

The Region 5 WIOA Plan Modification is available for review and comment at www.workonecentral.org
Comments will be accepted until 4 pm September 18, 2022 and should be emailed to: region5wdb@gmail.com

The Region 5 Workforce Board, Inc. is an equal opportunity organization. This WIOA Title I- funded program/activity is an equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.

Region 5 Plan Modification Summary for PY 2022-PY2023 (11:00a, 8-16-22)

The following Sections and criteria numbers of Attachment A have been modified as described.

Section 1, Workforce and Economic Analysis

Criteria 1.1: The population numbers and text have been updated with 2021 data from the Census Bureau. The DEMOGRAPHICS table has been replaced (prior DEMOGRAPHICS table deleted) with 2020 Census data. The Industry Sector Employment narrative, table and graph have been replaced with Quarter 3- 2021 data (prior SECTOR EMPLOYMENT table and graph deleted). The payroll employment narrative and table, 2019 GRP have been replaced with GRP 2021 data table (prior 2019 GRP table deleted).

The economic growth narrative and table has been updated to reflect sector job growth through 2022 (prior Economic Growth Region 5 table deleted). The Sector Job Growth graph has been replaced with 2022 data. (prior Sector Job Growth 2019 graph deleted.)

Criteria 1.2: Adds narrative about "Durable Skills" identified by America Succeeds.

Criteria 1.3: The labor force narrative and table has been updated to reflect September 2020 to May 2021 data comparisons. (prior Labor Force Estimates table deleted) The youth labor force narrative and table have been updated with 2020 data. (prior youth labor force data 2019 table deleted) The educational attainment narrative and table have been updated with 2020 data. (prior educational attainment 2019 table deleted)

Section 2, Strategic Vision and Goals

Criteria 2.4: The negotiated levels of performance table has been updated with new data based on the PY22 & PY23 WIOA Title I negotiated levels from DWD accepted by Region 5. Region 12 goals pending.

Criteria 2.5: Added EmployIndy new strategic plan starting in 2023.

Section 3, Local Area Partnerships and Investment Strategies

Criteria 3.2: In the Partner table the Migrant and Seasonal Farmworkers MOU organization has been changed from Proteus, Inc. to DWD. Marion County Workforce Ecosystem website address updated. Goodwill Excel Centers added as Region 12 Adult Education and Literacy partner.

Criteria 3.7: Updated number of DVOP staff positions to four.

Criteria 3.8: Updated narrative about Hancock Physicians Network and Major Health Partners sector partnerships. Added statement of collaboration with workforce components of regional READY grants. Changed Region 12 Modern Apprenticeship "pilot" to "program"

Criteria 3.9 A: Added reference to the Hoosier Talent Network (HTN)

Criteria 3.9 D: Deletion of Plainfield Kiosk reference and inclusion of ID.me narrative. Updated DWD Regional Support Manager title.

Criteria 3.11: Updated list of leveraged funding. (prior leveraged funding list deleted) Deleted DWD provided Grantwatch subscription reference. Added narrative about MADE@Plainfield Partnership for office space.

Section 4, Program Design and Evaluation

Criteria 4.3 B: Added Virtual Client Engagement Portal for virtual customer access of services. Deleted "currently" from barrier description.

Criteria 4.3 D: Added "Change 1" to DWD Policy 2018-4 reference.

Criteria 4.5: Added specific rapid response topics.

Criteria 4.6: Updated youth with disabilities participation in JAG to 23% for 2021-2022 school year. Clarified WRG training was short term. Deleted Greenfield ABE proximity to WorkOne office. Added

Manufacturing as a WEX site. Updated JAG community service hours per student to 10 per school year. Updated Desired Outcomes to "6 of 6" JAG national standards. Replaced "age" with "wage" to correct typo.

Criteria 4.7: WIOA Common Measures narrative and table updated with PY 20 data. (PY 19 data table deleted). Narrative revised to reflect 10 year history of success. JAG 5 of 5 Standards narrative and table updated with 2020-2021 data (2018-2019 table deleted).

Criteria 4.9: Narrative updated to reflect current DWD requirements for RESEA. (Prior section text deleted in entirety)

Criteria 4.10: Revised narrative to reflect current processes to engage workers and employers impacted by COVID.

Section 5, Compliance

Criteria 5.1: Changed Interlocal Association contract end date to December 31, 2022 to reflect current end date.

Criteria 5.6: Replaced existing WIOA Title I Negotiated Levels of Performance with PY 22 and PY 23 tables (deleted prior PY20 and PY21 tables)

Criteria 5.8: Updated narrative with 2022 dates for plan modification development and public comment. (PENDING)

Criteria 5.9: Deleted former WorkOne Manager experience of contracted monitor. Added text about application review required prior to youth enrollments.

Criteria 5.10: Text deletion about timing of training. Professional Development Plan: eNDMS deleted, JAGForce added; Compliance training added with EO training; LinkedIN and LBGTQ training frequency changed to "As needed".

Criteria 5.11: Updated WDB Regional Policies Index and WDB Regional Procedures Index. (prior lists deleted)

Attachment B: Replaced PY2020- Attachment B with PY2022- Attachment B (prior Attachment B- PY2020 deleted)

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

[Region 5]

[Plan Modification]

[September 2022]

Attachment A – Planning Template

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

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

WDB/Region #	5		
WDB Chair	Jeff Williams		
WDB Executive Director	Lance Ratliff		
One Stop Operator	Tony Collier		
Adult Service Provider(s)	Pat Griffin	Phone	317-462-7711 Ext 315
		Cell	317-345-4086
		Email	pgriffin@workonecentral.org
Youth Program Manager/Lead Staff	Mary Beth Goldsmith	Phone	317-462-7711 Ext 301
		Cell	317-765-623-3934
		Email	mgoldsmith@workonecentral.org
Youth Service Provider(s)	Mary Beth Goldsmith	Phone	317-462-7711 Ext 301
		Cell	765-623-3934
		Email	mgoldsmith@workonecentral.org
I certify that the information contained herein is true and accurate to the best of my knowledge and I submit this plan on behalf of the WDB listed above.			
Modification approved - Local Workforce Development Board Chair			
Name:	Jeff Williams		
Title:	Chair, Region 5 Workforce Board, Inc.		
Signature:		Date:	Click here to enter a date.
Modification approved - Regional Chief Local Elected Official/Chief Local Elected Official			
Name:	Jeff Wolfe		
Title:	Chief Regional Elected Official, Region 5		
Signature:		Date:	Click here to enter a date.

PY20 WIOA Local/ Regional Plan Executive Summary

WDB/ Region #	5
WDB Chair	Jim Mehring
WDB Executive Director	Lance Ratliff
Instructions: Please provide a concise executive summary outlining the strategic vision and goals that align with State Plan. This document is not to exceed 1 page.	

Goal 1. Focus on meeting individual needs of Hoosiers. R5 aligns with this goal by using a human centered services approach based on a thorough individual assessment of barriers that focuses on individual customer's needs related to the availability of helpful resources from various funding streams, programs and community partners in addition to those available from WIOA. R5 staff will connect with the multiple sources of support available to address the unique needs of each customer. To promote upward mobility, training will be targeted to hi-demand/hi-wage sectors which require two years or less of education and training.

Goal 2. Interpret state systems to facilitate greater access to information, resources, and services for constituents, businesses, state personnel, career coaches or navigators, and case managers. Region 5 Career Advisor staff serve as navigators, translators, liaisons and ombudsmen to assist customers in connecting with appropriate multi-system resources. Staff, in addition to providing job search assistance, will inform customers of other life stabilization resources necessary for socio-economic mobility. Further, R5 will support state information integration efforts through participation in studies, work groups, input sessions, and state offered training.

Goal 3. Align programs towards creating a healthy, engaged, and talented citizen. Region 5 aligns with the goal by focusing on education and workforce programs that are a "right fit" for the individual to gain skills needed for economic self-sufficient employment. A critical aspect of determining the "right fit" of programs is an assessment to determine a person's readiness for services and which course of action is most appropriate based on skills and interests. Providing a variety of assessments for different people provides each individual with an ongoing self-reflection over the lifetime of a career or multiple careers in one's working life, ultimately leading to increasingly satisfying, productive and meaningful work.

