 139,914 persons with one or more disabilities in the eight counties of Region 5. Of these persons with disabilities, 69,139 (49%) are in the primary working age group age 18 to 64. The following table provides data on persons with disabilities by sex, race, Hispanic or Latino origin and age.

Region 5			
Persons with a Disability Estimates-2023	Total	With a Disability	Percent
Total civilian noninstitutionalized population	1,121,067	139,914	12%
SEX			
Male	555,609	68,087	12%
Female	565,458	71,827	13%
RACE & HISPANIC OR LATINO ORIGIN			
White alone	932,039	120,506	13%
Black or African American alone	41,875	4,025	10%
Asian alone	35,929	2,573	7%
Hispanic or Latino (of any race)	51,503	5,776	11%
AGE			
Under 5 years	65,957	180	.3%
5 to 17 years	205,900	13,695	7%
18 to 34 years	224,152	19,702	9%
35 to 64 years	447,412	49,437	11%
65 to 74 years	105,565	23,765	23%

According to the US Department of Veterans Affairs estimates there are 56,656 veterans as of September 30, 2024 in the eight counties of Region 5. Veterans represent about five percent of the 1.1+ million regional population. Of the veterans, 89% are male and 11% are female. The following table shows the veteran population by county.

Region 5 Veterans Population Estimates 9-20-24			
County	All	Male	Female
Boone	2,661	2,415	246
Hamilton	14,394	12,668	1,725
Hancock	5,100	4,536	564
Hendricks	9,119	8,016	1,104
Johnson	9,019	7,976	1,043
Madison	8,397	7,641	755
Morgan	5,326	4,913	412
Shelby	2,640	2,433	207
Totals	56,656	50,598	6,056
		89%	11%

Predictive Analytics Service, Office of Enterprise Integration, Department of Veterans Affairs, March 2020

Section 2: Strategic Vision and Goals

Please answer the following questions. Section 2 responses should reflect input from members of the local workforce development board and other community stakeholders. **Questions that require collaborative answers for planning regions are designated with an asterisk (*).**

2.1 Provide a description of the board's strategic vision to support regional economic growth and economic self-sufficiency. This must include the board's vision and goals for its local workforce system in preparing an educated and skilled workforce in the local area, including goals for in-school and out-of-school youth and individuals with barriers to employment. [WIOA Sec. 108(b)(1)(E) and 20 CFR 679.560(a)(5)]

The Region 5 Workforce Board (WDB) envisions an integrated cohesive workforce system that enables individuals to connect with the skill building resources available from all regional partners to prepare for economically self-sustaining in-demand jobs and that also enables employers to access the skilled human capital that is essential for productive and competitive business operations.

The goals for the system are:

- The usage of WorkOne offices by job seekers and employers.
- A high level of service to priority individuals with barriers to employment will be achieved with at least 75% of Adult program participants from high priority underserved groups.
- An effective referral and tracking system will be maintained to support job seeker success.
- Local WorkOne offices will provide access for in-person services and have current technology.

There will be one or more comprehensive WorkOne Office/s in the Region with multiple affiliate offices or service access points.

- Professional staff will be in all WorkOne offices to provide career services.
- Two or more Business Service Representatives will provide the foundation for services to employers for the Region.
- All of the performance metrics as negotiated with DWD will be achieved or exceeded.
- Fiscal Accountability will be maintained with no findings in monitoring reviews and independent audits.
- Customer Satisfaction ratings from both employers and job seekers will be above 90%.
- For In-School Youth: Maintain one current JAG program in Region 5, partnering with additional high schools to implement additional In-School Youth programming. This expansion will help achieve regional goals of higher graduation rates, better employability skills, and increased college and career readiness among in-school youth.
- For Out of School Youth: Strengthen partnerships with adult education centers and community colleges to increase the number of out-of-school youth attaining high school diplomas or equivalencies and industry-recognized occupational credentials by 10%.
- Align training and education with high-demand industries to prepare out-of-school youth for careers in high-demand sectors, create a responsive workforce, reduce skills gaps, and enhance economic growth as evidenced by training related placements.
- Provide more opportunities for in-school and out-of-school youth to engage in practical work experience, increasing work-based learning enrollments by 10%. Creating more internships, apprenticeships, and job-shadowing opportunities will lead to higher youth employment rates and better alignment between educational outcomes and industry needs.

2.2 Describe how the board's vision and goals align with and/or support the State's strategic vision as set out in the [Indiana WIOA Unified State Plan](#). Specifically address how the local area will align with the State Plan goals and priorities outlined below, including how the Local Area will align with America's Talent Strategy, as applicable.

Goal I: Preparing future skilled workers and upskilling incumbent workers.

- Priority 1: Incumbent Worker Training
- Priority 2: Occupational Skills Training
- Priority 3: Quality Employment Services

Goal II: Improving system efficiency and simplifying service delivery.

- Priority 1: Workforce System Structure and Governance
- Priority 2: Efficient and Innovative Service Delivery
- Priority 3: Workforce Development and Education Alignment

America's Talent Strategy Pillars:

- Industry Driven Strategies
- Worker Mobility
- Integrated Systems
- Accountability
- Flexibility and Innovation

Region 5 will align its workforce development strategies with Indiana’s emphasis on **wage growth, quality employment, employer talent needs, system efficiency, and measurable outcomes**. The Region will focus resources on strategies that connect job seekers and employers to meaningful employment opportunities while improving the effectiveness, accessibility, and accountability of workforce services.

The Region’s approach will be organized around the two overarching state goals:

Goal 1 – Prepare Future Skilled Workers and Upskill Incumbent Workers

Region 5 will strengthen the connection between workforce investments and the current and future needs of regional employers. The Region will prioritize occupational skills training, incumbent worker training, quality employment services, and career pathways that lead to sustainable employment and opportunities for wage progression.

Key regional strategies will include:

- **Employer-driven training:** Expand employer engagement to identify occupations experiencing shortages, required skills, credentialing requirements, and opportunities for career advancement.
- **Quality employment focus:** Prioritize employment opportunities that provide competitive wages, benefits, advancement opportunities, and long-term career potential.
- **Targeted occupational training:** Direct training investments toward occupations demonstrating strong demand, wage potential, and employment opportunities within the Region.
- **Incumbent worker training:** Increase opportunities for employers to upskill existing employees, particularly when training can result in increased wages, advancement, retention, or expanded employment opportunities.
- **Career pathways:** Develop and strengthen pathways connecting entry-level employment to progressively higher-skilled and higher-wage occupations.
- **Barrier reduction:** Coordinate supportive services and partner resources to address transportation, childcare, education, digital access, and other barriers that prevent individuals from successfully participating in training or employment.
- **Youth and emerging workers:** Strengthen connections among schools, employers, postsecondary institutions, WorkOne, and community partners to provide career exploration, work-based learning, internships, apprenticeships, and other opportunities leading to in-demand careers.
- **Continuous evaluation of training providers:** Use completion, credential attainment, employment, retention, and wage outcomes to evaluate the effectiveness of training investments and inform future funding decisions.

Goal 2 – Improve System Efficiency and Simplify Service Delivery

Region 5 will work to create a workforce system that is easier for job seekers and employers to navigate while reducing duplication and improving coordination among workforce, education, economic development, and community partners.

Regional strategies will include:

- **Integrated service delivery:** Strengthen coordination among WorkOne offices, WIOA partners, employers, education providers, economic development organizations, and community-based organizations.

- **Common customer approach:** Establish consistent processes for assessment, referral, enrollment, case management, and follow-up across the Region.
- **Reduce duplication:** Identify opportunities to share information and coordinate services so customers do not have to repeatedly provide the same information to multiple programs.
- **Data-informed decision making:** Use regional labor market information, participant outcomes, employer feedback, and program performance data to guide resource allocation and service strategies.
- **Data integrity:** Strengthen data validation, monitoring, and staff training to ensure program eligibility, services, and outcomes are accurately documented.
- **Innovative service delivery:** Explore virtual services, mobile workforce services, employer-based services, group orientations, targeted hiring events, and other approaches that allow the workforce system to meet customers where they are.
- **Regional consistency:** Develop common standards and procedures where appropriate while maintaining flexibility to respond to the unique needs of individual communities.
- **Education alignment:** Strengthen partnerships with secondary and postsecondary education, adult education, career and technical education, and training providers to create clearer pathways from education to employment.
- **Partner referral system:** Establish stronger referral and feedback mechanisms to ensure customers are successfully connected to partner services rather than simply being referred to another agency.

Employer Engagement and Talent Development

A central component of the Region 5 strategy will be shifting from a primarily **job-order-driven approach to a talent-development approach**.

Region 5 can accomplish this by:

1. Identifying priority industries and occupations using labor market information and employer demand.
2. Developing employer relationships before a hiring need becomes urgent.
3. Working with employers to identify skill gaps and training opportunities.
4. Connecting employers with WorkOne recruitment, screening, hiring, training, and retention services.
5. Developing customized or incumbent-worker training when appropriate.
6. Establishing employer advisory groups for priority industries.
7. Measuring employer satisfaction and employment outcomes.
8. Using employer feedback to continuously adjust workforce programs.

Performance and Accountability

The Region will establish measurable indicators that demonstrate whether its strategies are producing the outcomes envisioned by the State.

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

The workforce boards of Central Indiana’s overall goals support the current performance accountability measures by using a data driven, intentional approach towards focusing on the needs of employers, particularly those in high-demand, wealth-building industries. This focus will directly lead to participants being placed and retained in unsubsidized employment at competitive, sustainable wages; it will ensure that participants are earning the degrees and credentials needed in order to fill open jobs in those wealth-building industries; and it will contribute towards effectively serving employers. Additionally, the region will continually push for a substantial amount of overall funding to be allocated towards direct participant training, by weaving together various funding and developing guides and tools to assist partners in identifying available training dollars outside of WIOA, thus ensuring that a significant number of participants have the opportunity to complete education and training programs as part of their career pathway. Through this strategic investment, the regions will focus operational efforts on empowering participants to complete their education/training, attain a credential, and transition to employment as a direct result of the training, thus leading to the regional attainment of federal performance accountability measures. Specifically, the workforce boards accept the WIOA Title I negotiated levels of performance for program years 2026 and 2027. Region 5 and Region 12 goals for PY26 and PY27 are as follows:

PY 2026	Adult		Dislocated Worker		Youth	
	Region 12	Region 5	Region 12	Region 5	Region 12	Region 5
Employment 2Q	83%	78.6%	76.40%	77%	80%	79%
Employment 4Q	80%	78.4%	76%	77%	82.10%	81%
Median Earnings	\$8,000.00	\$9,200.00	\$9,000.00	\$10,750.00	\$4,300.00	\$5,100.00
Credential Attainment	71%	79%	77%	80%	68%	69.5%
Measurable skills gains	66.20%	82.8%	66.50%	79%	69%	79.3%

PY 2027	Adult		Dislocated Worker		Youth	
	Region 12	Region 5	Region 12	Region 5	Region 12	Region 5
Employment 2Q	82%	78.6%	76.40%	77%	80%	79%
Employment 4Q	80%	78.4%	76%	77%	82.10%	81.0%
Median Earnings	\$8,000.00	\$9,200.00	\$9,000.00	\$10,750.00	\$4,300.00	\$5,100.00
Credential Attainment	71%	79%	77%	80%	68%	69.5%
Measurable skills gains	66.20%	82.8%	66.50%	80%	69%	79.3%

For subsequent plan years the boards will continue to adopt the state negotiated attainment levels as the minimum accountability measures for WIOA program performance accountability.

To achieve employment, retention and earnings goals, the boards will focus the investment of training funds in high demand and high wage occupations and sectors. The high demand will result in a higher placement rate for program participants and increase the probability of higher employment retention with the same or another employer particularly given the projected shortages of properly skilled job applicants. The high wage aspect of these occupations increases the probability that those participants placed will have earnings in excess of the standard.

Further higher paying occupations generally offer higher levels of benefits such as health insurance, retirement plans and paid time off for illness and vacation which enhances participants' upward socio-economic mobility. To achieve post-secondary credentialing attainment level, the boards will primarily fund training that leads to a post-secondary credential. Funding of work based training such as OJT may not result in a credential.

2.4* Describe any additional indicators used by the local board to measure performance and effectiveness of the local fiscal agent (where appropriate), contracted service providers, and the one-stop delivery system in the local area. [WIOA Sec. 108(b)(17) and 20 CFR 679.560(b)(16)]

EmployIndy and Region 5 Workforce Boards believe that there is great value in measuring performance beyond the federal performance accountability measures. They have established systemic practices that enable measurement of the relative effectiveness and overall performance of services and strategies. EmployIndy and Region 5 Workforce Board's approach to performance management includes the following:

- Incorporating performance standards in all contracts including pay for performance when applicable with service providers and vendors;
- Performance measures and key performance indicators established for each contractor that are specific to the scope of work and clientele to be served; and
- Monthly monitoring of all spending rates; and
- Operational tracking and workforce development board score cards/reports.

By using a continuous improvement and exception management philosophy, EmployIndy and Region 5 Workforce Board monitor the following items:

- Training investment by industry and position;
- Successful completion of training (occupational skills training and work-based learning);
- Attainment of core credential from completed training;
- Placement into industry of training;
- Conversion of work-based-learning to permanent employment;
- Gains in core skills within education;
- Customer satisfaction from participants and employers; and
- Quality of service files

In addition, EmployIndy has established key performance indicators that are directly aligned to the four theories of change (career-connected learning, coaching and training, talent connection, and good jobs) embedded within its 2023-2025 Strategic Plan). These organizational indicators include:

- Total number of work-based learning activities facilitated through EmployIndy;
- Total number of participants enrolling in any coaching or training activity through EmployIndy;
- Total number of EmployIndy participants placed in a good or promising job; and
- Total number of employers with whom EmployIndy works to improve job quality.

Section 3: Local Area Partnerships and Investment Strategies

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

3.1 Taking into account the analysis in Section 1, describe the local board's strategy to work with the entities that carry out core programs (*Core programs include Title I Adult, Dislocated Worker, Youth Services, Title II Adult Education and Literacy, Title III Wagner-Peyser, and Title IV Vocational Rehabilitation*) and required partners to align resources in the local area, in support of the vision and goals described in Question 2.1. [WIOA Sec. 108(b)(1)(F) and 20 CFR 679.560(a)(6)]

The Region 5 local board strategy is to fully engage with the specialized capacity of the WIOA Funded entities to develop an individual's skill and educational assets, and to facilitate the individual's connection to the currently and future identified in-demand occupations and sectors in the region. Memorandums of Understanding (MOU) are in place with all the WIOA funded entities and WIOA required partner entities in Region 5. The collective mission of the entities is to prepare individuals through career planning, education, and training to obtain economically sustaining employment, and to maintain and advance in employment during their working life. Further, the collective mission of the entities is to provide employers with the properly educated and skilled workforce they need to sustain competitiveness in the 21st century economy. The MOU includes a description of each entities' services, the referral process for individuals and the physical and programmatic accessibility of the services.

The core programs One Stop Operator is responsible for aligning the coordination of partner services, cross referrals, system/tracking, and co-enrollments. The one Stop Operator manager works with partner programs on an effective customer flow and referral system where there is "no wrong door." Providing the WorkOne staff with the information needed to be knowledgeable to represent all partner program services and how to access these when needed requires careful planning and continuous feedback. It is imperative to develop effective and respectful relationships with partner management staff to be successful in this endeavor. Partnership meetings are held formally and informally, and the One Stop Operator takes a lead role in ensuring this takes place. Access points for partner agencies such as TANF, SNAP, Adult Education, Vocational Rehabilitation, SCSEP, Farmworkers Program and others are available to all WorkOne staff so they are aware of these referral mechanisms and how they may benefit each individual. In an integrated system, all known sources of financial assistance are determined in advance by the Career Advisors developing individual plans with each individual participant. Prior to WorkOne staff requesting WIOA or discretionary funding for training or other direct cost services, staff determine the allowable funding source and any restrictions. Costs are approved by local management after it is determined they are reasonable and allowable. Co-enrollment is encouraged by local One Stop management to benefit customers in providing additional resources for training and income support.

The WIOA Title I – Adult, Dislocated Worker and Youth entity, Interlocal Association, will provide career services to assist individuals with career planning, training resources and job connections through staff in the local WorkOne offices.

WIOA Title II – Adult Education and Literacy entities are Blue River Career Programs, Central 9 Career Center, Hinds Community School Corporation, Warren Township MSD, Washington Township MSD, and Wayne Township MSD. They will provide basic education so that individuals can earn a High School diploma equivalency (HSE or GED) credential as well as function more productively in the workforce.

The WIOA Title III – Wagner Peyser entity, the Indiana Department of Workforce Development (DWD) will provide labor exchange services for employers and individuals so that employment in demand

occupations and sectors is realized for job ready individuals. DWD staff are present in the comprehensive WorkOne/AJC office locations to assist individuals with proper registration into the automated job matching system and to assist individuals in their job search.

The WIOA Title IV – Vocational Rehabilitation entity, Vocational Rehabilitation Services, Family and Social Services Administration, (VRS) will assist individuals with disabilities by providing occupational related skill training and work related accessibility tools and equipment. VRS will increase the talent pipeline for employers in the identified in-demand occupations and growing industry sectors by connecting them with a new source of productive individuals ready for employment.

Higher Education and Perkins/Post-Secondary Career and Technical Education entity, Ivy Tech Community College, commits to coordinated service delivery. Carl Perkins funding is used for the improvement of post-secondary career and technical education (CTE) programs offered through the college. This is accomplished by purchasing necessary training equipment and hiring of instructors to provide student training in in-demand occupational skill areas. Ivy Tech uses common labor market information from the Department of Workforce Development to inform local CTE program development focusing on programs that are in-demand occupational and skill areas. Ivy Tech engages employers, a major WorkOne customer group, in training program development. Data on CTE students is available via periodic reports that are available to WorkOne partners as well as the public. Ivy Tech registers many of its programs on the statewide WIOA eligible training provider list which enables eligible WorkOne clients to receive WIOA funding support for their training. Hinds Career Center uses Perkins funds to develop and offer in-demand career training at both the secondary and postsecondary levels. Both facilities are used for high school and adult students.

The Unemployment Insurance (UI) entity, the Indiana Department of Workforce Development (DWD), will provide electronic access as needed in all Comprehensive and Affiliate WorkOne/AJC offices. In the Anderson and Franklin WorkOne comprehensive offices UI Kiosks and ID.me state phones are available. The Job Corps entity, Adams and Associates, will provide enrollees with an intensive, well organized, and fully supervised program of education, including English language acquisition programs, career and technical education and training, work experience, work based learning, recreational activities, vocational rehabilitation as accessed by FSSA, drivers' education, and counseling, which may include information about financial literacy. The AJCC shall provide enrollees assigned to the center with access to career services. As a primary residential facility most services are provided in-house at the AJCC campus. Community service assignments, work-based learning and work experience are at hosting area non-profits, governmental and private entities. AJCC provides the participants bi-monthly stipends, additional completion benefits and the hosting entity provides the daily supervision. The Senior Community Service Employment Program, is not being administered by DWD for Program Year 2026 (PY26). Guidance has been provided to work with the existing SCSEP providers (National Grantees) where they already operate until USDOL designates a new SCSEP provider for those areas and reallocates seats. The SCSEP fosters economic self-sufficiency for older, low-income adults by providing tangible job skills training through community service assignments at non-profits and public facilities. These services include orientations, community service assignments, occupational, work skills and aptitude assessments, skills training, free physical exams and assessment of needs-based supportive services and job search assistance. Most services are provided in-house at SCSEP offices. Community service assignments are at hosting area non-profits and governmental entities. SCSEP provides the participants wages and benefits and the hosting entity provides the daily supervision.

The National Farmworker Jobs Program (NFJP) entity, Proteus, will provide the following services through the WorkOne/AJC system with their WIOA funded staff. Outreach; Skills Assessment; Job Search and Placement Assistance; Individual Employment Plan Development; Career Planning and Assessment; Short Term prevocational services (interviewing skills, workplace readiness training); Occupational Skills Training; On-the-Job Training; Skills Upgrading and Retraining; Entrepreneurial Training; Related

Assistance Services; Emergency Housing Assistance. The Migrant and Seasonal Farmworker (MSFW) entity, DWD, will provide the following services as needed through the WorkOne/AJC system with their WIOA funded staff. Outreach; Skills Assessment; Job Search and Placement Assistance; Individual Employment Plan Development; Career Planning and Assessment; Short Term prevocational services (interviewing skills, workplace readiness training); Occupational Skills Training; On-the-Job Training; Skills Upgrading and Retraining; Entrepreneurial Training; Related Assistance Services; Emergency Housing Assistance. The TANF entity, Indiana Family and Social Services Administration, will provide access to its programs via a dedicated Icon on WorkOne/AJC public computers. The TAA entity, DWD, will provide knowledgeable professional staff on-site as needed in the Comprehensive WorkOne /AJC offices. These staff will provide customer appropriate information and services to TAA affected individuals seeking access to Career Services identified on the MOU Career Services Matrix. The Job Services Veterans Grant entity, DWD, will provide knowledgeable professional staff on site on a scheduled itinerant basis at the Comprehensive and Affiliate WorkOne /AJC offices. These staff will provide customer appropriate information to veterans and eligible spouses seeking access to Career Services identified on the MOU Career Services Matrix.

3.2* Identify the programs/partners that are included in the local workforce development system. Include, at a minimum, organizations that provide services for relevant secondary and post-secondary education programs, provision of transportation, Adult Education and Literacy, Wagner-Peyser, Trade Adjustment Assistance, Jobs for Veterans State Grant, Senior Community Service and Employment Program, Vocational Rehabilitation, Temporary Assistance for Needy Families, Supplemental Nutritional Assistance Program, and programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006. Describe how the local board will coordinate strategies, enhance services, and avoid duplication of services. [WIOA Sec. 108(b)(2), (10), (11), (12) & (13), 20 CFR 679.560(b)(9), 20 CFR 679.560(b)(10), 20 CFR 679.560(b)(11), and 20 CFR 679.560(b)(1)(i)]

EmployIndy works with a broad and complex coalition of Central Indiana organizations that make up the Marion County Workforce Ecosystem. This network is illustrated here:

<https://employindy.org/wp-content/uploads/2018/10/employindy.ecosystem-with-links-for-web.pdf>

With regard to partners required through WIOA, EmployIndy and Region 5 have formal relationships with the following organizations:

Adult Education and Literacy	Region 5: Blue River Career Programs Central Nine Career Center Hinds Career Center MSD of Washington Township MSD of Warren Township MSD of Wayne Township Region 12: Washington Township Marian University Indy Reads MSD of Warren Township MSD of Wayne Township Blue River Career Programs Central Nine Career Center YMCA of Greater Indianapolis Martin University
Wagner-Peyser	DWD
Perkins/Post-Secondary Career & Technical Education	Ivy Tech Community College
Unemployment Insurance	DWD
Job Counseling, Training, Placement Services for Veterans	DWD
Trade Adjustment Assistance	DWD
Migrant and Seasonal Farmworkers	Proteus, Inc.
Community Services Block Grant (CSBG)	Community Action of Greater Indianapolis
Senior Community Services Employment Program (SCSEP)	Region 12 Goodwill International (Subgrantee: Goodwill of Central and Southern Indiana) National Able Region 5 National SCSEP Grantees
TANF	FSSA Division of Family Resources
Second Chance	Region 12 John Boner Neighborhood Center RecycleForce
Vocational Rehabilitation Services	FSSA Vocational Rehabilitation Services

Region 5 has established partnerships with the following educational institutions to implement the Jobs for America's Graduates (JAG) program or WIOA In-School Youth programming.

Region 5	Region 12
Franklin Community High School - JAG	
Whiteland High School - ISY	
Shelbyville High School - ISY	
Anderson High School - ISY	
Eastern Hancock High School - ISY	

With regard to workforce development system partners that are not required WIOA partners, Region 5 has relationships with the following organizations:

- Interlocal Association- One Stop Operator, WorkOne Provider
- FSSA- SNAP
- Atterbury JobCorp
- Excel Centers (Anderson, Noblesville, Shelbyville)
- Vincennes University
- Local Chambers of Commerce
- Local Economic Development Organizations
- United Way of Central Indiana
- Indiana Community Action Programs

The local board is responsible for the implementation of partner memorandums of understanding (MOUs) that identify required partners and available services offered by each. Referral mechanisms are also identified and implemented by partner entities. Trained WorkOne staff will be knowledgeable regarding best practices for successful referral to address the needs of each individual and avoid duplication of services. By WorkOne staff knowing their partner contacts and developing and maintaining relationships, it will enhance the quality of service for each individual being referred.

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

The two workforce development boards of Central Indiana will work with each partner to support alignment of service provision and avoid duplication of services. As outlined in the WIOA Unified State Plan, alignment of service provision will include working with a strategic vision of creating a talent system that affords equitable opportunities for lifelong learning and increases personal economic

mobility. The vision is to provide the talent to grow and diversify their workforce. The framework will be implemented by the local Central Indiana boards, focusing on the needs of individuals, integrating systems, aligning programs, maximizing state and federal resources and fostering impactful relationships between businesses, community partners and government agencies. To maximize alignment of service provision and avoid duplication of services, data sharing will be an important strategy moving forward to the extent feasible. Co-enrollment will be utilized as appropriate to ensure more options to meet the diverse needs of each individual. Cross training and referral mechanisms among partner entities will be strengthened through formal and informal agreements. Co-location opportunities with partners will be explored and pursued as it makes good economic sense to do so. The value for employers to participate more with the workforce system will be emphasized. Consistent messaging and communication across partner entities will be essential to improving and expanding services for both individual and employer communities.

In the interest of coordination of strategies, enhancement of services, and to avoid duplication, the two workforce development boards of Central Indiana will work with each partner to support alignment of the aforementioned.

EmployIndy has undergone extensive work to map and categorize not only the core WIOA partners, but every partner who plays a role in the Marion County workforce ecosystem. This effort is illustrated in our ecosystem map ([link](#)). Additionally, EmployIndy has contracted with TPMA, our one-stop operator, to conduct a landscape analysis and career coach survey to more granularly map out who is offering workforce services, in what way, and to what extent.

Using this knowledge, EmployIndy can make strategic decisions on how to direct funding in a way that maximizes utilization and impact, as well as convene like partners to facilitate cooperation and the sharing of best practices.

Within our WorkOne Indy center, all service provider staff (besides state staff and other co-located partners) are employed by a single employer of record, which increases efficiency, reduces redundancy, and ensures open communication.

3.4 Identify how the local board will coordinate WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II. This description must include how the local board will carry out a review of local applications submitted under WIOA Title II Adult Education and Literacy, consistent with the local plan and state provided criteria. [WIOA Sec. 108(b)(13) and 20 CFR 679.560(b)(12)].

The local board will coordinate WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II, using the MOU and Infrastructure Agreement in place within the region. Each WorkOne office's staff coordinates closely with the Adult Education Provider staff for referrals and job readiness and job placement services. Training options may be jointly discussed between WorkOne and Adult Education staff to best meet the needs of each individual, utilizing training funds from either entity. 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. The process to follow will include the WDB Chair, or designee, appointing staff and/or local board members to review all AEFLA applications submitted to DWD from eligible providers who wish to provide adult basic education services within the region. DWD will recommend a review of specific considerations that most align to the local plan. A recommendation is then submitted by the WDB Chair or designee to DWD, ensuring each of the AEFLA applications is in alignment with the local plan.

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

EmployIndy is a member of the Indianapolis Chamber of Commerce and active partner to local economic development initiatives. EmployIndy leadership works to coordinate connectivity to various services throughout our area. Entrepreneurial skills are an ongoing facet of our WIOA programs. Local resources are available through the Indy Chamber's entrepreneurship program including program elements that provide coaching, access to loans, a resource hub and business growth resources.

Additionally, IEDC has recently launched its most recent entrepreneurial effort with Elevate Ventures, a 501 (c)(3) non-profit intended to provide entrepreneurs with the expertise and resources they need to transform their ideas into the next generation of companies. With this effort, Indiana will be able to provide direct support to emerging start-ups, including a variety of business support resources, mentorship programs, and investor and venture capital. To encourage XBE business growth, specialized resources include Hispanic Business Council and Indianapolis Urban League's Entrepreneurship Center. Members of the EmployIndy business partnership team have served on the Marion County Reentry Coalition to learn about the many community resources available to assist justice-involved individuals with employment and provide wrap-around services. Programming includes those offered by PACE, Recycle Force, 2nd Chance Indy, Urban League, and HFAV.

The Region 5 strategy is to maintain the current effective relationships with local economic development entities. All Region 5 counties and several cities and towns have locally focused entities (LEDO's) charged with attracting new businesses as well as retaining existing businesses for their communities. WorkOne Business Representative Staff (BSRs) communicate regularly with economic development personnel to connect relevant WorkOne resources with local economic development efforts at the appropriate time. Information about emerging workforce skill needs is used to guide training and recruitment efforts for businesses. Business Representatives provide labor market information to local LEDO's for responding to prospect Requests for Information (RFI's) and participate when requested in presentations to prospective companies and site consultants. Business Representatives also promote awareness to LEDOs of the other available state resources such as the Power Up Employer Training Grants and the Indiana Economic Development Corporation new technical assistance program. Two LEDO's are members of the Region 5 Workforce Board (WDB). Entrepreneurial Skills Training is promoted by leveraging resources of the Indiana District of the U.S. Small Business Administration (SBA) whose mission is to help Americans start, build, and grow business. Customers interested in starting a business may be referred to the website <https://learn.sba.gov> which is the online learning center. Self-paced online instruction about how to plan, launch, manage, market, and grow a business is available free of charge. The Indy Chamber Entrepreneur Services Division, <https://indychamber.com/entrepreneur-services/>, supports coaching at every stage of business growth. Its Business Ownership Initiative (BOI) is a certified Community Development Financial Institution (CDFI) and a microlender through the Small Business Administration (SBA) for micro loans to potential entrepreneurs who may not qualify for traditional loans. The WDB maintains membership in multiple local Chambers of Commerce. Staff participate in regular membership meetings to be aware of local programs that may assist individuals in developing entrepreneurial expertise for starting a business. Such opportunities are communicated to appropriate clients. Entrepreneurial skills training for Youth includes providing information on the different business opportunities available in the labor market and options for self-employment. Staff will utilize entrepreneurial skills training programs available on-line and resources available through Junior Achievement and the Small Business Development Center to

provide entrepreneurial skills training to youth. JAG Specialists and ISY staff bring in guest speakers who have had success owning their own business. Youth are provided opportunities to meet and learn from successful entrepreneurs who are willing to share the steps that need to be taken to build a business.