Goal 4. Maximize state and federal resources through impact-driven programs for Hoosiers. Region 5 aligns with this goal by following DWD guidance for the collection of data that measures outcomes other than the negotiated levels of performance standards for WIOA core programs. The R5 board will also work toward collecting longitudinal outcomes, as described in the state plan. This includes job retention for individuals at years 1 and 3 post-program, upward economic mobility of individuals as measured by a decreased use of government benefits, re-enrollment rates of individuals, wage gains by target populations, and more. The local area will be able to further evaluate the effectiveness of programs and how well it is serving individuals with the greatest needs by collecting this additional data, and making comparisons between regions throughout the state.

Goal 5. Foster impactful relationships between business, community partners, and government agencies. Region 5 aligns with this goal by promoting state programs to employers in Region 5. Business Representative Staff in their daily outreach activities to employers share information about Next Level Jobs, State Earn and Learn, Apprenticeships, On-the-Job Training, and Work Experience, as well as labor exchange services. The R5 Board is a Registered Apprenticeship Sponsor and additional occupations will be added by curating employer interest and involvement. Apprenticeship programs move employers from simply being recipients of workforce services to being active participants in designing and approving training and learning content.

Optional Executive Summary

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

Executive Summary attached.

Section 1: Workforce and Economic Analysis

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

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

Economic Growth Region 5 (EGR5) consists of nine counties in central Indiana and includes the state capital city of Indianapolis. The US Census Bureau estimated population in 2019 [2021] is 2,021,869 [2,074,273] which is 30.0 [30.5]% of the state total and is projected to grow to 2,235,905 by 2030 making the EGR 31.3% of the state. Within EGR 5 there are two workforce boards. EmployIndy serves Marion County, Region 12 and the Region 5 Workforce Board serves Boone, Hamilton, Hancock, Hendricks, Johnson, Madison, Morgan and Shelby counties. The population is similar in each workforce board region with a Region 5 population of 1,057,287 [1,103,171] and a Region 12 population of 964,584 [971,102] according to the US Census Bureau. Demographic comparisons are shown below.

REPLACE TABLE

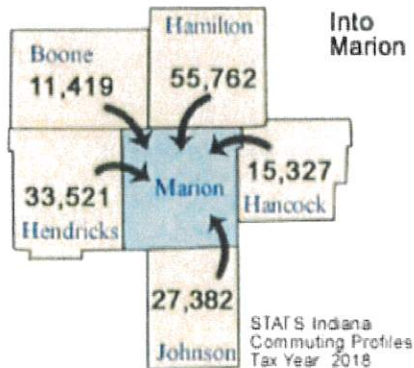
DEMOGRAPHICS				
Race & Ethnicity				
Population by race 2019, US Census Bureau				
	Region 5		Region 12	
	Number	Percent	Number	Percent
All Races	1057287	100	964582	100
White	946287	89.5	612791	63.5
Black	48767	4.6	280667	29.1
Asian	38223	3.6	36906	3.8
America Indian/Alaska Native	3137	0.3	4321	0.4
Hawaiian & Other Pacific Islander	642	0.1	596	0.1
Two or more races	20231	1.9	29301	3
Hispanic or Latino	40682	3.8	105062	10.9
Not Hispanic or Latino	1016605	96.2	859520	89.1
Income and Poverty				
US Census, American Community Survey				
	Number	% of State	Number	% of State
Per Capita Personal Annual Income 2019	\$ 58,892	121	\$ 54,405	111.8
Welfare(TANF) monthly Avg Families 2019	436	8.3	1020	19.5
Food Stamp Recipients in 2019	49245	8.5	129001	22.2
Free/Reduced Lunch Recipients 2019/2020	55292	10.9	106053	20.9

[NEW TABLE]

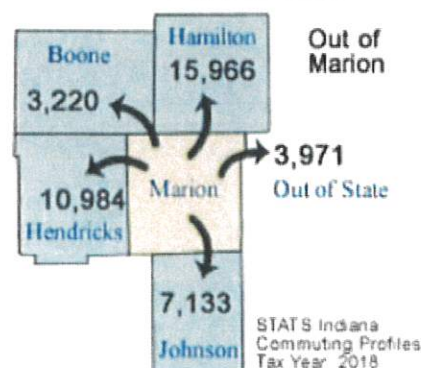
DEMOGRAPHICS				
Race & Hispanic Origin				
Population by race 2021, US Census Bureau				
	Region 5		Region 12	
	Number	Percent	Number	Percent
All Races	1103171	100	971102	100
America Indian or Alaska Native	3470	0.3	4682	0.5
Asian Alone	44473	4	40336	4.2
Black Alone	57208	5.2	287669	29.6
Native Hawaiian & Other Pacific Islander Alone	736	0.1	538	0.1
White	974538	88.3	606374	62.4
Two or more races	22746	2.1	31503	3.2
Not Hispanic or Latino	1056695	95.8	860942	88.7
Hispanic or Latino	46476	4.2	110160	11.3
Income and Poverty				
US Census, American Community Survey				
	Number	% of State	Number	% of State
Per Capita Personal Annual Income 2020	\$ 62,273	119.9	\$ 59,264	114.1
Welfare(TANF) monthly Avg Families 2021	519	8	1537	23.8
Food Stamp Recipients in 2021	56338	8.8	145050	22.8
Free/Reduced Lunch Recipients 2019/2020	55292	10.9	106053	20.9

The two workforce board regions share a high level of economic and commercial interaction. Based on Tax Year 2018 Indiana IT-40 Returns 18% of persons working in Region 5 commute into the region with Marion County being the main sending county and 27% of the people who work in Marion County commute in from Region 5. The diagrams below illustrate the interconnected commuting patterns.

(20.5% of Marion County workforce)



(7.3% of Marion County labor force)

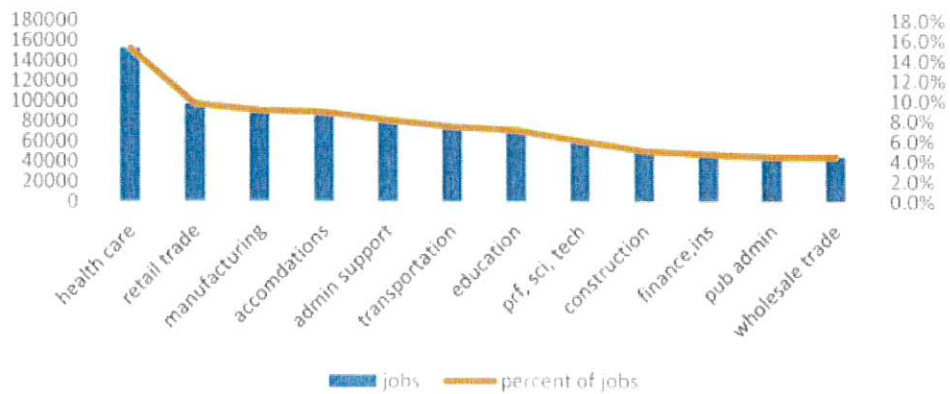


The EGR is characterized by a diverse economy. Twelve industry sectors comprise over 90% of employment ranging from 4.5 [4.3] % in Wholesale Trade and Public Administration to 15.3% in Health Care. No single Industry Sector represents more than 16% of employment. The following chart illustrates this diversity.