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

The one-stop operator will ensure priority for adult career and training services will be given to recipients of public assistance, other low-income individuals and individuals who are basic skills deficient. Priority status is determined during eligibility and enrollment. At least 75 percent of the region's participants receiving individualized career and training services will be from at least one of the three priority groups. An assessment interview is required to determine if the participant has any barriers to employment that need to be addressed by additional career and/or training services and to determine justification for individualized and/or training services. During the assessment interview staff will identify employment goals, current employment status, and identify barriers to employment. This is to determine if individualized/training services are needed for the client to obtain or retain employment that will lead to economic self-sufficiency or wages comparable to or higher than, wages from previous employment. An assessment interview document will be utilized to assist staff with the determination. Regional staff will monitor the required percentage of enrollment of the three priority groups monthly to ensure it is met and maintained throughout the program year.

3.7* Based on the analysis described in Section 1.1-1.3, identify industries where a sector partnership is currently being convened in the local area or where there will be an attempt to convene a sector partnership and the timeframe. Describe how you will be partnering to achieve defined goals.

EmployIndy currently supports and participates in sector partnerships across several of Central Indiana's key growth industries through collaboration with industry-led organizations affiliated with the Central Indiana Corporate Partnership (CICP), including Conexus Indiana (advanced manufacturing and logistics), TechPoint (technology), BioCrossroads (life sciences), and AgriNovus Indiana (agbiosciences).

As an example, EmployIndy currently partners with BioCrossroads to address workforce needs within Indiana's life sciences sector by aligning education, training, and career pathways with employer demand. Current collaboration includes development of the Indiana BioPharma Pathway Blueprint and participation in the Heartland BioWorks Tech Hub initiative, which are designed to expand awareness of life sciences careers, strengthen talent pipelines, increase attainment of industry-recognized credentials, and prepare residents for high-demand occupations in biomanufacturing and related life sciences fields. Through this partnership, employers help inform skill requirements, career pathways, and training investments to ensure workforce development strategies remain responsive to the needs of the region's growing life sciences industry.

In partnership with these sector organizations, EmployIndy will continue to convene employers, education and training providers, and community-based organizations to strengthen talent pipelines and increase access to quality employment opportunities. Priority strategies will include expanding apprenticeships, internships, and other work-based learning models; aligning training

investments with high-demand occupations; increasing credential attainment; and improving coordination between workforce and industry partners.

The Region 5 Workforce Board maintains an on-going Health Sector partnership which prepares talent for local health care facilities. The Board is the sponsor of a DOL approved Registered Apprenticeship Program for the occupation of Certified Nursing Assistant and three individuals have completed the apprenticeship program and received their Journeyman Certificate. Recruitment of another cohort of apprentices from the local high school is underway. Hancock Physicians Network (HPN) approached WorkOne in September 2019 regarding the possibility of developing a local Certified Clinical Medical Assistant (CCMA) program. With Region 5 knowledge and experience with training programs through Vincennes University (VU), Region 5 made the introduction of HPN to VU. VU set up a CCMA program for Hancock County and got it approved on the Eligible Training Provider List (ETPL).

This training program was also approved for Next Level Jobs (NLJ) funding through the State and VU. The initial CCMA class in Hancock County started in February 2020. For the initial class, a variety of funding was used to assist student with their tuition costs - NLJ and local WorkOne Performance Support Grant (PSG) funds. The initial CCMA class through VU was a success with 13 individuals participating. However, HPN expressed a desire to create their own CCMA training program. Region 5 WorkOne had previously worked with Major Health Partners (MHP) in Shelbyville to set up their own CCMA program, so the connection was made between HPN and MHP.

Region 5 WorkOne continued to assist HPN with the development of their own CCMA training program by providing information on the process to get the training program approved on the ETPL and for various funding streams such as NLJ. The CCMA program as HPN as the actual training provider was approved on the ETPL in September 2020. HPN began their initial CCMA class as the training provider in January 2021. Since then, HPN has continued the CCMA program with offering up to 2 – 3 classes a year having 10 to 15 students in each class. Region 5 WorkOne has continued to work with HPN in assisting students with various WorkOne funding streams – Workforce Ready Grant, WIOA Adult, WIOA Dislocated Worker and WIOA Out-of-School Youth.

This braiding of funding has enhanced student participation and completion of the training program. As part of the HPN CCMA program, the students are required to participate in a 160 clinical externship. Region 5 WorkOne has been able to assist eligible students with additional funding to pay them a wage while participating in the externship. This is done through the Region 5 Work Experience (WEX) programming. Also, HPN has been utilizing their CCMA program as a recruitment tool for CCMA candidates for both HPN and Hancock Regional Hospital (HRH). Region 5 has utilized various WorkOne funding streams to offer On-The-Job Training (OJT) contracts for eligible students. For the CCMA students who are not interested in working for HPN or HRH, Region 5 WorkOne provides job search assistance services to those individuals. These services may include resume development, interviewing skills, job referrals, WEX, and/or OJT as appropriate for placement with other training related employers within Region 5 or surround area.

Major Hospital Partners (MHP) in Shelbyville partners with WorkOne and Goodwill. The CCMA program is 16 weeks long with a 160 hour externship. For students that qualify, Region 5 provides

work experience funding for the 160 hours and OJT funding for the students that MHP hires. Also, Region 5 provides tuition assistance for those eligible through the Workforce Ready Grant program. In addition to those recruited by WorkOne the Goodwill Excel Center provides additional students for the program. The partnership has been very successful as MHP hires the majority of the students who complete the program.

3.8 A-D

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

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

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

The strategy to facilitate the engagement of employers is to have dedicated staff positions assigned the responsibility to communicate with local employers to inform them about WorkOne programs and services, collect information about their workforce and skill needs, and to engage them in workforce development programs and sector training initiatives. Primary staff assigned the responsibility are the WorkOne Business Consultants (Business Services Representatives). Veterans' staff (LVER positions) are also part of the business outreach efforts. There are three Business Consultants covering the eight counties. Staff in these positions are in daily contact in person, by telephone, and/or email with local businesses and business organizations. Business Consultants develop and/or facilitate On-the-Job Training and Work Experience agreements with employers. One of the BSR position serves as a Work Based Learning Coordinator who focuses on providing assistance to employers to develop and/or expand Department of Labor (DOL) Registered Apprenticeship Programs (RAPs) and to assist high schools with developing pre-apprenticeship programs which articulate to RAPs. The other Business Consultants also promote the development of apprenticeship and pre-apprenticeship programs. Assistance with submitting a complete and effective job order within the state job matching system, Indiana Career Connect (ICC), is provided as needed.

Information about the ACT worker profiling and WorkKeys Assessment system, Power Up Employer Training Grant program is provided. These opportunities enable employers to directly interact with and experience some of the benefits of participating in the WorkOne workforce development system in Region 5.

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

With the workforce development system viewing business as the customer, the identification of real business needs is key in order to address them positively. An aspect of the employer outreach is to offer opportunity for employers to serve on the Workforce Development Board (WDB) as a business representative, to participate on one or more of the WDB Committees and/or as a member of an employer advisory/ steering group for grant proposals or evaluations. The WDB membership includes representatives of the various partners described in Section 3.2. Employers are provided with a direct opportunity, both formally and informally, to understand various workforce programs available and how they can benefit an employer. It also provides the opportunity to share employers' concerns about their workforce quality and availability. Through understanding of the many resources available and the present employer needs, a more comprehensive matching of programs with needs can be accomplished. All Partners will be encouraged to structure their programs and services to address the expressed needs of business. With all partners considering, and factoring in how their programs address business needs, a more responsive set of services will be available. Specific business services to be offered may include but are not limited to those defined by WIOA Title I Sec 134(c)(2)(A) and Sec 134 (c)(3)(D) which include:

- Appropriate recruitment and other business services on behalf of employers, including small employers, applicant/recipient eligibility determination, outreach, initial assessment of skill levels, and labor exchange services
- Occupational skills training
- On-the-Job Training
- Incumbent worker training
- Work based training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

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

The Region 5 strategy is to maintain the current effective relationships with local economic development entities. All Region 5 counties and several cities and towns have locally focused entities (LEDO's) charged with attracting new businesses as well as retaining existing businesses for their communities. WorkOne Business Representative Staff (BSR) communicate regularly with economic development personnel to connect relevant WorkOne resources with local economic development efforts at the appropriate time. Information about emerging workforce skill needs is used to guide training and recruitment efforts for businesses. Business Representatives provide labor market information to local LEDO's for responding to prospect Requests for Information (RFI's) and participate when requested in presentations to prospective companies and site consultants. Business Representatives also promote awareness of the available state resources such as the Power Up Employer Training Grants to LEDO's. Two LEDO's are members of the WDB.

Eligibility Assessment (RESEA) program is conducted in two of the WorkOne locations, Franklin and Anderson. This mandatory program is for U.I. recipients and is prioritized for claimants who are identified as most likely to exhaust their U.I. benefits before returning to meaningful employment. Failure to complete services may affect receipt of U.I. benefits. Participating individuals are enrolled in the Wagner Peyser program. Based on an individual's appropriateness, they may also be enrolled in the WIOA Dislocated Worker program. The RESEA program brings individuals into WorkOne locations and strengthens linkages between the one-stop delivery system and unemployment insurance programs.

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

- What portion of WIOA funds in the past two years were used to support training costs for participants in each of these programs? Please list a total as well as the portion used for each program.
- What percentage of WIOA funds would you project over the next two years will be used to support training costs for participants in each of these programs? Please list a total as well as the portion used for each program.
- If the local board is supporting training costs for participants using non-WIOA funding, how is this tracked?

The strategy the local board implements when using WIOA dollars to support training opportunities is to align with programs and activities provided by one-stop partners to avoid duplication of services and funding streams. OJT and work experience are mostly offered by utilizing the WIOA Youth funding stream, whereas apprenticeship and pre-apprenticeship programs are primarily funded by regional apprenticeship grants. Braiding funds using WIOA supportive service dollars may be an appropriate way to better support individuals participating in apprenticeship and pre-apprenticeship programs to allow for their successful participation and completion. However, program eligibility and appropriateness will play an important part in access to these WIOA dollars for that purpose. Co-enrollment is utilized as an effective strategy based on an individual's eligibility and services for which they may qualify. Guidance in the development of Partnership Agreements and Memoranda of Understanding (MOUs) and infrastructure funding agreements (IFAs) between local workforce development areas and partners of the one-stop delivery system is in place. The WIOA Adult Priority of Service guidance requires a high percentage of individuals being served meet the priority populations including a public assistance recipient, a low-income individual or a basic skills deficient individual.

Program Year 2024	Training Support	Total Expenditures	Percent
Adult Program	\$ 892,474.00	\$ 1,294,145.00	69%
Dislocated Worker Program	\$ 623,567.00	\$ 908,840.00	69%
Youth Programs	\$ 586,240.00	\$ 859,250.00	68%
Total	\$ 2,102,281.00	\$ 3,062,235.00	69%

Program Year 2025	Training Support	Total Expenditures	Percent
Adult Program	\$ 634,934.00	\$ 986,681.00	64%

Dislocated Worker Program	\$ 471,324	\$ 729,077.00	64%
Youth Programs	\$ 623,596.00	\$ 998,245.00	62%
Total	\$ 1,729,854.00	\$ 2,714,003.00	64%

Program Year 2026 Estimate	Training Support	Total Expenditures	Percent
Adult Program	\$ 937,278.00	\$ 1,588,606.00	59%
Dislocated Worker Program	\$ 452,898.00	\$ 767,624.00	59%
Youth Programs	\$ 774,495.00	\$ 1,383,849.00	56%
Total	\$ 2,164,671.00	\$ 3,740,079.00	58%

Program Year 2027 Estimate	Training Support	Total Expenditures	Percent
Adult Program	\$ 843,550.00	\$ 1,429,745.00	59%
Dislocated Worker Program	\$ 407,608.00	\$ 690,862.00	59%
Youth Programs	\$ 697,045.00	\$ 1,245,464.00	56%
Total	\$ 1,948,203.00	\$ 3,366,071.00	58%

Training support includes OJT, Work Experience, Individual Training Accounts, Supportive services and direct staff time. Apprenticeship and pre-apprenticeship are Supported by a non WIOA grant.

The local board is supporting training costs for participants using non-WIOA funding. The approval and payment of direct client expenditures begins with a Career Advisor's request for direct funding. The approval is made by the Associate Director, who is assigned as staff to the board. If approved, the Career Advisor enters case notes and the amount of the approved direct funding budget in ICC (Indiana Career Connect) for the individual. An ICC voucher is then produced that will be approved by the County Coordinator and sent to a training institution and/or submitted for payment with the necessary documentation. Once received for payment, board staff review the documentation for completeness and accuracy. Once reviewed, data is entered into the Financial Edge NXT accounting software where a payment is processed and information is stored for future reporting. Career Advisors monitor their approved requests, and if a participant does not follow through with the use of funding, amounts approved are de-obligated and made available to other customers. Invoices and vouchers or client reimbursements with vouchers will be processed every two weeks according to the deadline of receipt for each check writing. Appropriate reports will be generated from the Financial Edge accounting software to meet the needs of funding entities such as the Department of Workforce Development, and governing bodies such as the Workforce Development Board and Chief Elected Officials. Direct client reports will have detail as to direct client components, such as OJT, Work Experience, Occupational Training and Supportive Services.

3.10 If the local board is currently leveraging funding outside of WIOA Title I funding and state general funds to support the local workforce development system, briefly describe the funding and how it will impact the local system. Organize the description by population(s) served. If the local board does not currently have oversight of additional funding, describe any plans to pursue it.

The Region 5 Workforce Board for PY 2026 is initially leveraging the following funds in support of the local workforce system.

Business Consultant-serves employers	\$171,672
IFA-WP-serves general public job seekers and employers	\$55,182
IFA- VRS- serves persons with disabilities	\$21,572
JAG State-Jobs for America's Graduates-serves In-School Youth	\$72,046
IFA-Trade Adjustment Assistance-TAA-serves laid off workers	\$0
Power Up Employer Training Grant- serves employers w/training reimbursements	\$890,108
IFA-Jobs for Veterans State Grant-JSVG-services veterans	\$46,272
Workforce Ready Grant -serves persons with HSE without AS or higher	\$670,364
State Apprenticeship Expansion Funding serves Industrial Electricians & Mechatronics Technicians	\$191,386
State Apprenticeship Expansion Funding Group Sponsor assists employers with apprenticeships	\$28,382
Franklin Community Schools JAG funding serves In-School Youth	\$33,531
JAG Synchrony Funding serves In-School Youth	\$188
IFA-RESEA serves unemployed UI benefit recipients	\$36,501

The R5 Board will seek opportunities to apply for related grant funding from the federal government and other sources to support the mission of workforce development for youth, adults and dislocated workers. The R5 Board will monitor the www.grants.gov website for open grant opportunities and pursue those which are appropriate and feasible. The R5 Board subscribes to various foundation newsletters which provide information about funding opportunities such as the Robert Wood Johnson Foundation. The R5 Board will also be receptive to partnering with other local Boards to pursue resources of common benefit. This could include taking the lead or a supporting role in the grant application and implementation. The R5 Board recently did this with the Region 12 Board in Marion County having recently submitted a support letter for a potential EDA Bio-Manufacturing grant application. The Region 5 Board has a formal partnership agreement with MADE@Plainfield, a state-of-the-art community learning center in Plainfield in Hendricks County. The agreement provides for below market priced WorkOne office space that is co-located with other education and training partners including Vincennes University and Ivy Tech Community College. The R5 Board will also seek to leverage local resources such as in-kind space and facilities to support its mission.

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

Collaborations with organizations or groups outside of the local area will be important to continue. As the economic growth region includes two Workforce Board local areas Region 5 and Region 12 (Marion County), it is imperative to work closely with the Marion County EmployIndy board staff and Marion County one-stop delivery system providers to assist customers in the most meaningful way. The two local areas have worked together for decades in coordinating services for businesses and job seekers and will continue to do so into the future. One of the ways the areas work together includes cross-

referral to WorkOne locations. Customer convenience and the availability of funding at any given point in time are relevant factors for consideration to meet the needs of the local area customers. Continuing to work with organizations and groups outside of the local area is important for enhancing services to local area businesses and job seekers. Collaborating with organizations to bring in additional sources of revenue is important to the local area. Throughout the years there are several examples of this, including partnerships and contracting with Goodwill Industries, as well as Easterseals Crossroads, and Wayne Township Schools. The local area will aggressively seek out options for funding and service delivery by working with organizations and groups located outside of the local area. For example Region 12 may be submitting a proposal which is stronger with and/or requires a regional scope and Region 5 can provide a letter of support and collaboration to demonstrate this regional scope. The Region 5 staff will continue working together with all local board staff throughout the state to provide input to the state, sharing best practices, and offering assistance, so that all local areas in the entire state benefit from these efforts. When possible, working together with another local area to submit proposals for funding from outside resources that benefit more than one local area, will take place.

Section 4: Program Design and Evaluation

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

4.1 Describe how the local board, working with the entities carrying out core programs (*Core programs include Title I Adult, Dislocated Worker, Youth Services, Title II Adult Education and Literacy, Title III Wagner-Peyser, and Title IV Vocational Rehabilitation*), will expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment and out of school youth. Include information regarding the referral processes with one stop partners such as the technology used for making/tracking referrals. [WIOA Sec. 108(b)(3) and 20 CFR 679.560(b)(2)(i)]

The R5 Board will carry out core programs and expand access to employment, training, education and supportive service for eligible individuals. Individuals with barriers to employment will be identified and out of school youth served. Referral processes and partner agreements with one stop partners will continue and be improved upon. This includes but is not limited to Adult Education and Literacy, and Vocational Rehabilitation. The Wagner-Peyser staffing and services is blended together with the WIOA staff service delivery in the same location. Local WIOA staff will be continuously cross-trained, and have contact information for each entity to provide cross-referral. Technology is used for referrals by customer access to computers housed in resource areas at all WorkOne locations within the local area. Partner referral mechanisms are located so that customers may access contact information and points of entry. Adult Education partners and WorkOne staff may track cross-referrals made based on their mutual interest in doing so in specific locations, however it is not a requirement of DWD or local entities to do so. Coordination of programming will take place across organizations by identifying appropriate contacts. Referral forms will be reviewed, evaluated and improved, as needed. Periodic meetings with management staff will take place across partner programs, to discuss strengths and areas for improvement in service delivery. Any co-enrollments will take place as appropriate to provide the benefit of adding needed resources. Individuals with barriers will be identified to receive more intensive services, including individuals that are recipients of public assistance, and those that are basic skills deficient. Out of school youth will benefit from a comprehensive case management approach to their skill development. Career pathways will be discussed, reviewed and amended as needed, as individuals continue to receive program services that fit their needs and offer them more economic mobility.

Expanding access to those with barriers will include the option for individuals to receive virtual services offered by staff and by referral. This may include assessment, program orientation, eligibility determination, career counseling, workshops and training. Staff may travel to locations outside of the established Centers to meet customers and provide services, thus expanding access to individuals with barriers to employment.

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

The R5 Board will facilitate and develop career pathways and improve access to activities leading to a recognized post-secondary credential, including a credential that is an industry-recognized certificate. Co-enrollment will be utilized as appropriate to expand access to career pathways. Known career pathways will be introduced to customers seeking training and new pathways may be developed, in an individualized approach to meeting the needs of each uniquely positioned customer. Ensuring WorkOne staff have the knowledge and tools available to provide career services will be essential. This will include providing an assessment of each customer's current knowledge, skills and abilities and interest levels. Additionally, assessing barriers to training and employment is necessary to assist in the remediation of any issues that would prevent their success. Individualized plans including career pathways will be developed between WorkOne staff and the customer to create goals they are able to achieve, step by step, leading to a recognized credential or certificate of completion. Taking a critical look early on of any benefits of co-enrollment will broaden the scope of options available to any one individual. Pursuing any appropriate enrollments into partnership organizations' programs and service delivery will enhance options for success, primarily for any supportive services needs that can be funded outside of the WIOA service delivery system. Staff will need to be thoroughly knowledgeable of all sources of funding for each individual that is in pursuit of a training program. It will be important to coordinate closely with Adult Basic Education programs operating within the region, to share training resources. The local board will be aggressive in their pursuit of training resources to maximize the number of people that will be able to achieve their training and employment objectives.

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

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

The R5 Board strives to ensure the continuous improvement of eligible providers of services, including contracted service providers. Critical steps are taken to ensure providers meet the needs of local employers, workers and job seekers. The State negotiates WIOA Title 1 Levels of Performance with local boards. The R5 Board reviews the progress being made to achieve these performance indicators on a regular basis. Common performance indicators measured include key employment information, such as the employment rate of participants after exiting the program, their median wages, whether they attained a credential, and their measurable skill gains. The R5 Board plans to continue meeting bi-monthly with full board participation. Prior to R5 Board meetings, subcommittees meet to review

detailed reports and progress being made toward meeting performance indicators. At these regularly scheduled meetings, the WIOA performance indicators being measured are reported, and financial data reports are reviewed. Satisfaction surveys are completed by customers receiving WorkOne services, and by employers that are provided a link to report their level of satisfaction. DWD provides customer survey results to each local region on a quarterly basis. This includes comments that are made regarding the experience in receiving services either as an individual seeking career and training services, or an employer receiving assistance with hiring needs. The WDB reviews the annual monitoring, data validation and audit reports provided by DWD, and audit reports from an independent auditing firm. Reports identify both deficiencies to be addressed and best practices. All of these avenues of information provide the WDB with the tools needed to determine if the needs of employers and workers as well as job seekers are being met. The R5 Board seeks to achieve continuous improvement from all providers of services, including contracted service providers throughout the program year.

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

The R5 Board will facilitate access to services provided through the one-stop delivery system in remote areas, by both in-person service delivery, and through the use of technology. This is applicable to businesses as well as individuals in need of one-stop services. Partnering with local providers of services in remote areas, such as with Adult Basic Education programs that work in remote areas, literacy programs and community based organizations will be imperative. Working together with library staff in remote areas, access to technology at library locations will be a good way to provide one-stop delivery system services to individuals that not only reside in remote areas, but also do not have access to the internet and computer or smart phone technology. It will be important to provide information that is meaningful in a variety of ways to people living in remote areas. The local board will be innovative in developing a listing of resources for individuals and businesses. WorkOne staff will be continuously trained to fully understand the current resources available and points of access to assist individuals and businesses in remote areas. This effort will require constant updating due to the increased manner in which technology and services are emerging. Remote access will include utilizing technology to describe to customers how to submit any needed documentation electronically when this documentation is required for specific levels of service, such as payment of tuition or on-the-job training. In some instances, mailing documents for signature and return will continue to be available, as needed. Exploring the expansion of virtual platforms is a goal of the local board, going beyond using zoom and Microsoft teams, as new technology emerges. It will be imperative that WorkOne staff are fully trained and have the tools necessary to provide on-line orientation, assessment, career counseling, provide workshops, and other career services virtually, using platforms that are available for their usage. Additionally, exploring the usage of existing or emerging virtual case management systems will be important and may require seeking out additional sources of funding to finance these optional virtual services that may only minimally require one-stop staff involvement. An objective will be to travel-in to remote areas to meet up with individuals and businesses, as may be needed and desired, to enhance the level of service being provided. The importance of building relationships in-person will continue to play an important role in one-stop services into the future.

C. Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA section 188 and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities. [See WIOA Sec. 108(b)(6)(C), 29 CFR 38, 20 CFR 679.560(b)(5)(iii), and DWD Policy 2016-09]

Entities within the one-stop delivery system will comply with WIOA Section 188, and applicable provisions of the Americans with Disabilities Act. The R5 Board will be in compliance with DWD policies and provide all guidance needed to the one-stop delivery system program operators and providers. Per DWD policy, notice and communication is in place by the provision of posters, EO tagline and relay service, orientations, and affirmative outreach. The local area Equal Opportunity Officer takes the lead in developing and implementing policies for one-stop operators. Reasonable steps are taken to ensure access to LEP individuals. Accessibility and reasonable accommodation efforts are ongoing and will continue to evolve as emerging policies and technologies come into play. Data and information collection and maintenance and complaint processing procedures are compliant with DWD policy. Corrective actions, or sanctions will be closely adhered to. The local area will strive to ensure inclusion and universal access to programs, facilities, services, technology and materials. WorkOne centers will continue to have a survey completed of the physical facility itself, to determine compliance, with modifications being made, as needed to increase accessibility. Individuals seeking services are asked to self-identify if they have a disability as part of the application process, and are informed they are not required to disclose a disability, unless an accommodation is being requested. Disclosure of a disability is kept confidential. If appropriate, referral to Vocational Rehabilitation programs is made. Training for staff within the one-stop delivery system will be ongoing and occur according to local and DWD policies that are in place. At a minimum, some training will take place annually conducted by the EO Officer. On the behalf of individuals with disabilities, business services staff will seek out appropriate employment opportunities and contingent upon the availability of funding may be able to offer on-the-job training when appropriate. Local area staff will continue to engage stakeholders in efforts to provide the most comprehensive services available to individuals with disabilities.

Support to be provided to people with disabilities includes technology, materials and accommodations. Each Center has a basic level of assistive technology to meet the needs of individuals with disabilities and emerging technology will be pursued to continuously provide upgrades. All Centers meet the basic requirements for physical accommodations. Staff may travel to locations outside of Centers to meet individuals unable to come in to a physical location. Interpreters are contracted to assist with language translation to break down language barriers. The regional website provides translation in multiple languages for basic services information. Virtual services are an available option for all customers.

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

WIOA Equal Opportunity Officer: Cindy Gosser, Interlocal Association, 836 S. State St., PO BOX 69 Greenfield, IN 46140, Cgoss@workonecentral.org, 317-467-0248 Ext 303

E. Describe the roles and resource contributions of the one-stop partners agreed to per DWD Policy 2018-04, Change 3 *Memoranda of Understanding and Infrastructure/Additional Costs Funding Guidance* and any future iteration of this guidance. [WIOA Sec. 108(b)(6)(D) and 20 CFR 679.560(b)(5)(iv)]

The Region 5 Workforce Board has current MOU's that specify the roles and resources contributions (Infrastructure Funding Agreement) of the one-stop partners agreed to per DWD Policy 2018-04, Change 3, issued 5/29/25. The Infrastructure Funding Agreement is updated each program year based upon a mutually agreed method. The process for developing the MOU and the IFA budgets and contributions began by communication with the Partners about the need for each to identify the Career Services, Basic & Additional, which each Partner currently provides in Region 5. The DWD sample career services matrix was used for this purpose. Partner responses were then aggregated on a "master" Career Services Matrix for the region. Subsequently, Partners were asked to provide the cost for them to provide these career services. Concurrently, the One Stop (WorkOne/AJC) office facilities budget for the region was prepared for each of the WorkOne/AJC office locations and summarized for the region. A career services initial budget was prepared using readily available office staff Full Time Equivalent (FTE) information from the WIOA Partners and the Partners under the purview of DWD: TAA, WP, JSVG, RESEA, and UI as provided by DWD. A convening meeting was held on June 11, 2026 virtually. All Partners participated in the session. The purpose of the convening meeting was to get all Partners on the same page by explaining the goal of the integration of all services, regardless of Partner provider into a system of services and support for job seeking customers. Prior to the convening meeting the following items in draft were sent to all Partners so they would have time to review and prepare in advance of the meeting. Included were: MOU/IFA agreement document, Career Services Matrix and Regional One Stop budgets. All Partners thus had an opportunity to edit / tailor descriptions to what was currently being planned. At the convening meeting each of the 18 sections (including the Costs and Cost Sharing of Services budget) of the MOU agreement were reviewed by WDB Staff with the opportunity for questions. Partners were asked to specifically review and comment on section 6, Description of Comprehensive One-Stop Services and Section 8, Referral Process. The Career Services Matrix completion and method of delivery was discussed. Additional clarification of the coding numbers for services delivery was provided by WDB staff. The OneStop office budgets were reviewed with an explanation of how the Partners' costs were determined by the use of full-time equivalency (FTE) office occupancy. The category of other shared costs was presented with the idea of Partners proving these costs via in kind contributions of marketing/recruitment materials. Each Partner provided an estimated value of the marketing and recruitment materials that ere to be provided In-Kind in support of the One Stop System in Region 5. Following receipt from Partners of additional Career Services and cost information as agreed at the convening meeting, the MOU/IFA document, Career Services Matrix and Regional Budget were finalized, distributed to all Partners and the signature process completed. As provided in the MOU, all Partners are required to participate in an annual review process as the new Program Year IFA budget is prepared. During this annual review Partners are able to adjust their cash and In-Kind contributions based on the mutually agreed methodology outlined in the MOU. As also described in Plan Section 3.1, the roles of the one stop partners are as follows. The WIOA Title I – adult, dislocated worker and youth entity, Interlocal Association, will provide career services to assist individuals with career planning, training resources and job connections through staff in the local WorkOne offices. WIOA Title II – Adult Education and Literacy entities are Blue River Career Programs, Central 9 Career Center, Hinds Community School Corporation, Warren Township MSD, Washington Township MSD, and Wayne Township MSD. They will provide basic education so that individuals can earn a High School diploma equivalency (HSE) credential as well as function more productively in the workforce. The WIOA Title III – Wagner Peyser entity, the Indiana Department of Workforce