REPLACE TABLE and GRAPH

SECTOR EMPLOYMENT- Q1-2020					
total jobs	1002039				
industry sector	jobs	weekly wage	annual	percent of jobs	
health care	152845	1125	58500	15.3%	
retail trade	97011	625	32500	9.7%	
manufacturing	90628	2159	112268	9.0%	
accomdations	88878	375	19500	8.9%	
admin support	81019	702	36504	8.1%	
transportation	74831	916	47632	7.5%	
education	71389	923	47996	7.1%	
prf, sci, tech	60633	1574	81848	6.1%	
construction	50710	1224	63648	5.1%	
finance,ins	47435	2039	106028	4.7%	
pub admin	45137	1108	57616	4.5%	
wholesale trade	44973	1503	78156	4.5%	

Sector Employment- Q1-2020
EGR 5



[NEW TABLE & GRAPH]

SECTOR EMPLOYMENT- Q3-2021					
Total Jobs		1013403			
Industry Sector	Jobs		Percent of Jobs		Weekly Wage
Health Care & Social Services	154807		15.3%		\$ 1,216
Retail Trade	98732		9.7%		\$ 736
Manufacturing	90224		8.9%		\$ 1,480
Admin Support & Waste Mgt	85373		8.4%		\$ 791
Accommodations & Food Services	83517		8.2%		\$ 447
Transportation & Warehousing	82876		8.2%		\$ 1,028
Prof, Scientific & Tech Services	64559		6.4%		\$ 1,676
Educational Services	64173		6.3%		\$ 945
Construction	56631		5.6%		\$ 1,328
Finance & Insurance	47648		4.7%		\$ 1,609
Public Administration	45606		4.5%		\$ 1,211
Wholesale Trade	43890		4.3%		\$ 1,467
			90.6%		

Sector Employment Q3 2021 EGR 5



However, the economic impact (payroll) of employment in various industry sectors presents a different picture. Manufacturing has ~~nearly twice~~ [over one and one half times] the economic impact of any other sector ~~17.1% [16.3%]~~ of GRP when compared to the next highest sector Finance & Insurance ~~(9.9%) [10%]~~. Five sectors, not including Government: Manufacturing (~~17.1 [16.3]~~%), Finance & Insurance (~~9.9 [10]~~%), Health Care & Social Assistance (~~9.8 [9.6]~~%), Wholesale Trade (~~8.5 [8.3]~~ %) and Professional, Scientific & Technical Services (~~7.5 [7.9]~~ %) comprise over half (~~53.3 [52.1]~~ %) of the earnings as shown in the following table which covers ~~Indianapolis-Carmel-Anderson MSA.~~ [the nine county EGR.]

REPLACE TABLE

NAICS	Description	2019 GRP	% of total
31	Manufacturing	\$21,061,211,515	17.1%
52	Finance and Insurance	\$12,112,819,015	9.9%
62	Health Care and Social Assistance	\$12,089,204,020	9.8%
90	Government	\$11,104,380,950	9.0%
42	Wholesale Trade	\$10,406,193,218	8.5%
54	Professional, Scientific, and Technical Services	\$9,178,073,554	7.5%
44	Retail Trade	\$8,822,888,556	6.6%
23	Construction	\$8,050,593,708	4.9%
48	Transportation and Warehousing	\$5,784,660,969	4.7%
56	Administrative and Support and Waste Management	\$5,599,855,584	4.6%
53	Real Estate and Rental and Leasing	\$5,019,647,018	4.1%
51	Information	\$4,608,220,069	3.7%
72	Accommodation and Food Services	\$3,279,731,462	2.7%
81	Other Services (except Public Administration)	\$2,675,021,469	2.2%
22	Utilities	\$1,967,664,393	1.6%
55	Management of Companies and Enterprises	\$1,696,432,146	1.4%
71	Arts, Entertainment, and Recreation	\$1,647,881,666	1.3%
61	Educational Services	\$1,162,698,129	0.9%
11	Agriculture, Forestry, Fishing and Hunting	\$508,729,951	0.4%
21	Mining, Quarrying, and Oil and Gas Extraction	\$149,552,566	0.1%

[NEW TABLE]

Economic Growth Region 5 (nine counties)			
NAICS	Description	2021 GRP	% of Total
31	Manufacturing	\$21,312,984,149	16.31%
52	Finance and Insurance	\$13,065,393,246	10.00%
62	Health Care and Social Assistance	\$12,587,980,415	9.63%
90	Government	\$11,980,437,569	9.17%
42	Wholesale Trade	\$10,887,896,527	8.33%
54	Professional, Scientific, and Technical Services	\$10,264,360,815	7.85%
44	Retail Trade	\$8,181,786,275	6.25%
23	Construction	\$7,051,871,321	5.40%
56	Administrative and Support and Waste Management and Remediation Services	\$6,435,181,196	4.92%
48	Transportation and Warehousing	\$6,121,472,898	4.68%
53	Real Estate and Rental and Leasing	\$5,194,805,460	3.98%
51	Information	\$4,516,633,292	3.46%
72	Accommodation and Food Services	\$3,223,183,158	2.47%
81	Other Services (except Public Administration)	\$2,776,634,582	2.12%
22	Utilities	\$2,168,192,658	1.66%
55	Management of Companies and Enterprises	\$1,822,150,423	1.39%
71	Arts, Entertainment, and Recreation	\$1,337,681,695	1.02%
61	Educational Services	\$1,074,595,584	0.82%
11	Agriculture, Forestry, Fishing and Hunting	\$544,944,916	0.42%
21	Mining, Quarrying, and Oil and Gas Extraction	\$130,381,895	0.10%
99	Unclassified Industry	Insf. Data	
		\$130,678,568,074	100.00%

Source: IDWD

Burning Glass Technologies has provided thorough research regarding good jobs in the Central Indiana area (defined as Region 5 + Region 12). Burning Glass ensures that the identified good jobs provide value to the job seeker, value to the employer, and value to the community based on criteria including, but not limited to, long-term career stability, return on training a worker, and transferability of skills. The research has identified the following 40 occupations as good jobs, organized by the two educational levels of sub-BA and BA. See list below from Burning Glass.

Good Jobs for Hoosiers

Sub-BA Occupations

- ✓ HVAC Mechanic / Installer
- ✓ Production Worker
- ✓ Laborer / Warehouse Worker
- ✓ Production Supervisor
- ✓ Forklift / Pallet Jack Operator
- ✓ Diesel Mechanic
- ✓ Repair / Service Technician
- ✓ Insurance Sales Agent
- ✓ Janitor / Cleaner
- ✓ Maintenance / Service Supervisor
- ✓ Tractor-Trailer Truck Driver
- ✓ Registered Nurse
- ✓ Restaurant / Food Service Supervisor
- ✓ Building and General Maintenance Technician
- ✓ Manufacturing Machine Operator
- ✓ Shipping / Receiving Clerk
- ✓ Field Service Technician
- ✓ Scheduler / Operations Coordinator
- ✓ Automotive Service Technician / Mechanic
- ✓ Quality Inspector / Technician

BA Occupations

- ✓ Civil Engineer
- ✓ Engineering Manager
- ✓ Software Developer / Engineer
- ✓ Operations Manager / Supervisor
- ✓ Computer Systems Engineer / Architect
- ✓ Cyber / Information Security Engineer / Analyst
- ✓ Business / Management Analyst
- ✓ General Manager
- ✓ Account Executive
- ✓ Marketing Specialist
- ✓ Business Development / Sales Manager
- ✓ Financial Manager
- ✓ Researcher / Research Associate
- ✓ Mechanical Engineer
- ✓ Quality Control Systems Manager
- ✓ Production Plant Manager
- ✓ Financial Analyst
- ✓ Product Manager
- ✓ Validation Engineer
- ✓ Electrical Engineer

According to this research produced by Burning Glass on good jobs, for both Sub-BA and BA jobseekers, the Health Care and Social Assistance industry is a large provider of good jobs in Central Indiana. This analysis is supported by data from Emsi, where the data shows that the top growing industries in Marion County (by change in jobs from 2015 to 2020) are Health Care and Social Assistance, Construction, and Professional, Scientific, and Technical Services (source: Emsi).