individuals with disabilities by providing occupational related skill training and work related accessibility tools and equipment. VRS will increase the talent pipeline for employers in the identified in-demand occupations and growing industry sectors by connecting them with a new source of productive individuals ready for employment. Higher Education and Perkins/Post-Secondary Career and Technical Education entity, Ivy Tech Community College, commits to coordinated service delivery. Carl Perkins funding is used for the improvement of post-secondary career and technical education (CTE) programs offered through the college. This is accomplished by purchasing necessary training equipment and hiring of instructors to provide student training in in-demand occupational skill areas. Ivy Tech uses common labor market information from the Department of Workforce Development to inform local CTE program development focusing on programs that are in in-demand occupational and skill areas. Ivy Tech engages employers, a major WorkOne customer group, in training program development. Data on CTE students is available via periodic reports that are available to WorkOne partners as well as the public. Ivy Tech registers many of its programs on the statewide WIOA eligible training provider list which enables eligible WorkOne clients to receive WIOA funding support for their training. Hinds Career Center uses Perkins funds to develop and offer in-demand career training at both the secondary and postsecondary levels. Both facilities are used for high school and adult students. The Unemployment Insurance (UI) entity, the Indiana Department of Workforce Development (DWD), will provide electronic access as needed in all Comprehensive and Affiliate WorkOne/AJC offices. In the Anderson and Franklin WorkOne comprehensive offices UI Kiosks and ID.me state phones are available. The Job Corps entity, Adams and Associates, will provide enrollees with an intensive, well organized, and fully supervised program of education, including English language acquisition programs, career and technical education and training, work experience, work based learning, recreational activities, vocational rehabilitation as accessed by FSSA, drivers' education, and counseling, which may include information about financial literacy. The AJCC shall provide enrollees assigned to the center with access to career services. As a primary residential facility most services are provided in-house at the AJCC campus. Community service assignments, work-based learning and work experience are at hosting area non-profits, governmental and private entities. AJCC provides the participants bi-monthly stipends, additional completion benefits and the hosting entity provides the daily supervision. The Senior Community Service Employment Program services are available at the national level. The SCSEP fosters economic self-sufficiency for older, low-income adults by providing tangible job skills training through community service assignments at non-profits and public facilities. These services include orientations, community service assignments, occupational, work skills and aptitude assessments, skills training, free physical exams and assessment of needs-based supportive services and job search assistance. Most services are provided in-house at SCSEP offices. Community service assignments are at hosting area non-profits and governmental entities. SCSEP provides the participants wages and benefits and the hosting entity provides the daily supervision. The National Farmworker Jobs Program (NFJP) entity, Proteus, will provide the following services through the WorkOne/AJC system with their WIOA funded staff. Outreach; Skills Assessment; Job Search and Placement Assistance; Individual Employment Plan Development; Career Planning and Assessment; Short Term prevocational services (interviewing skills, workplace readiness training); Occupational Skills Training; On-the-Job Training; Skills Upgrading and Retraining; Entrepreneurial Training; Related Assistance Services; Emergency Housing Assistance. The Migrant and Seasonal Farmworker (MSFW) entity, DWD, will provide the following services as needed through the WorkOne/AJC system with their WIOA funded staff. Outreach; Skills Assessment; Job Search and Placement Assistance; Individual Employment Plan Development; Career Planning and Assessment; Short Term prevocational services (interviewing skills, workplace readiness training); Occupational Skills Training; On-the-Job Training; Skills Upgrading and Retraining; Entrepreneurial Training; Related Assistance Services; Emergency Housing Assistance. The TANF entity, Indiana Family and Social Services Administration, will provide access to its programs via a dedicated Icon on WorkOne/AJC public

computers. The TAA entity, DWD, will provide knowledgeable professional staff on-site as needed in the Comprehensive WorkOne /AJC offices. These staff will provide customer appropriate information and services to TAA affected individuals seeking access to Career Services identified on the MOU Career Services Matrix. The Job Services Veterans Grant entity, DWD, will provide knowledgeable professional staff on site on a scheduled itinerant basis at the Comprehensive WorkOne /AJC offices. These staff will provide customer appropriate information to veterans and eligible spouses seeking access to Career Services identified on the MOU Career Services Matrix.

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

Administrative Cost Pooling: There are no administrative cost pooling arrangements between EmployIndy, Region 12 and the Region 5 Workforce Board.

G. Describe how one-stop centers are implementing and transitioning to an integrated technology enabled intake and case management information system for core programs and programs carried out under WIOA and by one-stop partners. [WIOA Sec. 108(b)(21) and 20 CFR 679.560(b)(20)]

Local one-stop centers are implementing and transitioning to an integrated technology enabled intake and case management information system for core programs. Local management staff will continue to make efforts to integrate more with programs carried out by one-stop partners. The local Region 5 staff will support and pilot the initiatives taken by the state agency regarding integrating intake and case management information systems. The regional Memorandum of Understanding will be a mechanism to serve as a visionary plan for how partners will work together as an integrated service delivery system. The core programs will expand their utilization of technology in order to expand access to education, training, supportive services and employment. This will include utilizing virtual service delivery platforms, for purposes of disseminating information, such as the provision of orientations, as well as assessments and referrals of clients. The DWD site: in.gov/dwd/contact-us/ facilitates individual's virtual connection with WorkOne services. It offers free virtual tools and workshops and the opportunity to meet with experts via smart phone, tablet or computer. The "Visit a Career Center" button connects persons directly with the Region 5 www.workonecentral.org resources. A vision for the future is to develop the ICC data base system so it can easily accommodate new programs and funding streams that may come on line to expedite and simplify the case management and reporting systems.

4.4 Provide an assessment and description of adult and dislocated worker workforce development activities, including type and availability of education, training, and employment activities. Include analysis of the strengths and weaknesses of such services as well as the capacity to provide such services in order to address the needs identified in 1.2. Specifically assess the local area's WIOA performance levels from the prior two years. [WIOA Sec. 108(b)(1)(D) & 108(b)(7), 20 CFR 679.560(b)(6), and 20 CFR 679.560(a)(4)]

Adult and dislocated worker activities include basic career services available to any job seeker and individualized career services that are more in-depth, as well as training and follow-up. The local area plans to continue to make available these different levels of services at WorkOne physical locations as well as to provide virtual services. Access to services at partner locations within the geographic area may be increased. Any and all job seekers are eligible to receive basic career services, and this provides opportunities for assessment of skill levels, receipt of labor market information, job search and placement assistance, information and referral to supportive services, assistance with locating financial

aid and access to filing UI claims. Having physical locations as well as providing virtual services is a strength in being able to geographically serve the residents within the 8 county local area. Many people have limited transportation and financial support to travel to WorkOne physical locations, yet do have the availability of internet access in a nearby place. These individuals may be able to take advantage of virtual service delivery that is important in their job search and skill development. Continuing to offer the one-on-one assistance at a physical location provides the needed supportive structure that many job seekers will want and need, as they seek guidance and encouragement in their skill development. It is important to continue developing a workforce system that allows varied ways to access services. Beyond basic career services, individualized career services will be available to serve people as they work to better identify their skill levels, interests, and available options for training. WorkOne staff will be available to assist job seekers in the development of an Individual Employment Plan to identify goals and steps to take to achieve their goal of employment. Workshops will be available offering job search assistance in a group setting at a specific location, such as the WorkOne physical location, or, virtually. WorkOne staff may also provide financial literacy and other specific life skills topics to better prepare the job seekers. Specialized assessments provided will result in feedback to customers regarding their employability skills that are needed by employers. This includes critical thinking, problem solving, communication and collaboration. For individuals that are interested in training, there will be opportunities through various resources either within the WorkOne WIOA or other grant resources. In the event financial resources are not available for training, staff will assist in making a referral to allow their participation, which may include assisting them with filing for financial aid and follow-up services after individuals have received services and have been placed into employment. This may include continued guidance and support as they have transitioned into employment and may welcome continued case-management assistance for a period of time. There is an ongoing assessment of the WIOA performance levels with continuous improvement plans and operational guidance to increase performance.

The Region 5 WIOA performance achieved for the past two program years was good. The Region exceeded the majority of the performance standards for both program years, 8 of 15 in PY 2024 and 11 of 15 in PY 2025. The following table provides the specific performance for the Adult, Dislocated Worker and Youth WIOA programs.

Program Year 2025 WIOA Performance				
07/01/2025 through 06/30/2026				
ADULT	Standard	Region 5		Indiana
Employment Rate (Q2)	80.0%	74.0%		79.2%
Employment Rate (Q4)	80.0%	78.9%		78.3%
Median Earning	\$8,000	\$9,611		86.6%
Credential Rate	75.0%	84.6%		73.7%
Skills Gain	72.0%	75.0%		76.5%
Dislocated Worker	Standard	Region 5		Indiana
Employment Rate (Q2)	77.0%	75.4%		77.3%
Employment Rate (Q4)	78.0%	78.1%		76.2%
Median Earning	\$9,600	\$11,026		\$9,541
Credential Rate	74.0%	93.1%		77.1%
Skills Gain	67.0%	100.0%		77.4%

YOUTH	Standard	Region 5		Indiana
Employment Rate (Q2)	80.0%	83.1%		77.9%
Employment Rate (Q4)	82.0%	80.4%		77.9%
Median Earning	\$4,500	\$5,506		\$5,072
Credential Rate	69.0%	73.3%		69.5%
Skills Gain	73.0%	93.1%		77.2%

Program Year 2024 WIOA Performance				
07/01/2024 through 06/30/2025				
ADULT	Standard	Region 5		Indiana
Employment Rate (Q2)	80.0%	84.6%		78.8%
Employment Rate (Q4)	80.0%	79.4%		78.6%
Median Earning	\$8,000	\$10,030		\$8,894
Credential Rate	75.0%	74.6%		70.5%
Skills Gain	70.0%	33.3%		82.0%
Dislocated Worker	Standard	Region 5		Indiana
Employment Rate (Q2)	77.0%	83.3%		74.8%
Employment Rate (Q4)	78.0%	79.4%		76.6%
Median Earning	\$9,600	\$11,510		\$10,094
Credential Rate	74.0%	51.8%		70.5%
Skills Gain	67.0%	33.3%		76.4%
YOUTH	Standard	Region 5		Indiana
Employment Rate (Q2)	80.0%	78.5%		78.5%
Employment Rate (Q4)	82.0%	80.6%		80.0%
Median Earning	\$4,500	50.1%		\$4,980
Credential Rate	69.0%	71.4%		69.1%
Skills Gain	72.0%	79.8%		76.8%

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

Successful models to serve dislocated workers have included offering specialized workshops to assist individuals in their transition to new employment. Topics for these workshops have included job search strategies including the usage of social media such as LinkedIn, Lean Six Sigma Yellow Belt training and Career Discovery workshops. LinkedIn workshops focus on setting up and optimizing a profile, strategies for self-marketing, building and maintaining professional relationships, and job search features. Lean Six Sigma Yellow Belt training teaches the principles of Lean Six Sigma, and it provides an advantage to job seekers, allowing them to market skills learned to prospective employers who are interested in waste reduction or efficiency. Career Discovery workshops provide an interactive experience through practical

exercise to build a solid foundation for an effective job search. Focus areas include self-assessment of key strengths, core skills and competencies, potential career focus, shaping key messages, branding and networking strategies. Focus groups for dislocated workers is another valuable strategy. The success of workshop participation is well documented in individual success stories that are an excellent example of how the local region assists job seekers in achieving success by gaining new skills leading to self-sustaining employment. By definition, dislocated workers lose jobs due to changes in the economy and are less likely than the average unemployed worker to have been fired for poor performance or to have quit due to dissatisfaction in the workplace. Already having well developed transferable skills can more readily be leveraged following completion of workshops more tailored to their needs. Overall, striving to use approaches that are tailored to the worker's skills and interests is most effective in finding the best re-employment opportunities, while using state-of-the-art, data-driven job search techniques. Moving forward, offering job search techniques using Artificial Intelligence (AI) will be pursued, offering practical sessions to explore AI tools for job matching. With the cooperation of businesses that are experiencing a large layoff, on-site job fairs are held which provides an opportunity for current workers to transition to new employment with little or no time unemployed.

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

WARN notifications are sent by DWD Trade Act and Indiana Career Connect alerting regions of a WARN notice. Staff become aware of other lay-offs or closures by other avenues such as newspaper articles, customers visiting the WorkOne offices, local connection with employers, and Chamber of Commerce. Rapid Response services are provided by Business Services staff, coordinated with other WorkOne staff, making sure that all services are represented to the employer, union, and workers to be displaced. Business Services staff make the initial contact with the employer to gather information, to determine if lay-off aversion is possible and to explain rapid response activities and services, offer assistance, and schedule rapid response activities. The orientation for workers covers unemployment insurance, COBRA and other health insurance, labor market information and employment opportunities, reemployment opportunities, reemployment services, job training services and severance and retirement pay issues. Information regarding other community programs that may be beneficial to the employees is also covered. Employees are asked to complete a survey in order for staff to gather information on their reemployment and/or retraining needs. Services may be offered on-site, if feasible, or at WorkOne locations. On-site services may include, but not limited to: application completion, Indiana Career Connect (ICC) registration and navigation, job search workshops, resume workshops, and interviewing skills. Computer and financial literacy offerings, and basic skill remediation may be arranged. The Business Services team works together with the employer and union representative to provide the most comprehensive and appropriate services for the employees. Working together, the Business Services team and WorkOne staff, develop customized sessions, taking into account the needs of the workforce and the environment in which the lay-off will occur. Virtual Rapid Response orientations have been offered through GoToWebinar. The event is hosted by DWD Marketing Team and a presentation is delivered by local staff. The presentation covers the same items as an in-person orientation and includes: programs and services (ICC, LMI, and WIOA), overview of community resources, overview of unemployment insurance, and the survey. Staff work together to provide quality Rapid Response services and WIOA transition information and services, including follow-up. This has been and will continue to be our regional approach.

4.7 Provide an analysis and description of the type and availability of youth workforce activities for in school youth, including youth with disabilities. If the same services are offered to out-of-school youth, describe how the programs are modified to fit the unique needs of in-school youth. For each program, include the following: length of program and availability/schedule (i.e. two weeks in July); percent of youth budget allocation; WIOA program elements addressed by the program; desired outputs and outcomes; and details on how the program is evaluated. Include analysis of the strengths and weaknesses of such services and the capacity to provide such services in order to address the needs identified in 1.2. [WIOA Sec. 108(b)(9) and 20 CFR 679.560(b)(8)]

Region 5 youth programs provide a comprehensive range of workforce preparation and case management services designed to help eligible youth aged 14-21 and young adults aged 16-24 achieve their educational and employment goals. Youth services encompass all 14 WIOA Youth Program Elements, including career guidance and exploration, summer and year-round work experiences, and skills training in career pathways aligned with in-demand occupations.

In-school youth services are delivered through one Jobs for America Graduate's (JAG) program and 5 In-School Youth programs. JAG is a workforce program that helps high school students with barriers to graduation learn in-demand employability skills and receive career exploration and coaching experiences. JAG programming prioritizes high school diploma attainment and provides a structured pathway to successful post-secondary education and workforce opportunities. JAG is provided as an in-school, for-credit elective class taught by a JAG Specialist/Mentor during the school day.

The JAG program and ISY program operates year-round, serving students in grades 9-12 who face academic, environmental, and economic challenges, putting them at risk of dropping out. The JAG Specialist forms an advisory committee of teachers, guidance counselors, and other school administrators to facilitate student referrals to the program. The JAG Specialist actively promotes the program within the school and recruit students who need, want, and can benefit from JAG, including youth with disabilities who often face employment barriers or are not on track to graduate. The Specialist provides necessary accommodations according to student's IEPs and 504 plans. V

The JAG curriculum and service categories encompass all 14 WIOA Youth Program Elements. Specialists deliver program components through classroom instruction, project-based learning, adult mentoring, work experiences, student-led leadership development, job placement assistance, and transition services to post-secondary education. Graduates receive one year of follow-up guidance and support. Project-based learning and employer engagement offer hands-on, realistic learning experiences, enabling students to master 37 to 87 workforce-related competencies. Leadership development is fostered through extracurricular activities, including student-led planning, public service, social awareness projects, and participation in State and National JAG conferences throughout the school year. The In-School Youth budget used to support the JAG program will not exceed 50% of the annual WIOA Youth allocation, as permitted by the state's waiver provision approved by the U.S. Department of Labor. The waiver reduces the minimum allocation requirement for out-of-school youth from 75% to 50%, allowing for greater flexibility in funding dropout prevention programs like JAG. Region 5 until it expires or is rescinded. Due to the funding cuts at the State level that supported the JAG program, Region 5 currently operates one JAG program at Franklin Community High School.

In January 2024, Region 5 launched three new JAG programs, including Alternative Education programs at Avon Academy and Harris Academy and a Multi-Year program at Brownsburg High School. A JAG Alternative Education program launched at Carmel High School in August 2024.

The Out-of-School Youth program is distinct from the JAG model used for in-school programming, in that it is designed to be very individualized and adaptable to accommodate the specific needs and interests

of each young adult. While the In-School youth program provides services in a classroom setting, the out-of-school youth program provides services one on one or in a small group setting at the WorkOne office or offsite locations. Services are available year-round, with participation durations ranging from one month to more than a year, depending on individual needs and goals. At a minimum, 50% of the WIOA Youth budget each program year is allocated to the Out-of-School Youth program, as permitted by the state waiver provision. In PY 22, Out-of-School Youth expenditures accounted for 75% of WIOA youth expenditures, and in PY 23, they accounted for 77.3%.

Youth Career Services Advisors (CSA) offer a comprehensive approach to serving young adults with significant barriers to employment. They work closely with young adults to provide effective career guidance and case management services to ensure they receive the services they need to overcome those barriers and succeed in education and the workforce.

Youth Career Services Advisors (CSAs) in each county WorkOne office are responsible for recruiting and serving out-of-school youth. WorkOne customers under the age of 25 are screened for WIOA youth eligibility and referred to a Youth CSA. The CSA thoroughly explains WIOA Youth services and initiates the objective assessment, intake, and eligibility process.

Young adults receive a comprehensive, objective assessment to evaluate their educational levels, barriers, goals, strengths, interests, employability, and job skills. This process helps identify gaps and needs and may involve various methods, including interviews, the TABE test, school records, Indiana Career Explorer (INCE), O*Net, and other tools. Aptitudes and interests are assessed to determine the most suitable career path and services. Regional Labor Market Information (LMI) and career sectors are reviewed and discussed to guide employment and career advancement opportunities.

The Youth Career Advisors collaborate with participants to develop an Individual Service Strategy (ISS), outlining a career pathway with specific educational and employment goals and the steps needed to achieve them. The ISS is updated as goals or life circumstances change.

Young Adult services focus on overcoming employment and educational barriers through work-based training, education programs, and supportive services. Young adults are connected with partner programs to remove obstacles and facilitate access to services associated with the WIOA Youth Elements. Youth CSAs often refer young adults to Adult Education Providers, Career and Technical Education Centers, Community Colleges, Job Corps Centers, Department of Family Resources (SNAP/TANF), Vocational Rehabilitation, and other community-based organizations. Youth CSAs coordinate with Adult Education programs and the Excel Center and arrange for young adults to enroll in classes to earn their high school diploma or equivalency.

Youth CSAs coordinate with the WorkOne Business Representatives to create work-based learning opportunities for youth, including WEX, OJT, job shadowing, and apprenticeships in healthcare, information technology, education, and logistics sectors. Staff arrange interviews with employers offering job opportunities aligned with the youth's career pathway. Supportive services necessary for program participation, such as transportation assistance, work uniforms, books, car repairs, childcare, housing, food assistance, and utilities, can be paid with WIOA youth funding or provided through a referral to another organization, such as Child Care Development Funds (CCDF). Co-enrollment in WIOA Youth and Adult programs will be considered for young adults aged 18-24 if needed to help reduce barriers to employment and improve outcomes for the participant.

Establishing strong linkages with other youth serving organizations is a key goal of Region 5. Partnerships and referral networks have been established in the local area to coordinate youth services with Adult Education Providers, local school districts, Career and Technical Education (CTE) programs, Ivy Tech, Vincennes and other technical colleges, Vocational Rehabilitation, the Division of Family Resources and Department of Child Services in each county, Job Corps, Juvenile Corrections, Excel Centers, homeless shelters and other community-based organizations, as well as employers in the local area. Youth program staff collaborate with youth serving organizations to establish working relationships, partnerships, and processes as well as explore additional resources to make available the 14 youth program elements and ensure youth have access to wraparound services needed to succeed in education an employment. Services are coordinated through referrals, attending local inter-agency meetings, giving presentations to various agencies, and meeting with local business and industry for the development of worksite agreements for work experience. Youth staff are available to provide services on site at local community service organizations as needed to allow priority populations to access programs and services in locations that are more convenient for them.

Region 5 partners with regional Adult Education Consortium members (Blue River Career Program, Central Nine Career Center, Hinds, MSD of Washington Township, MSD of Warren Township, and MSD of Wayne Township), and staff regularly participate in monthly consortium meetings, sharing best practices and improving referral mechanism. Additionally, the Adult Education Program Coordinator at Wayne Township is an active member of the Region 5 Youth Committee. Through the youth program, working partnerships are in place with Adult Education to provide academic remediation and tutoring as well as some career exploration services to youth without a high school diploma or youth who are in need of basic skills brush up, and youth staff provide work-based learning, occupational skills training and support services needed to complete program activities. Youth staff make referrals to Adult Education services, with follow-up contact and regular data tracking, and receive youth referrals from Adult Education. Youth staff collaborate with Adult Education providers in the region to engage youth in Workforce Ready short-term training that results in a certificate or credential in a demand occupation. Youth staff regularly visit Adult Education sites to participate in orientations and engage with students. The presence of adult education services on site at the Anderson WorkOne office provides youth with easy access to adult education classes and helps facilitate coordination of services.

Partnerships with technical colleges, including Vincennes University, Ivy Tech, and private training vendors, are in place. Youth Career Advisors are located in WorkOne offices on the campuses of Ivy Tech in Noblesville and have close working relationships with these entities. Youth staff will continue to work with these providers to ensure youth have access to opportunities for occupational skills training to earn industry recognized credentials.

Vocational Rehabilitation has staff visit the WorkOne offices in Region 5 and a referral system is in place to ensure youth with disabilities are connected with VR staff for vocational rehabilitation assessments and services. Vocational Rehabilitation and the local school districts will continue to be collaborative partners while providing services to young individuals with disabilities.

Region 5 has developed a strong partnership with Job Corps. Youth staff have toured the Atterbury Job Corps campus and have gone on site to provide WIOA Youth Program Orientations for Job Corps students. Job Corps representatives have attended youth staff meetings to present about Job Corps programs and services, and Region 5 youth staff and Job Corps staff coordinate youth referrals and services. Region 5 staff attend the Job Corps Center's Workforce and Community Relations Council.

All youth participants are offered an opportunity to receive follow up services that align with their individual service strategies. Follow-up services vary in intensity based on the needs of each individual and appropriate services to help in facing challenges that come up on the job or in post-secondary education/training. Follow up services help youth in completing training and/or maintaining employment.

The provision of WIOA in-school and out-of-school youth services is coordinated around the 14 Youth Program Elements. The 14 program elements are provided directly by Youth CSAs, JAG Specialist or by partner organizations via referral.

1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies. JAG is a dropout prevention program operating in 10 high schools in Region 5. The JAG curriculum, activities, and support services keep youth in-school and engaged in learning. Students are provided time for academic remediation in difficult subject areas and develop study skills. If identify school-based tutoring or arrange other tutoring services as needed; WIOA funds may be used to pay for tutoring services.

2. Alternative secondary school services, or dropout recovery services, as appropriate. Strong partnerships and referral processes have been established with the adult education providers in the region and with Job Corps. Youth are referred to Adult Education (AE) programs to earn their high school equivalency/diploma or brush up on basic skills. Youth staff visit the Adult Education (AE) sites regularly and participate in the AE orientations to promote WIOA youth services and facilitate referrals. A referral to job Corps is another option for youth in need of a high school diploma/equivalency and an industry recognized credential. Staff also refer youth to the Excel Centers in Anderson, Shelbyville, and Noblesville for dropout recovery services that lead to completion of a high school diploma and occupational certifications. JAG Specialists maintain contact with students who have dropped out of high school and refer them to adult education and dropout recovery programs to earn their high school equivalency or diploma.

3. Paid and unpaid work experiences. Paid and unpaid work experiences (WEX) that have academic and occupational education as a component of the work experience are made available to youth year-round and include summer work experience, on-the-job-training (OJT), pre-apprenticeship, internships, and job shadowing. Work experiences are developed for youth based on their individual needs, career pathway interest, and abilities. Youth can earn income, gain real-world skills, build an employment history and determine if they are a fit for that career pathway. During the school year, JAG students participate in WEX afterschool and often the school serves as the worksite with IT, office, and custodial WEX positions. In the summer, JAG students are available to work more hours and a full-time WEX is an option. Region 5 has had success placing OSY on a short WEX followed by an OJT in healthcare, IT, Manufacturing and Transportation/logistics sectors.

4. Occupational skills training. Youth are encouraged to consider short term training programs that lead to recognized postsecondary credentials aligned with in-demand industry sectors and occupations in the local area. Youth staff assess the youth's skills, aptitudes, abilities, and interests and provide career planning assistance to help youth identify career opportunities. Youth receive labor market information for INDemand Jobs available on the <https://indemandjobs.dwd.in.gov/> website. Youth interested in occupational skills training conduct research and find WIOA approved education and training programs on the Indiana Eligible Training Provider List accessible through the INTraining website. The chosen occupational skills training must meet the in-demand and quality standards as highlighted in the state's demand-driven online tools. Using a strategy based on career pathways, WIOA youth services will be coordinated to identify a career goal and the steps needed to build skills that allow youth to advance in their chosen field.

5. Education offered concurrently with Workforce Preparation. Youth are assigned workplace readiness activities and basic academic skills instruction concurrently with and in the same context as hands-on occupational skills training for a specific occupation or occupational cluster. Staff develop opportunities for youth to participate in a work experience, OJT, or internship while completing a program of classroom education and occupational skills training. This has been a successful model for youth pursuing Certified Clinical Medical Assistant training in Region 5. Staff provide youth with workforce preparation activities and work experience while the youth receives basic skills instruction from the Adult Education Provider and occupational skills training from Vincennes University. Staff are aware of existing integrated education and training programs offered by Adult Education Providers in Region 5.

6. Leadership development opportunities. Leadership development is an integral part of the JAG curriculum. JAG students complete service-learning projects which promote the acquisition of individual leadership skills and all students are required to participate in approximately 10 hours of community service each school year. Students serve in a leadership role as officers of the JAG Career Association and are involved in peer-centered activities that allow them to grow and develop as leaders. JAG students participate in the Multiply Good – Students in Action leadership conferences each year. Youth staff link youth to volunteer positions in the community and inform them of opportunities to join civic organizations or participate in community events to promote leadership.

7. Supportive Services. Supportive services are made available to JAG students and out-of-school youth to help youth overcome barriers to employment and enable them to participate in youth services. Staff refer students to community agencies for assistance, and will provide youth with supportive services that are individualized and based on need. Types of supportive services may include, but are not limited to the following: Purchase of work clothes or tools/equipment needed for work or classroom training; assistance with transportation and/or child care expenses associated with work or training; books/supplies required for school, and medical necessities such as glasses or physical exams. Additionally, youth may receive incentive payments for recognition and achievement of goals tied to training and work experience. The Region 5 Workforce Board has approved an Incentive Award Chart that provides the maximum incentive amount allowed for the achievement of each successful outcome. Maximum incentive amounts may be revised based on the availability of funding for incentive and supportive service payments for youth. JAG students and out-of-school youth can earn a \$100 incentive award for attaining a high school diploma or equivalency.

8. Adult mentoring. Youth Career Advisors connect youth participants to appropriate adult influences in their lives; formal mentoring may be arranged in partnership with local agencies. Youth staff coordinate with organizations and individuals to provide mentoring services for youth and make referrals. Mentors may include workplace mentoring where a youth is matched with an employer or employee at their worksite. Adult mentoring must be for a duration of at least 12 months. Measures are in place adequately screen and select mentors. JAG Specialists and youth staff may serve as mentors in areas where adult mentors are sparse.

9. Follow-up services. Follow-up services are provided by youth staff for 12 months after a youth exits the program to help ensure youth are successful in employment and/or post-secondary education and training following their exit from the youth program. Youth staff will follow up with exited youth on a monthly basis following the extended case management guidance provided by Region 5 MIS. Maintaining monthly contact is a best practice for retention in employment and education placements. Social media is the most common way staff connect with youth and re-engage them if additional services are needed. JAG staff conduct monthly check-ins with all JAG graduates for 12 months after graduation.

10. Comprehensive guidance and counseling. Staff provide youth with the guidance needed to make informed decisions regarding career and educational opportunities. Staff know when and how to refer youth for substance abuse or mental or behavioral counseling. When referring youth to an organization

for counseling, staff will coordinate continuity of service, and if needed, WIOA funds may be used to pay for counseling services.

11. Financial literacy education. Youth staff provide financial education instruction to youth to help them understand the basics of credit, budgeting, banking and other fundamentals of personal finance. This training may be delivered in the classroom and/or on a more individual basis, as needed. While emphasis is placed on overall financial health, it will include a focus on the financial aid process for postsecondary education opportunities. The JAG curriculum covers financial literacy and students have the opportunity to earn incentives for developing and demonstrating key elements of financial literacy, including opening a checking and/or savings account. Financial Literacy is part of the workplace readiness curriculum the youth staff use with out-of-school youth. Financial education resources used include “Skills to Pay the Bills,” and the Jump\$tart clearinghouse website.

12. Entrepreneurial skills training. Youth are provided information on the different business opportunities available in the labor market and options for self-employment. Staff will utilize entrepreneurial skills training programs available on-line and resources available through Junior Achievement and the Small Business Development Center to provide entrepreneurial skills training to youth. JAG Specialists bring in guest speakers who have had success owning their own business. Youth are provided opportunities to meet and learn from successful entrepreneurs who are willing to share the steps that need to be taken to build a business.

13. Services that provide labor market and employment information about in-demand industry sectors. Staff provide youth with labor market and employment information and direct them to the IndianaCareerReady.com website to increase their career awareness. Staff have youth take assessments and complete assignments using exploration tools such as Indiana Career Explorer and Indiana Career Connect. Staff counsel youth on career pathways with an emphasis on in-demand industry sectors and occupations in the local area. Staff discuss growth potential within each career pathway and career cluster and provide guidance to help youth make the best career choices possible to provide a foundation for long-term self-sufficiency.