Job growth in EGR5 from 2014 to 2019 [2022] was 88,000 [80,958] [with private sector growth of 77,831] according to IDWD Research and Analysis, Quarterly Census of Employment and Wages (QCEW). While no industry sector dominates EGR5 employment, considerable variance by sector has occurred in the proportion of job growth. The following table and graph illustrate these facts. Three [Two] sectors: Healthcare and Social Services (22,005 [23175]) [and] Transportation and Warehousing (17,621 [23,393]) , and Construction (16,062) account for 55,688 [46,569] new [private sector] jobs or 63 [60] % of [private sector] job growth. Adding two more sectors: Educational Services (13,456) and Professional and Scientific (9,516 [14,406]) [and Construction (14,152)] results in 5 [4] sectors experiencing 89% [97%] (78,660 [75,127]) of the [private sector] job growth.

REPLACE TABLE & GRAPH

Economic Growth Region 5 (Nine County Area)					
Average Annual Employment by Industry				, QECW	
Sorted by Total Employment Gains from 2014 to 2019					
NAICS	Sector	2014	2019	Change	% Change
ALL	ALL	925902	1013902	88000	9.50%
ALL	Private	806240	888179	81939	10.16%
62000	Healthcare & Social Services	121346	143351	22005	18.13%
48-49000	Transportation & Warehousing	58996	76617	17621	29.87%
23000	Construction	41386	57448	16062	38.81%
61000	Educational Sevices	17132	30588	13456	78.54%
54000	Professional & Scientific	49426	58942	9516	19.25%
72000	Accommodation & Food Services	83694	90653	6959	8.31%
52000	Finance & Insurance	42650	47391	4741	11.12%
31-33000	Manufacturing	86334	90964	4630	5.36%
56000	Admin, Suppoert & Waste	79864	84414	4550	5.70%
42000	Wholesale Trade	39245	42496	3251	8.28%
81000	other services	28853	31863	3010	10.43%
71000	Arts, Entertainment, Recreation	13131	15562	2431	18.51%
53000	Real estate & rental & leasing	14760	16860	2100	14.23%
92000	Public Administration	42139	43328	1189	2.82%
55000	Management of Companies &Enterprises	11734	12403	669	5.70%
21000	Mining	449	512	63	14.03%
11000	Agriculture,forestry, fishing, hunting	1555	1594	39	2.51%
22000	Utilities	3545	3220	-325	-9.17%
44-45000	Retail Trade	101125	99686	-1439	-1.42%
51000	Information	16793	4079	-12714	-75.71%

Sector Job Growth EGR 5 2014-2019

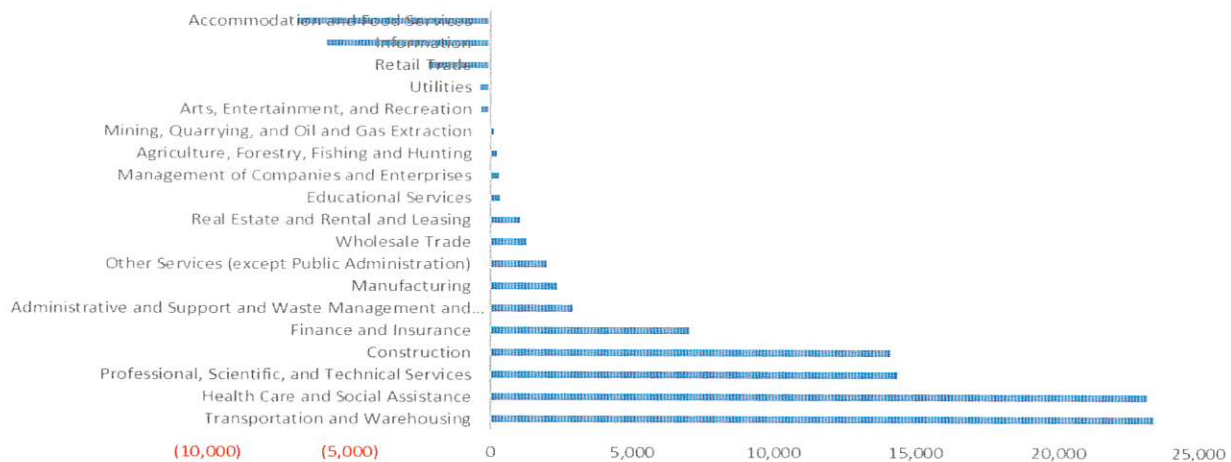


[NEW TABLE & GRAPH]

Employment Growth 2014-2022					
Economic Growth Region 5 (Nine County Area)					
NAICS	Description	2014 Jobs	2022 Jobs	2014 - 2022 Change	2014 - 2022 % Change
	ALL SECTORS	974,980	1,055,938	80,958	8%
	Private	842,562	919,943	77,381	9%
48	Transportation and Warehousing	55,375	78,768	23,393	42%
62	Health Care and Social Assistance	119,973	143,148	23,175	19%
54	Professional, Scientific, and Technical Services	50,129	64,536	14,406	29%
23	Construction	42,447	56,599	14,152	33%
52	Finance and Insurance	45,501	52,532	7,031	15%
56	Administrative and Support and Waste Management and Remediation Services	80,393	83,317	2,924	4%
31	Manufacturing	86,415	88,773	2,359	3%
81	Other Services (except Public Administration)	49,740	51,722	1,982	4%
42	Wholesale Trade	42,033	43,321	1,288	3%
53	Real Estate and Rental and Leasing	15,208	16,254	1,046	7%
61	Educational Services	19,210	19,537	328	2%
55	Management of Companies and Enterprises	11,815	12,119	304	3%
11	Agriculture, Forestry, Fishing and Hunting	2,425	2,662	237	10%
21	Mining, Quarrying, and Oil and Gas Extraction	519	654	135	26%
71	Arts, Entertainment, and Recreation	14,300	13,961	(339)	(2%)
22	Utilities	3,626	3,244	(383)	(11%)
44	Retail Trade	101,717	99,560	(2,157)	(2%)
51	Information	16,393	10,636	(5,757)	(35%)
72	Accommodation and Food Services	85,339	78,599	(6,741)	(8%)

Source: [IDWD.QCEW](#)

SECTOR EMPLOYMENT GROWTH 2014-2022



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

The following table lists the employability skills and occupational skills in demand based on a 3rd Quarter 2020 listing based on a review by Burning Glass of several thousand "Help Wanted" ads for Region 5. Local input from Business Services Representatives and local economic development organizations are also included.

EMPLOYABILITY SKILLS

Communication*
Physical ability
Teamwork/Collaboration*
Organizational skills
Detail Oriented
Problem Solving*
Computer Literacy
English
MS Excel
MS Office
Various Soft skills
Remote Working Skills
Critical Thinking
De-escalating situations
Reading Body Language
Stress Management
Safety

OCCUPATIONAL SKILLS

Customer Service
Scheduling
Sales
Repair*
Cleaning*
Customer Contact
Retail Industry Knowledge
Budgeting*
Patient Care
Lifting Ability
HVAC Mechanic
Plumber
Electrician
Machine Operators
Coding Certification Web Design
Forklift & heavy equipment operator
Project Management
Lean Six Sigma
CAD/CAM
Maintenance-Industrial equipment
Maintenance-Warehouse Equipment
Maintenance-Building
Safety
CDL
CNA, LPN, RN
Teachers/Trainers
Small Business Operations

Entrepreneurship
Basic Technical Skills

[America Succeeds, a national nonprofit organization dedicated to improving education opportunities, outcomes and equity, has developed a list of 10 “Durable Skills” that are in demand for jobs across the workforce, regardless of educational level, industry sector, or geography. Their report The High Demand for Durable Skills states “in an era when technical skills are evolving at an unprecedented pace, there is an important set of durable ‘soft skills’ that last a life time. Durable Skills include a combination of how you use what you know- skills like critical thinking, communication, collaboration, and creativity – as well as character skills like fortitude, growth mindset, and leadership. “ The Durable Skills were identified by analyzing over 80 million job postings from 2020-2021. Durable Skills include Communication, Collaboration, Character, Mindfulness, Metacognition, Leadership, Growth Mindset, Fortitude, Critical Thinking, and Creativity.]

Many specific occupational certifications are in demand (Burning Glass).