14. Postsecondary preparation and transition services. A variety of activities are provided to help youth prepare for postsecondary education and training opportunities available to them. Youth are often disconnected from both employment and educational opportunities and have not considered college or postsecondary training as an option. They may lack confidence in their own abilities, and some have had no role models or know that their families cannot afford it and have no awareness of the financial aid they can obtain. Youth staff address these issues and assist with postsecondary transitional activities including labor market information, career research, comparisons of training options, financial aid and training program requirements. JAG students take field trips or virtual tours of college campuses, and receive instruction on completing college applications, navigating the admissions process, and searching and applying for scholarships and grants. Staff facilitate connections with postsecondary education providers to assist youth in making a successful transition.

Desired Outputs and Outcomes

Outputs for In-School Youth and JAG:

Total number of students enrolled, number of ISY youth enrolled, mastery of the core competencies, evidence of community-based service-learning project, graduation rates of JAG students being greater than that of the school, scholarships awarded meeting or exceeding the previous year’s amount, and 20% of WIOA youth funding spent in work-based learning activities.

Outcomes: Meet WIOA In-School Youth Performance Standards; JAG 6 of 6 National Standards; Median wage 11.00 per hour;

The JAG program is evaluated based on the actual performance compared to goals for each of these indicators, as well as the program capacity to recruit the required number of students per class (40).

JAG 6 of 6 Standards (Region 5 Outcomes for 2025 Graduates)

Graduation Outcome		Employment Outcome		Full-time Employment Outcome		Full-time Positive Outcome (Employed and/or enrolled in post-secondary training)		Further Education Outcome		*Connectivity Rate
Goal	90%	Goal	60%	Goal	60%	Goal	75%	Goal	35%	95%
Actual	100%	Actual	61.45%	Actual	74.51	Actual	84.34	Actual	49.40%	97.59%

Outputs Out-of-School Youth:

Number of OSY enrolled, number of OSY Exits, and number of youth earning a high school diploma/equivalency and or short-term credential, number of WEX/OJT, and 20% of WIOA youth funding spent in work-based learning activities.

Outcomes: WIOA Out-of-School Youth Performance Standards; Median wage 13.00 per hour

The WIOA youth programs are evaluated on an ongoing basis. Monthly reports with youth enrollment numbers, active caseload numbers, postsecondary training, and work experience and on-the-job training enrollments, and program outcomes are reviewed on an ongoing basis.

WIOA Youth Core Indicators	PY24 Goal	PY24 Actual Rolling 4 QTRs	PY25 Goal	PY25 Actual Rolling 4 QTRs
Employment, Education, or Training Placement Q2	80.00%	78.50%	80.00%	83.10%
Employment, Education, or Training Placement Q4	82.00%	80.6	82.00%	80.40%
Median Earnings	\$4,500		\$4,500	\$5,506
Credential Rate	69.00%	71.40%	69.00%	73.30%
Measurable Skills Gain	72.00%	79.80%	73.00%	93.10%

Strengths: Region 5 has knowledgeable youth staff with a track record of providing effective youth services leading to successful outcomes for the youth served and WIOA and JAG program performance. Another strength is the strong collaborative partnerships that Region 5 has established with the regional Adult Education providers and Job Corps.

Weaknesses: Fluctuations in the WIOA youth allocation from year to year can reduce funding for youth work experience, occupational skills training, and supportive services. An area for growth is youth recruitment and enrollment of in-school JAG and out-of-school youth. Region 5 will increase the use of technology to connect and engage with youth through social media, promote the remote intake/application process and develop and offer more virtual and web-based youth services. Youth outreach and recruitment will focus on marketing Region 5 youth programs more effectively and increasing the visibility of youth programs in schools and the local communities. Information about Region 5 youth and young adult services is available on the WorkOne Central website www.workonecentral.org and social media tools including Twitter and Facebook will be used to deliver fast, wide spread information within the local area.

As reflected in the state plan, the local area must define the criteria for “requires additional assistance” as part of out-of-school or in-school youth eligibility. The Region 5 Workforce Development Board has defined “requires additional assistance to enter or complete an educational program, or to secure or hold employment” as youth with one or more of the following barriers:

- A Youth who is unemployed and has been unable to obtain employment within the six weeks prior to program application; or is underemployed defined as part-time (less than 30 hours a week) and/or minimum wage (OSY); or
- A Youth who has never worked or who has never held a full-time job (30+ hours a week) for more than 13 consecutive weeks (OSY); or
- A Youth who has neither the work experience nor the credential required for an occupation in demand for which training is necessary and will be provided (OSY); or
- A Youth who has dropped out of a post-secondary educational program during the last 12 calendar months prior to program application (OSY); or
- A Youth who has been fired from a job within the 12 months prior to program application (OSY); or
- A Youth living in a household where a parent is incarcerated or has a criminal record; or has no high school education (ISY/OSY); or
- A Youth who has experienced recent traumatic events, is a victim of abuse, or resides in an abusive environment, or suffers from serious emotional or medical problems (ISY/OSY); or
- A Youth who is in a household where a parent or spouse has been terminated or laid off in the past 6 months (ISY/OSY); or
- A Youth who has been referred to or treated by an agency for substance abuse/psychological problems (ISY/OSY); or
- A Youth who has experienced the loss of a primary caregiver (parent or guardian) due to debilitating health issues, death, or military service (ISY/OSY); or
- A Youth who lacks transportation to school or work and/or does not have access to technology (ISY/OSY); or
- A Youth who is an expectant father (ISY/OSY); or
- A Youth who is at risk of dropping out of high school due to failing a core subject/behind in credits/poor attendance/not passing proficiency exam or has had an out of school suspension or expulsion from school (ISY)

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

Successful Models of WIOA Youth Workforce Activities in Region 5:

1. Sector-Specific Occupational Skills Training (OST) Integrated with Work Experience (WEX, OJT) for OSY:

Overview: This model integrates Occupational Skills Training (OST) with Work Experience (WEX) in the healthcare sector, particularly targeting roles such as Certified Clinical Medical Assistant (CCMA).

Implementation: Partnerships with Hancock Physician's Network and Major Hospital offer youth the opportunity to gain both theoretical knowledge in the classroom and practical skills through participation in a paid WEX for their externship requirements.

Outcomes: Participants gain industry-recognized certifications and real-world experience, improving their employability and readiness for the healthcare workforce.

2. Leveraging the Workforce Ready Grant to fund Occupational Skills Training for OSY:

Overview: This initiative focuses on Out-of-School Youth (OSY), providing them with short-term, industry-recognized credential training.

Funding: The Workforce Ready Grant funds the occupational skills training.

Coordination: Training providers work closely with OSY to facilitate paid work experiences that align with their externship requirements.

Outcomes: This dual approach enhances the youth's skills and provides practical experience, leading to higher chances of employment post-training.

3. Work Experience Development Aligned with the ISY or OSY's Career Pathway:

Overview: In-School Youth (ISY) JAG program place a student interested in law enforcement on a paid work experience with the Hancock County Sherriff's Department. Upon completing the WEX, the student was hired by the Sherriff's Department is attending Ivy Tech for criminal justice. An OSY participant interested in automotive repair was placed on a short-term paid work experience that transitioned to an On-the-Job training as an auto technician at a local automotive repair shop, resulting in employment.

Pathway: This collaboration helps students transition from school to employment and post-secondary education

Outcomes: Successful placements result in employment and further education, creating a clear career pathway.

4. Career and Technical Education (CTE) Work Experiences for ISY:

Overview: This model places students pursuing Career and Technical Education (CTE) in work experiences relevant to their career pathways.

Example: JAG student is placed on a paid WEX at a dental office, which led to a job offer and subsequent employment.

Outcomes: By aligning work experiences with students' educational paths, this model facilitates smoother transitions from education to employment.

5. Partnership with Multiplying Good for Leadership Development for ISY:

Overview: This partnership focuses on leadership development and service learning for in-school JAG students.

Activities: Students engage in leadership projects and community service, fostering essential skills for personal and professional growth.

Outcomes: Participants develop a strong sense of community involvement and leadership, which enhances their overall employability and readiness for future career opportunities.

Best Practices

Sector-Specific Training: Tailoring OST and WEX to specific industries like healthcare ensures that training is relevant and meets current market demands.

Grant Utilization: Leveraging grants like the Workforce Ready Grant effectively reduces financial barriers for OSY, facilitating access to high-quality training and work experiences.

Employer Partnerships: Building strong relationships with local employers, such as healthcare networks and law enforcement agencies, provides youth with valuable work experiences and potential job opportunities.

Integrated Career Pathways: Combining educational programs with practical work experiences helps students transition smoothly into their chosen careers.

4.9 Describe the process utilized by the local board to ensure that training provided is linked to in-demand industry sectors or occupations in the local area or in another area to which a participant is willing to relocate. Describe how training services outlined in WIOA sec. 134 will be provided through the use of individual training accounts, including, if contracts for training services as described in 20 CFR 680.320 will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter, and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided. [WIOA Sec. 108(b)(19) and 20 CFR 679.560(b)(18)]

Classroom occupational skill training is directly linked to in-demand industry sectors via the Eligible Training Provider data base. Programs approved for inclusion on the data base list must be in-demand occupations within the Region 5 and/or Region 12 areas. Staff develop Individual Employment Plans (IEPs) for all participants receiving financial assistance for training and support. Participants are informed of in-demand occupational sectors via current labor market information such as the regional IN Demand Jobs list prepared by the Department of Workforce Development (DWD). The IEP process requires participants to evaluate various providers who offer the field of training for the in-demand occupation they want to attain. Staff counsel participants to evaluate all the various factors such as availability, schedule, quality of training outcomes and certifications, overall costs and financial assistance available. The participant may then make their own informed selection choice. When funding training for clients the R5 Board will target occupations in the highest growing industry sectors which pay the median wage or more and require two years or less of education or training. These growth sectors are Health Care and Social Services, Transportation and Warehousing, Construction, and Professional and Scientific. The R5 Board will also target occupations within the industry sectors of Manufacturing, Finance and Insurance, and Wholesale Trade as these sectors generate higher income levels within the Economic Growth Region. On the job participant training contracts may be used with employers in targeted sectors.

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

The local area's grant application and project design strategy is based on assessing the need for and purpose associated with specific grant opportunities. Then, deciding if it fits within the framework of an integrated service delivery model. Staff within the region are trained and experienced in the development and submission of grant proposals. The strategy of identifying resources outside of WIOA to add to the quality of services or quantity of service delivery is imperative in the design of an effective service delivery system. The local area board and management staff recognize the importance of braided funding and seek out both public and private resources. When grant resources are located, staff analyze the opportunity to ensure it aligns with the mission associated with the delivery of effective services for both job seekers and employers. It is important to look at the overall grant parameters on how the funds may be utilized, reporting requirements, and timelines. Staff within the region are responsible for using multiple funding sources to cover various parts of the whole program and in doing so, the method of accounting for time spent in specific grant activities and direct expenditures is a critical part of managing the various grant resources. Grant requirements must initially be built into the enrollment process including required documentation and tracking of activities specific to each funding source. It is imperative to avoid duplicating services and funding. Consideration for and the actual hiring of any additional staffing needed to implement and/or manage a new grant resource takes place once a new source of funding is secured. The regional staff are well experienced in braiding funds and plan to continue to seek out opportunities in the future.

Regional management provides training including in-person, virtual and training manuals, as well as individual grant information available in a shared regional drive. Thus, direction is provided to individual case managers by regional management staff. Final funding decisions for direct cost payments are made by management staff taking into consideration program eligibility and availability of funding streams.

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

The local area will implement program evaluation in a multi-faceted approach. The R5 Board strives to ensure the continuous improvement of eligible providers of services, including contracted service providers. Critical steps are taken to ensure providers meet the needs of local employers, workers and job seekers. The State negotiates WIOA Title 1 Levels of Performance with local boards. The R5 Board reviews the progress being made to achieve these performance indicators on a regular basis. Common performance indicators measured include key employment information, such as the employment rate of participants after exiting the program, their median wages, whether they attained a credential, and their measurable skill gains. The R5 Board plans to continue meeting bi-monthly with full board participation. Prior to R5 Board meetings, subcommittees meet to review detailed reports and progress being made toward meeting performance indicators. At these regularly scheduled meetings, the WIOA performance indicators being measured are reported, and financial data reports are reviewed. Satisfaction surveys are completed by customers receiving WorkOne services, and by employers that are provided a link to report their level of satisfaction. DWD provides customer survey results to each local region on a quarterly basis. This includes comments that are made regarding the experience in receiving services either as an individual seeking career and training services, or an employer receiving assistance with hiring needs. The WDB reviews the annual monitoring, data validation and audit reports provided by DWD, and audit reports from an independent auditing firm. Reports identify both deficiencies to be

addressed and best practices. All of these avenues of information provide the WDB with the tools needed to determine if the needs of employers and workers as well as job seekers are being met. The R5 Board seeks to achieve continuous improvement from all providers of services, including contracted service providers throughout the program year.

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

The local area's professional development plan for all staff is multi-faceted, to encompass the requirements for conducting business by administrative staff as well as operational staff. Staff are initially trained by an on boarding process, to include personnel procedures and policies as well as basic reporting requirements. Local office supervisors train staff on confidentiality, application, process, eligibility, appropriateness, assessment, counseling, services available, case management, and follow-up services. In-house subject experts provide training in Equal Opportunity practices. Annual required training sessions with Equal Opportunity topics take place by modules that must be taken by all staff. Training occurs on how to use the state's tracking system (ICC) correctly, reporting activities, case notes and closures. Case management training modules are available and required by all Career Advisors that work with customers and enrolled participants. The One Stop Manager is responsible for training Business Consultants on the operational guidelines for working with employers, to process Employer Training grants, and for Rapid Response, as well as for business services per DWD policy. On-site training sessions will be scheduled as requested or needed. Additional training sessions may be offered by DWD or outside resources for staff to attend. Training manuals, updates, forms, policies procedures and guidance are ongoing and available by subject experts as well as on a staff Google Drive. Youth staff receive ongoing professional development training throughout the program year, offered through various methods, including in-person sessions, virtual meetings, online webinars, and self-guided e-learning modules. Local office supervisors, JAG managers, and MIS staff offer training, guidance, and ongoing programmatic support. Additionally, youth staff attend training sessions and conferences conducted by the Department of Workforce Development (DWD), Jobs for America's Graduates (JAG) National, Indiana Youth Institute (IYI), and other organizations. All youth staff are encouraged to participate in the annual IYI Kids Count Conference in December and other relevant IYI events. Out-of-school youth career advisors meet regularly to identify and address training needs. They are assigned to complete training and certification through Dr. Beverly Ford's Case Management Certification program offered by Workforce 180. JAG in-school youth (ISY) staff have regularly scheduled in-person or virtual meetings with their JAG manager to discuss training topics relevant to their programs. The JAGenius platform provides web-based day-to-day task training, including instruction modules for entering and tracking student information in the JAGForce data management system. A state JAG Trainer is available to provide additional training as needed. Much of the professional development for in-school youth staff occurs during the summer months when they are not in the classroom with their JAG students. All JAG staff had the opportunity to attend the 2023 JAG National Training Seminar (NTS), with new JAG staff prioritized to participate in the 2024 NTS.