Driver’s License

CDL Class A

Registered Nurse

First Aid – CPR, AED

Licensed Practical Nurse (LPN)

Advanced Cardiac Life Support (ACLS)

Basic Life Savings (BLS)

Certified Nursing Assistant

Coding

Project Management

COVID protection if they exist

Certified Production Technician (CPT)

Certified Logistics Technician (CLT)

Certified Forklift Technician (CFT)

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.

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

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

The 9 county Economic Growth Region 5 (EGR5) has a total estimated ~~September 2020~~ [May 2022] labor force of ~~1,047,655~~ [1,080,005] with ~~48% (500,660)~~ [47%(504,091)] residing in Marion County and ~~52% (546,995)~~ [53%(575,914)] living in the eight surrounding counties (Region 5). [The labor force increased by 32,126 (3.1%) from the pre-pandemic level of 1,047,879 in January 2020.] The

unemployed labor force was ~~63,121 (6.0% rate)~~ [25,435 (2.4% rate) in] for EGR5: ~~38,365 (7.7% rate)~~ [13896 (2.8% rate)] in Marion County; ~~24,756 (4.5% rate)~~ [11,539 (2.0%)] in Region 5. Non-Marion County unemployment rates ranged from 3.6 [1.7] % in Boone County to 6.4% [2.7%] in Madison County. ~~One year prior in September of 2019 the EGR5 rate was only 2.6% with a high of 3.1% in Madison County and a low of 2.0% in Boone County. The more than doubling of the unemployment rate in EGR5 resulted from the COVID 19 pandemic shutdown of the economy in the spring of 2020. Unemployment has dropped significantly from the April high of 13.2% for EGR5. Of note also is the fact that although the unemployment rate has decreased, the EGR5 labor force has decreased by over 12,000 workers since September 2019 as well. In September of 2020, 19 months earlier, the EGR rate was over twice that level at 6.0% with a high of 7.7% in Marion County and a low of 3.6% in Boone County. The sharp decline in the unemployment rate in EGR5 resulted from the economic recovery after the COVID 19 pandemic shut down of the economy in the spring of 2020.]~~ The following table provides county, regional and state labor force data comparisons.

REPLACE TABLE

Labor Force Estimates								
Source: Indiana Department of Workforce Development								
Month/Year	Sept 2020	Sept 2019	Sept 2020	Sept 2019	Sept 2020	Sept 2019	Sept 2020	Sept 2019
	Labor force		Employed		Unemployed		Percent Unemployed	
Boone	35721	35697	34445	34966	1276	731	3.6%	2.0%
Hamilton	181724	180904	174392	177001	7332	3903	4.0%	2.2%
Hancock	39954	39639	38072	38657	1882	982	4.7%	2.5%
Hendricks	89087	88533	85167	86455	3920	2078	4.4%	2.3%
Johnson	82289	81955	78532	80063	3757	1892	4.6%	2.3%
Madison	59219	59068	55420	57263	3799	1805	6.4%	3.1%
Morgan	35965	36164	34335	35248	1630	916	4.5%	2.5%
Shelby	23036	23090	21876	22511	1160	579	5.0%	2.5%
Region 5	546995	545050	522239	532164	24756	12886	4.5%	2.4%
Marion	500660	490453	462295	476102	38365	14351	7.7%	2.9%
EGR 5	1,047,655	1035503	984534	1008266	63121	27237	6.0%	2.6%
Indiana	3328250	3368659	3134198	3273243	194052	95416	5.8%	2.8%

[NEW TABLE]

Labor Force Estimates								
Source: Indiana Department of Workforce Development								
Month/Year	May 2022	Sept 2020	May 2022	Sept 2020	May 2022	Sept 2020	May 2022	Sept 2020
	Labor force		Employed		Unemployed		Percent Unemployed	
Boone	37963	35721	37300	34445	663	1276	1.7	3.6%
Hamilton	194122	181724	190651	174392	3471	7332	1.8	4.0%
Hancock	42469	39954	41571	38072	898	1882	2.1	4.7%
Hendricks	94609	89087	92734	85167	1875	3920	2	4.4%
Johnson	86390	82289	84704	78532	1686	3757	2	4.6%
Madison	59756	59219	58143	55420	1613	3799	2.7	6.4%
Morgan	37018	35965	36199	34335	819	1630	2.2	4.5%
Shelby	23587	23036	23073	21876	514	1160	2.2	5.0%
Region 5	575914	546995	564375	522239	11539	24756	2.0%	4.5%
Marion	504091	500660	490195	462295	13896	38365	2.8	7.7%
EGR 5	1080005	1,047,655	1054570	984534	25435	63121	2.4%	6.0%
Indiana	3383096	3328250	3298437	3134198	84659	194052	2.5%	5.8%

According to the 2019 [2020] American Community Survey (ACS), EGR 5 has an estimated labor force of **226,319** [227,829] youth ages 16 to 24 (**100,538** [101,378] youth ages 16 to 19 and **125,781** [126,451] youth ages 20 to 24) with **50.3%** [50.1%] (**113,734** [(114,141)]) residing in Marion County and **49.7%** [49.9%] (**112,585** [(113,688)]) living in the eight counties that comprise Region 5. The EGR 5 labor force participation rate (LFPR) was **44.1%** [42.22%] for younger youth ages 16 to 19 and **80.4%** [78.93%] for older youth ages 20-24. In Marion County the LFPR for younger youth was **43.2%** [39.5%] and in Region 5 the rate was **44.8%** [44.58] ranging from a low of **38.3%** [37.2%] in Boone County to a high of **49.9%** [49.1%] in **Hamilton** [Johnson] County. For older youth in Marion County the LFPR was **77.4%** [76%] and in Region 5 the rate was **83.9%** [82.2%] ranging from a low of **77.4%** [76.1] in **Morgan** [Madison] County to a high of **89.3%** [87%] in Boone County. The majority of younger youth ages 16 to 19 are most often in school, supported by family and not yet participating in the labor force. The higher rate of labor force participation for older youth ages 20 to 24 is consistent with changes that occur as youth complete high school and/or post-secondary education and are either employed or seeking employment. The unemployment rate for youth is higher than the general populace, due in large part to the different circumstances of their age. In EGR 5 the unemployment rate was **15.3%** [14.4%] for younger youth ages 16 to 19 and **8.2%** [8.9%] for older youth ages 20 to 24. This is comparable to Indiana's unemployment rates of **15.2%** [14%] for younger youth and **8.3%** [8.5%] for older youth. In Marion County the younger youth unemployment rate was **21.3%** [19%] and in Region 5 the unemployment rate was **10.3%** [10.4%] ranging from a high of **20%** [27.5%] in Morgan County to

a low of ~~3.9%~~ [4.7%] in Boone County. The older youth unemployment rate was ~~10%~~ [9%] for Marion County and ~~6.3%~~ [8.8%] for Region 5 with Morgan, Madison and Hendricks Counties exceeding 10% and Boone and Hancock Counties well below 5%. [County with the lowest rate of 2.0%.] The following table provides county, regional and state labor force data comparisons.

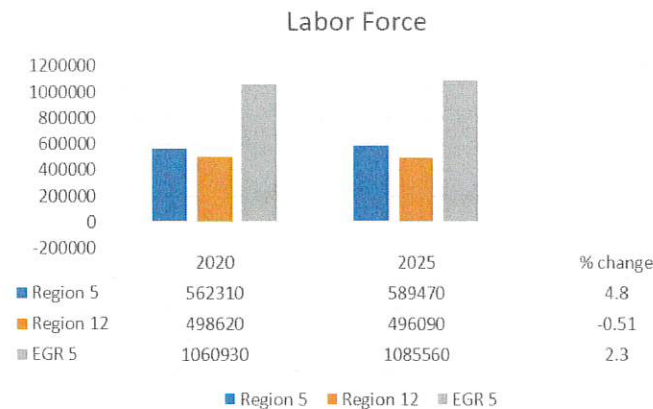
REPLACE TABLE

Economic Growth Region 5 (EGR5)						
Labor Force Estimates for Youth 16-24 in 2019						
Source: US Census Bureau & American Community Survey, ACS 5-Year Estimates Subject Table: S23001						
	Younger Youth Ages 16-19			Older Youth Ages 20 to 24		
	Population	Labor Force Participation Rate	Unemployment Rate	Population	Labor Force Participation Rate	Unemployment Rate
Boone	3,369	38.3%	3.9%	3,465	89.3%	2.8%
Hamilton	17,059	49.9%	8.3%	17,265	86.7%	6.7%
Hancock	4,098	39.7%	14.7%	4,192	81.7%	1.5%
Hendricks	9,174	41.3%	9.2%	9,590	84.8%	10.8%
Johnson	8,075	45.6%	7.2%	9,474	83.2%	6.2%
Madison	6,650	41.9%	16.6%	7,938	78.3%	10.8%
Morgan	3,588	46.2%	20.0%	4,126	77.4%	12.2%
Shelby	2,082	43.9%	10.7%	2,440	88.1%	8.8%
Region 5	54,095	44.8%	10.3%	58,490	83.9%	6.3%
Region 12 Marion	46,443	43.2%	21.3%	67,291	77.4	10.0%
EGR 5	100,538	Y44.1%	15.3%	125,781	80.4%	8.2%
Indiana	368,059	43.5%	15.2%	475,350	76.5%	8.3%

[NEW TABLE]

Economic Growth Region 5 (EGR5)						
Labor Force Estimates for Youth 16-24 in 2020						
Source: US Census Bureau & American Community Survey, ACS 5-Year Estimates Subject Table: S2301						
	Younger Youth Ages 16-19			Older Youth Ages 20 to 24		
	Population	Labor Force Participation Rate	Unemployment Rate	Population	Labor Force Participation Rate	Unemployment Rate
Boone	3,332	37.2%	4.7%	3,497	87.0%	5.6%
Hamilton	17,328	43.7%	8.4%	18,042	83.6%	7.5%
Hancock	3,882	40.6%	20.2%	4,064	82.3%	2.0%
Hendricks	8,868	45.8%	7.4%	10,002	85.8%	12.8%
Johnson	8,355	49.1%	4.8%	9,553	81.6%	9.5%
Madison	6,751	45.5%	13.7%	7,875	76.1%	10.8%
Morgan	3,674	43.0%	27.5%	3,985	76.4%	9.8%
Shelby	2,090	47.6%	12.6%	2,390	82.2%	7.1%
Region 5	54,280	44.5%	10.4%	59,408	82.2%	8.8%
Region 12 Marion	47,098	39.5%	19.0%	67,043	76.0%	9.0%
EGR 5	101,378	42.2%	14.4%	126,451	78.9%	8.9%
Indiana	367,273	43.4%	14.0%	472,914	76.3%	8.5%

In 2020 the EGR5 labor force was about 31.5% of the entire Indiana labor force. By 2025 the EGR5 labor force is projected to grow by 2.3 % or 24,630 workers and be about 32.3% of the state's labor pool. Within the nine-county region this labor force growth is unbalanced. The 8 outlying counties (Region 5) will gain 27,160 (4.8%) workers and the Marion County labor force will shrink by 2,530 (0.51%). The Marion County decline mirrors to the State labor force which will decline by 0.39% or 13,210 workers. The growing labor force in EGR5 in total provides a competitive advantage for continued economic development and expansion in Central Indiana.



Data from the American Community Survey ~~2015-2019~~ [2016-2020] 5-year estimates for Educational Attainment released by the U.S. Census Bureau in ~~December 2020~~ [March 17, 2022], show that in Region 5 the percent of ~~individuals age 18 to 64~~ [the total population age 18+ without a high school diploma or high school equivalency (HSE) ranges from a low of 4.4% [4.1%] in Hamilton County to a high of 11.9% [13.4%] in Morgan County. Although the percent of individuals without a high school diploma or equivalency is highest for Morgan County, Madison County with a rate of 11.8% [11.7%] has the highest actual number of persons [(11,864 adults)] without the high school diploma credential because the overall population of Madison County is larger. In Region 5 the school diploma/equivalency attainment rates vary from a high of 95.6% [95.9%] in Hamilton [County] to a low of 88.1% [86.6%] in Morgan County followed closely by 88.2% [87.6%] in ~~Madison~~ Shelby County. Approximately 91.8% [92.3%] of individuals age 18 and over in Region 5 had earned a high school diploma/equivalency or higher. For youth ages 18 to 24, 49.5% [48.3%] had some college or more. An important caveat to the 18 to 24 age group data is that many 18-year-olds and some 19-year-olds are still currently enrolled in high school, so the less than high school graduate numbers are artificially higher for this age group. Data for ~~2019~~ [2020] also shows that for those persons age 25 and over, 18.9% [18.7%] had some college; 8.1% [8.2%] had an Associate Degree; 25.1% [25%] had a Bachelor's Degree; and 13.7% [14.5%] had a Graduate Degree of higher. Region 5 has a higher percentage ~~(65.9%) [(66.4%)]~~ of persons age 25 + with advanced education beyond a high school diploma than both the 9 county EGR ~~(62.1%) [(63%)]~~ and the state of Indiana ~~(55.4%) [(56.1%)]~~. The following table provides additional data for comparison.

REPLACE TABLE

Economic Growth Region 5 (EGR5)								
Educational Attainment in 2019								
Source: US Census Bureau & American Community Survey, ACS 5-Year Estimates Subject Tables: S1501								
	EGR5		Region 5		Reg 12 (Marion Co.)		Indiana	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Population 18 to 24 years	172,288	100.0%	82,141	100.0%	90,147	100.0%	662,719	100.0%
Less than high school graduate	29,443	17.1%	15,223	19.0%	14,220	15.8%	100,601	15.2%
HS graduate incl equivalency	56,074	32.5%	26,238	32.0%	29,836	33.1%	215,401	32.5%
Some college or associate's degree	63,128	36.6%	29,085	35.0%	34,043	37.8%	278,778	42.1%
Bachelor's degree or higher	23,643	13.7%	11,595	14.0%	12,048	13.4%	67,939	10.3%
Some college or more	86,771	50.4%	40,680	49.5%	46,091	51.1%	346,717	52.3%
Total Population age 25+	1,311,770	100.0%	685,368	100.0%	626,402	100.0%	4,430,493	100.0%
Less than 9th grade	42,570	3.2%	12,073	1.8%	30,497	4.9%	163,176	3.7%
9th to 12th, no diploma	92,688	7.1%	35,808	5.2%	56,880	9.1%	332,214	7.5%
HS Graduate incl equivalency	361,327	27.5%	186,070	27.1%	175,257	28.0%	1,480,084	33.4%
Some College, no degree	251,748	19.2%	129,334	18.9%	122,414	19.5%	894,953	20.2%
Associate's Degree	103,787	7.9%	55,855	8.1%	47,932	7.7%	387,910	8.8%
Bachelor's degree	298,013	22.7%	172,107	25.1%	125,906	20.1%	749,078	16.9%
Graduate Degree or more	161,637	12.3%	94,121	13.7%	67,516	10.8%	423,078	9.5%
Some college or more	815,185	62.1%	451,417	65.9%	363,768	56.3%	2,455,019	55.4%

[NEW TABLE]