Professional Development Plan for Region 5 Staff

Topic	Type	Frequency	Staff
New Staff Onboarding (personnel procedures, policy, and reporting requirements)	In-person	New staff	All
Compliance Training in the Workplace Modules (Ethics, Sexual Harassment, Professionalism, Drug/Alcohol-free, Diversity/Inclusion/Emergency Preparedness, HIPPA, Anti-Harassment)	Web-based	Annually	All
EO/Non-EO New Complaint Process Training		Annually	All
EO 101 slide review	PowerPoint	Annually	All
ADA Office Inspection Training; Accessibility Workstation Resources Binder located at each office.	Virtual	Annually	County Coordinators, Business Representatives One Stop Manager
Language Services (Proprio and Luna+GLOBO) Training	Virtual	As needed	All
Equity, Diversity, and Inclusion webinar	Virtual	As needed	EO Officer
Assisted Technology and Vision Training - Easter Seals Crossroads webinar	Virtual	As needed	EO Officer
Making Assistive Technology Solutions in Minutes – Easter Seals Crossroads webinar	Virtual	As needed	EO Officer
Indiana Career Connect (ICC) Training	In-person	New staff; Ongoing	All
Workforce 180 Case Management Certification (3 courses)	Web-based	New staff	A, DW, OSY
Region 5 MIS Training on WIOA A, DW, OSY Eligibility, Application/Enrollments, Closures/Exits, and Follow-up	In-person/Virtual	New staff; Ongoing	A, DW, OSY
TABE Test Training	In-person/Virtual/ Web-based	New staff; Annually	A, DW, OSY
Career Discovery Workshop	In-person	New staff	A, DW, OSY
Indiana Career Explorer state and regional training	In-person/Web-based	As needed	All
WIN training	In-person/Web-based	As needed	All
LinkedIn Optimization and AI-Enhanced Job Search	In-person	As needed	All
LinkedIn Learning courses: communication, time management, customer service, conflict management, teamwork, Microsoft Teams, Zoom, etc.	Web-based	As needed	All
Migrant Seasonal Farmworker Training	In-person/Virtual	As needed	A, DW, OSY, JAG/ISY
JAG Pre-National Training Seminar and National Training Seminar	In-person	Annually	JAG/ISY
JAG Indiana DWD New Specialist Training	In-person/Web-based/ Virtual	2 x a year as needed	JAG/ISY
JAG Indiana DWD Refresher Training	In-person/Web-based/ Virtual	2 x a year	JAG/ISY
JAG Indiana DWD Summer Training Conference	In-person	Annually	JAG/ISY
JAG Indiana DW Regional Coordinator Training	In-person/Virtual	Quarterly	JAG/ISY
JAG Indiana DWD Manager Training	In-person/Virtual	Quarterly	JAG/ISY

JAGForce Data Management System Training	In-person/Web-based	New staff; Ongoing	JAG/ISY
JAGenius e-learning modules & webinars, foundations of JAG, trauma-informed care, lesson planning, project-based learning, "6 of 6" standards, classroom management	Web-based	New staff; Ongoing	JAG/ISY
Region 5 MIS Training on JAG WIOA ISY Eligibility, Application and Enrollments, Closures/Exits, and Follow-up	In-person/Virtual	New staff; 3 x a year	JAG/ISY
Indiana DWD Young Adult Services Summit	In-person/Virtual	Annually	OSY
IYI Youth Worker Café on topics related to serving young adults	In-person/Virtual	Ongoing	OSY
Workforce GPS WIOA Youth webinars on WIOA youth eligibility, 14 Youth Elements, case management, WEX and OJT, outreach and recruitment, common measures, etc.	Web-based	Ongoing	JAG/ISY, OSY
Regional WEX and OJT training	In-person/Virtual	Annually	ISY/JAG, OSY
IYI Because Kids Count Conference	In-person/Virtual	Annually	JAG/ISY, OSY
IYI College and Career Conference	In-person	Annually	JAG/ISY, OSY
Suicide Prevention QPR Certification	In-person	As needed	JAG/ISY, OSY

Section 5: Compliance

Please answer the following questions. Most of the responses should be staff-driven, as the questions focus on the organization's compliance with federal or state requirements. **Questions that require collaborative answers for planning regions are designated with an asterisk (*)**.

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

The Region 5 Workforce Board, Inc. (WDB) conducted a competitive procurement in the fall of 2022 for One Stop Operator Services; WIOA Adult, Dislocated Worker, Youth and Business Career Services; and Workforce Development Board Staffing Support Services. The WDB awarded Interlocal Association (IA), 836 S. State St, Greenfield, IN 46140 a contract to provide all services requested for the period January 1, 2023 through December 31, 2024 with an additional two term, January 1, 2025 through December 31, 2026 at the option of the WDB. Interlocal Association will utilize a formal RFP process to procure any other services needed by the Workforce Board. For future WIOA services after the expiration of the current contract's extensions, the Workforce Board will utilize a formal RFP process in accordance with any then current state and federal guidelines. The Interlocal Association contract is attached as Exhibit 1. Chief Elected Official's agreement submitted as Exhibit 1.a. A procurement is currently underway to select a provider(s) of services for the period beginning January 1, 2027.

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

An organization chart depicting the separation of duties between Title I roles is attached as Exhibit 2.

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

Executive Committee is comprised of the current WDB Officers and meets, either virtually or in person, as needed to deal with matters assigned by the WDB Chair.

Finance Committee is responsible for oversight of all WDB financial matters. Meetings, either virtual or in-person, are held 2 to 4 days before the regular bimonthly full WDB meetings. Committee receives monthly reports of assets and liabilities, current budget/budget revisions, expenditures versus budget by program funding streams, remaining funds and unobligated balances. Annual independent CPA financial and compliance audits and funding source monitoring reports are reviewed for acceptance and resolution of any issues if needed.

Youth Committee has merged with the Program Committee as of August 2026. Therefore, the Program Committee is now responsible for oversight and planning of all youth services in the region. Programs include WIOA in-school and out-of-school, JAG, and other currently operating youth programs.

Committee provides input for the preparation of the local plan and for establishing the annual service level goals. Committee receives monthly reports of current enrollments and outcomes compared to the program goals and common measure standards to monitor service provider performance.

Program Committee is responsible for oversight and planning of all adult, youth, and dislocated worker programs funded by WIOA and other special grants which typically include discretionary dislocated worker grants from the state and federal government. Committee provides input for the preparation of the local plan and for establishing the annual service level goals. Committee receives monthly reports of current enrollments and outcomes compared to the program goals and common measure standards to monitor service provider performance. Reports also include data on customer traffic and satisfaction with services received from local offices, business services activities and investments with training vendors. The Program Committee approves all requests for On-the-Job training positions. Committee reviews program monitoring and compliance reports from state and federal funding providers and resolution of any issues if needed. Program Committee recommendations are submitted to the full WDB for approval. Meetings, either virtual or in person, are held a few days before the bimonthly full WDB meetings.

By-Laws Committee is responsible for recommendations to the full WDB for any required or desired By-Laws revisions. Committee, either virtually or in person, meets as needed.

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

The Chief Elected Officials have designated Interlocal Association as their Fiscal Agent. At the direction of the Region 5 Workforce Board, Inc. Interlocal Association is responsible for disbursement of grant funds received from the Department of Workforce Development for workforce system activities.

**Local Area Performance Goals – Goals for WIOA Title I Adult, Dislocated Worker, and Youth
Performance Indicators
Region 5 Negotiated Standards**

Performance Measure	PY 2026	PY 2027
WIOA Title I – Adult		
Employment Rate 2nd Quarter After Exit	78.6%	78.6%
Employment Rate 4th Quarter After Exit	78.4 %	78.4%
Median Earnings 2nd Quarter	\$9,200	\$9,200
Credential Attainment Rate 4th Quarter After Exit	79.0%	79.0%
Measurable Skill Gains	82.8%	82.8%
WIOA Title I – Dislocated Worker		
Employment Rate 2nd Quarter After Exit	77.0%	77.0%
Employment Rate 4th Quarter After Exit	77.0%	77.0%
Median Earnings 2nd Quarter	\$10,750	\$10,750
Credential Attainment Rate 4th Quarter After Exit	80.0%	80.0%
Measurable Skill Gains	79.0%	80.0%
WIOA Title I – Youth		
Education/Employment Rate 2nd Quarter After Exit	79.0%	79.0%
Education/Employment Rate 4th Quarter After Exit	81.0%	81.0%
Median Earnings 2nd Quarter	\$5,100	\$5,100
Credential Attainment Rate 4th Quarter After Exit	69.5%	69.5%
Measurable Skill Gains	79.3%	79.3 %

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

The State Workforce Board has established six performance measures for its core WIOA programs that must be met to achieve high performance. These include: Second Quarter Employment after Exit; Fourth Quarter Employment after Exit; Median Earnings for the Second Quarter after Exit; Credential Attainment Rate; Measurable Skill Gains; and Effectiveness in Serving Employers. In order to continue being a high performing Workforce Board (WDB), Region 5 will assess program performance for the core WIOA programs on a monthly basis using real time outcomes from the Indiana Career Connect (ICC) participant data system. Monthly reports will be generated and shared with staff and WDB members, which reflect the comparison of actual outcomes to those negotiated with the state for each performance measure. Having awareness of any negative trends will allow the region to make changes in strategies and/or staff training to raise outcomes. As needed staff efforts will be redirected toward achieving improved outcome levels. The Region will also utilize information from the state level

Management Performance Hub (MPH) which has longitudinal outcomes which are used to evaluate the final actual regional WDB performance level on a quarter-by-quarter basis.

5.7 Provide as Exhibit 3 copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop delivery system. This includes cooperative agreements (as defined in WIOA sec. 107(d)(11)) between the Local WDB or other local entities described in WIOA sec. 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of the Rehabilitation Act (29 U.S.C. 720 et seq.) (other than sec. 112 or part C of that title (29 U.S.C. 732, 741) and subject to sec. 121(f)) in accordance with sec. 101(a)(11) of the Rehabilitation Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination. See Local Plan References and Resources. [WIOA Sec. 108(b)(14) and 20 CFR 679.560(b)(13)]

Exhibit 3 is attached which is copies of executed cooperative agreements which define how local service providers carry out requirements for integration and access to services in the one stop system.

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

The opportunity to comment on the plan was offered to members of the public, representatives of business, labor organizations and education entities by posting the draft plan on the Workforce Board Website: www.workonecentral.org. The website contained a quick access button for ease of review by interested parties. The document was posted on August 28, 2026 before the September 30, 2026 deadline for submission to the state. Members of the Program Committee reviewed the plan at their August 18, 2026 meeting with full review by the Region 5 Workforce on August 20, 2026. A public notice was published in the Indianapolis Star on August 28, 2026 indicating the plan was available for review on the website and inviting comments. Notice of the local plan availability for comment was emailed directly to local stakeholders including local economic development executives (LEDOs), Labor Organizations, Post- Secondary Education, WIOA Partner Entities, and Regional Chief Elected Officials. The Region 5 Workforce Board members who collectively represent the required WIOA partners provided input for developing the plan. WorkOne business services staff provided input about in demand skills needed by employers based on their regular engagement with them and local development entities. Dissenting comments received during the 30 day comment period: No dissenting comments received during the 30 day comment period.

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

The Board's Program Committee reviews data reports against goals at their regularly scheduled meetings. The Program Committee meets bi-monthly. These reports and Committee meeting minutes are provided to the full R5 Board at their bi-monthly meetings. The Quality Assurance (QA) department monitors applications and data entry into the Indiana Career Connect (ICC) database on a daily basis. Staff are required to send the application packet to QA for those customers requesting direct cost services to have eligibility confirmed prior to commitment of any direct cost dollars. An eligibility confirmation by QA staff is conducted on every WIOA application prior to enrollment. The files are reviewed for application accuracy, completeness, specific eligibility requirements for the specified program, services reported, and case note entries. Quarterly monitoring occurs by the QA department. Random selection from Adult, Dislocated Worker, and Youth programs from each county are monitored, including enrolled job to job clients. Counties are notified when desktop monitoring takes place. A report is sent to the counties with instructions to correct any findings, indicate date of correction made, and return the report to QA when completed. QA uses the monitoring reports to schedule training or conduct on-site county review sessions with staff in the areas where issues are noted. Most monitoring is completed through desktop review, and files are requested to be sent to QA department if this cannot be completed. On site monitoring and visits are conducted by a contracted provider for work experience sites and on-the-job training sites. Training of staff is provided by QA, webinars on new systems, and State initiated training. Exhibit 5 Attachments: Monitoring Worksheets, WIOA Adult, Dislocated Worker, and Youth Eligibility Checklists. Board monitoring reports include Customers/Visits, Adult, Dislocated Worker and Youth enrollments, exiters, outcomes; Training Investments; Training Dashboard; Placements per Sector/Median Wage; Balance Sheet; Grant Breakdown and Current Standing of Remaining Funds; Revenue Expense to Total Budget.

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

To support the implementation of the WDB's strategy a set of WDB Policies is in place which are followed by the service provider and staff. The QA department monitors program participant activities and documents for eligibility, services that are received, placement into employment and other achievements such as credentials and occupational skill certifications. The State Indiana Career Connect (ICC) system is used for tracking and reporting. Additional local tracking systems are used for management and reporting. The QA department has responsibilities for these systems. Service providers have written operating procedures in place to implement the WDBs policies. Monthly outcome reports are provided to staff and WDB Committees to monitor program progress compared to established goals to ensure a satisfactory performance trend. Business services data to measure the level of business engagement is collected and reported monthly. The data is collected for eight factors established by the WDB including business use of the offices, staffing agency office use, office use for initial employment application, prescreening of candidates, work experience/work based learning sites, sector partnership training, master agreements for On the job Training(OJT), and employers hiring persons for OJT.

The Region 5 WDB has policies to guide the priority, eligibility and appropriateness of those enrolled into WIOA and to guide the several services and activities that are provided to each enrollee

(participant). Policies include Definition of Self Sufficiency, Employer Based On-the-Job Training (OJT), Youth Program/Services, Veterans Priority of Service, Equal Opportunity and Nondiscrimination, Eligibility Determination, WIOA Individual Training Accounts (ITA), Adult/Dislocated Worker Supportive Services, Adult Priority of Services, Service Delivery (Customer Flow/Services), and Co-Enrollment/Common Exit,). There are also WDB Procedures for Follow-Up/Extended Case Management and Adult/Dislocated Worker/Youth Work Experience. Within the Service Provider contracts, there are provisions regarding delivery of Business Services that promote the connection of WorkOne services and the individuals being trained to the employer community. Training investments are targeted to high growth sectors which produce the greatest likelihood of economic success for individuals. Service Provider Contract provisions for the delivery of Career Services ensure that the broadest range of available resources are accessed to support participants' success. These policies and provisions together with the monthly reports of actual outcomes compared to those planned enable the WDB to monitor and correct as needed for the achievement of the plan goals.