Economic Growth Region 5 (EGR5)								
Educational Attainment in 2020								
Source: US Census Bureau & American Community Survey, ACS 5-Year Estimates Subject Tables: S1501								
	EGR5		Region 5		Reg 12 (Marion Co.)		Indiana	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total Population 18 to 24 years	173,489	100.0%	83,393	100.0%	90,096	100.0%	659,700	100.0%
Less than high school graduate	28,746	16.6%	14,274	17.1%	14,472	16.1%	95,118	14.4%
HS graduate incl equivalency	59,682	34.4%	28,854	34.6%	30,828	34.2%	224,023	34.0%
Some college or associate's degree	60,016	34.6%	28,286	33.9%	31,730	35.2%	270,336	41%
Bachelor's degree or higher	25,045	14.4%	11,979	14.4%	13,065	14.5%	70,223	10.6%
Some college or more	85,061	49.0%	40,265	48.3%	44,796	49.7%	340,559	52%
Total Population age 25+	1,329,709	100.0%	698,733	100.0%	630,976	100.0%	4,466,180	100.0%
Less than 9th grade	40,704	3.1%	12,240	1.8%	28,464	4.50%	159,253	3.60%
9th to 12th, no diploma	89,242	6.7%	34,038	4.9%	55,204	8.70%	317,172	7.10%
HS Graduate incl equivalency	362,278	27.2%	188,414	27.0%	173,864	27.60%	1,482,396	33.20%
Some College, no degree	252,339	19.0%	130,578	18.7%	121,761	19.30%	898,491	20.10%
Associate's Degree	106,348	8.0%	57,494	8.2%	48,854	7.70%	396,074	8.90%
Bachelor's degree	305,967	23.0%	174,566	25.0%	131,401	20.80%	770,901	17.30%
Graduate Degree or more	172,831	13.0%	101,403	14.5%	71,428	11.30%	441,893	9.90%
Some college or more	837,485	63.0%	464,041	66.4%	373,444	59.2%	2,507,359	56.1%

In addition to formal education, industry recognized credentials are also highly valued by employers, however the type and number of those credentials held by individuals in Region 5 is unknown as there is no central archive of this data.

Section 2: Strategic Vision and Goals

Please answer the following questions of Section 2 in 10 pages or less. Section 2 responses should reflect input from members of the local workforce development board and other community stakeholders.

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

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

The R5 Board's broad vision is a talent development system which equips individuals with the knowledge and skills to achieve economic self-sufficiency; and provides employers with an ample number of relevantly skilled candidates for employment. Goals are to ensure that by meeting individual needs of those served by board programs each will earn a high value post-secondary credential thus contributing to the state goal of 60% with a credential by 2025. The targeted population with barriers to employment as listed in Indiana's Strategic Workforce Plan will receive equitable access to the talent development system. For those without a high school diploma or equivalency adult education services will be promoted. The practice of lifelong learning will be encouraged for all participants by illustrating through labor market data and individual success stories the upward socio-economic mobility that can be achieved. Employer engagement in the talent development system will be invited and encouraged through opportunities for career outreach to individuals and by participation in work based learning opportunities. In this way employers can help drive learning content that their employees will need in order for the employer to be productive, competitive and profitable.

Unique goals for in-school and out-of-school youth are aligned with the talent development system envisioned by the State of Indiana and the R5 local board. The needs of youth are usually quite different than for the adult populations due to their lack of experience and understanding of the labor market. Most youth have never seen the data that shows the increased earning potential of individuals with high school diplomas, credentials and degrees. Many of the youth receiving in-school or out-of-school services have family backgrounds that have not motivated them to be forward thinking about what they are capable of achieving. They simply do not have the guidance, education or awareness needed to pursue certain career paths or college opportunities. As the skilled labor gap grows, career awareness is a crucial and early step youth need to develop their career interests. In an effort to adequately address these needs, youth goals are uniquely focused on career development and exposure to career pathways and workforce preparation services aligned to the labor market and employer workforce demands.

In-school youth will receive services delivered through the Region 5 Jobs for America's Graduates (JAG) program. JAG Specialists provide workforce preparation activities to in-school youth that include, exposure to career pathways, development of leadership skills through a student-led Career Association, mastery of employability skills through the instruction of the JAG core competencies, job shadowing and paid/unpaid work experience. Goals for in-school youth include high school graduation, and entry into employment, further education, apprenticeship or military service. [In 2021,] JAG National Performance Outcomes ~~have been~~ [were] updated to include a Further

Education Rate goal for enrollment or completion of post-secondary, credential/certificate, and apprenticeship, reflecting the importance and need for all JAG graduates to obtain training beyond a high school diploma. [A sixth goal, Connectivity Rate, has been added to the standards for the 2022-2023 school year.]

Youth Career Advisors will offer individualized services to out-of-school youth surveying their interests, skills, aptitudes and commitment to growth while providing them with relevant labor market information and data that demonstrates what is required in their chosen career field. Staff will work with the youth to show there are many career pathways and opportunities open to them if they are prepared and committed to the work required. Goals for out-of-school youth include a clear career pathway, related work experience, attainment of a high school diploma/equivalency and/or an industry recognized credential and placement into employment, education, apprenticeship or the military, retention of that placement, with earnings that support them and provide self-sufficiency.

2.2 Describe how the board's vision aligns with and/or supports the strategic vision of Governor's Workforce Cabinet (GWC) as set out in the WIOA State Plan.

<https://www.in.gov/gwc/files/Indiana%20Strategic%20Workforce%20Plan.pdf>

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

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

- Ensuring quality pathways that provide opportunities for career advancement, personal prosperity, and well-being for all Hoosiers;
- Partnering with Indiana employers and education and training providers to identify and close the skills gap while meeting emerging talent needs; and
- Strengthening Indiana's economy by aligning programs and funding to meet current and future workforce needs.

The R5 Board's vision includes an integrated approach in the use of resources for maximum effectiveness. Its knowledge of and connection of job seekers to existing career pathways related to in demand jobs promotes these existing pathways. Further, the R5 Board develops career pathways through apprenticeships and linkages with the SEAL programs.

A value element of the R5 Board's Vision is to deliver excellence in customer service. This requires understanding the customers', employers' and job seekers', needs so that programs and services can be aligned responsively. Training is targeted to in demand jobs in sectors of the economy that are expanding. This enables job seekers to connect to higher paying positions with better benefit levels such as health care and educational benefits. In a tight labor market, employers are raising compensation levels including benefits offered which in turn supports the upward mobility of employees who obtain these positions.

The Board seeks to become an indispensable resource to all its stakeholders. This requires partnering with employers and training providers to effectively utilize Board resources to close skill gaps and to

contribute to filling the talent pipeline. Partnering allows for the mutual understanding of each other's needs and what each partner can contribute to achieve common goals: specifically a well trained workforce which employers are willing to hire and competitively compensate.

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

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

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

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

As outlined in Indiana's Strategic Workforce Plan, Executive Summary, putting people first, a human-centered approach, is the objective of workforce programs in the local areas. The approach is both on specific programmatic requirements and funding streams as well as how the entire system can provide necessary supports an individual might need to be successful in his/her career. Local plans are to be structured around meeting the needs of target populations and determining how to best provide resources to attain greater economic mobility. Career pathways will be customizable to each individual's goals and aspirations. Taking into account the intergenerational differences will be important in designing effective programming. This will include ways in which staff communicate with their customers, and also the strategies and methods used to deliver services. Staff will need to be trained about the importance of looking at each individual when designing and delivering services. This will include assisting customers with decision making around career pathways and developing Individual Employment Plans leading to their desired employment outcome. Staff will need to be cross-trained to better understand the significant differences of not only the different generations, but also the populations targeted by the legislation. Some examples are individuals with a limited education, low level of literacy, those that need upskilling or reskilling, ex-offenders, foster youth, individuals with disabilities and dislocated workers.

Training funding for clients 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 promoting economic and social mobility. For WIOA funded classroom training, programs will be those from the DWD Eligible Training Provider List.

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

The simplification of multiple state department operations, systems, processes, data collection and management to facilitate greater citizen access to resources and services is a state level task. Region 5 will support state efforts through participation in studies, workgroups, input sessions and training offered related to the simplification goal. In the local Region 5 offices, career advisors and staff will serve as navigators, translators, liaisons and ombudsmen, to assist citizens connect with appropriate multi-system resources. Most people coming to WorkOne offices are looking for work to earn money rather than for training to improve their marketable skills. In addition to providing job search assistance, R5 staff will be knowledgeable of the education and skill acquisition resources and also familiar with other life stabilization resources necessary for socio-economic mobility. Examples are assistance with housing, food, healthcare, counseling, childcare and transportation.

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

The Local area will strive to achieve the alignment of programs, towards the goal of creating a healthy, engaged and talented citizen. Education and workforce programs for adults will be focused on the right fit for the individual person to gain skills needed for obtaining employment that provides for self-sufficiency. A living wage for individuals with barriers to employment is attainable, and there are many strategies the local workforce staff can deploy to assist in this endeavor. By taking a look at co-enrollment, and partnerships to address the unique needs of individuals, the opportunities open up substantially for each person as they navigate the resources that exist and access points. Implementing strategies in this navigation needs to come from the local service delivery system policies and procedures. It is essential that capable staff are selected that share in the philosophy of taking a look at the individual needs of multiple generations they are there to assist. An emphasis on post-secondary credentials and life-long learning will be encouraged. One of the most critical aspects of providing individualized programming is assessment, to determine people's readiness for services, and to assist in developing the course of action most appropriate based on skills and interests. To help individuals identify a career path at any age across generations, it is important that local career services staff understand what people can and want to do to help them identify a career path that will lead them to be successful. By providing a variety of assessments for different people it provides each individual with an ongoing self-reflection over the lifetime of a career or multiple careers in one's working life, ultimately leading to increasingly satisfying, productive and meaningful work. Staff will work to gather as much information as possible to empower people to identify opportunities for their future. Resources to assist in each person's career development will be identified and provided accordingly, by utilizing workforce board resources, partnership resources and providing other resources by referral.

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

The local area will maximize state and federal resources through impact-driven programs for job seekers and employers. The outcomes of programs operated will be evaluated to include wages and additional outcomes, that illustrate an improved socioeconomic status overall. To achieve the employment, retention and earnings goals, investing training funds in high demand, high wage occupations and sectors will be the strategy utilized. The high demand will result in a higher placement rate for individuals that count in program performance. It will also increase the probability of higher employment retention with the same or another employer. The high wage aspect of these occupations will increase the likelihood of these individuals earning wages in excess of the standard. To achieve a high credentialing attainment, there will be a focus on funding training that leads to a post-secondary credential.

The R5 Board will follow guidance from DWD for the collection of data that measures outcomes other than the negotiated level of performance standards for WIOA core programs. The local board will also work toward collecting longitudinal outcomes, as described in the state plan. This includes job retention for individuals at years 1 and 3 post-program, upward economic mobility of individuals as measured by a decreased use of government benefits, re-enrollment rates of individuals, wage gains by target populations, and more. The local area will be able to further evaluate the effectiveness of programs and how well it is serving individuals with the greatest needs by collecting this additional data, and making comparisons between regions throughout the state.

Memorandums of Understanding with local and state partners and Infrastructure agreements will assist in achieving the alignment of outcomes and link data elements to assist with analyzing impacts of workforce development programs. This includes program participation in a variety of services, such as training, job search assistance, and the employment outcome at program exit, and post-exit. Joining efforts with partner organizations, and employers, to collect data will take a commitment of board resources to achieve successful results that will illustrate the impact of service delivery on raising the socio-economic status of individuals measured.

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

To build on the current business, community and government talent development relationships the Region 5 Board will develop more work based learning opportunities. This effort has begun with the Board recently (June 2020) becoming a registered apprenticeship sponsor. In collaboration with the Indiana Office of Work Based Learning and the U.S. DOL, Office of Apprenticeship, R5 Business Representative Staff convened several interested employers to develop a work process schedule and related instruction outline, for the occupation of Certified Nursing Assistant. The related instruction and on the job learning curriculums were industry driven and industry supported as the minimum standards for participating employers. An employer in the construction sector has expressed interest in developing an apprenticeship program and the R5 Board's plan is to add new occupations by promoting employer involvement and support. Apprenticeship programs move employers from simply being recipients of workforce services to being active participants in designing and approving training and learning content.

In their ongoing work to support employers with Next Level Jobs Employer Training Grant applications, Business Services Staff have the opportunity to communicate and share information about other workforce program resources in a coordinated manner. Virtual hiring fairs will be promoted and coordinated with business, community partners and government agencies to address hiring needs. Employer satisfaction ratings with the services received from the WorkOne system are high perhaps indicating good value received.

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

The 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 ~~2020~~ [2022] and ~~2021~~ [2023] with the understanding that the effects of the COVID virus situation will be taken into consideration by DWD when evaluating each of the Region's actual performance. Region 5 and Region 12 goals are as follows: (*R12 PY23-24 goals pending)

	Adult		Dislocated Worker		Youth	
	Region12*	Region 5	Region12*	Region 5	Region12*	Region 5
Employment 2Q	80.7%	80.2% [79.30%]	75.2%	82.0% [76.80%]	75.5%	80.2% [79.65%]
Employment 4Q	76.0%	78.9% [76.90%]	77.5%	82.3% [81.10%]	72.8%	76.3% [77.80%]
Credential	61.2%	60.5% [72.50%]	46.5%	53.7% [72.70%]	61.1%	66.8% [67.30%]
Median Earnings	\$6,592	\$6,067 [\$6,799]	\$8,065	\$8,489 [\$9505.5]	\$3,169	\$3,389 [\$3,610]
Measurable skills gains	48.3%	72.2% [61.00%]	41.4%	50.3% [61.10%]	33.7%	52.8% [65%]

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 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 increase 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.

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

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.

EmployIndy uses the following tools to further measure, guide, and encourage systematic performance:

- Adoption of a five-year strategic plan, a collaborative effort led by EmployIndy with input from dozens of community partners, service providers, staff, residents, and experts, which serves to define EmployIndy's focus, set strategic goals and objectives, and prioritize our efforts. The plan began in 2017 and will continue to guide EmployIndy's efforts through 2022. The goals and objectives are detailed in section 2.1 of this plan. [A new strategic plan will be released and guide efforts starting in 2023.]
- As part of its 2020 organizational redesign, EmployIndy has created a new Ecosystem Enrichment team, which houses and centralizes all policy and resource development, training, and performance improvement efforts. This has resulted in the creation of several new job positions as these systems and practices are built out and spread throughout the ecosystem. In particular, this team will be spearheading a new performance improvement continuum to augment, inform, and respond to our current monitoring process. This process will bring internal stakeholders across our organization together on a regular schedule depending on grant needs in order to respond in real time to struggles with particular programs and/or providers in order to supply them with the resources and technical support needed to be effective. This is contrasted with our monitoring process, which had (in most cases) an annual cadence and limited ability and initiative to respond to findings and correct poor performance.
- EmployIndy also utilizes several data systems which are used for accountability,

research and efficiency purposes:

- Indiana Career Ready's INDemand Jobs, for career coaching.
- ICC, for goal measurement.
- Emsi, used for labor market analytics and economic modeling.
- Burning Glass, used for labor market and talent analytics.
- Hoosiers by the Numbers and Stats Indiana, for demographics and economic information.
- Salesforce, for business relationship management.
- EmployIndy's one-stop operator, TPMA, is held to performance measures tied to their contract which measure various activities, including convening of quarterly partner meetings and monthly ecosystem enrichment trainings, facilitation of the partnership MOU, and training and career coaching landscape analysis.

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;
- Placement in full-time employment at \$13.50 or higher for EmployIndy;
- Utilization of virtual tools at www.workoneindy.org by EmployIndy;
- 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.

Section 3: Local Area Partnerships and Investment Strategies

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

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

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

The Region 5 Board strategy is to fully utilize the WIOA funded organizations' specialized capacity to develop an individual's skill and educational assets and to facilitate the individual's connection to identified in-demand occupations and sectors in the region.

Memorandums of Understanding (MOU) are in place with all the WIOA funded organizations in Region 5. The collective mission of the organization 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 organizations 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 organization's services, the referral process for individuals and the physical and programmatic accessibility of the services.

The WIOA Title I – adult, dislocated worker and youth organization, 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 organizations 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 organization, the Indiana Department of Workforce Development (DWD) will provide labor exchange services for employers and individuals so that employment in in-demand occupations and sectors is realized for job ready individuals. DWD staff are present in several WorkOne office locations to assist individuals with proper registration into the automated job matching system, Indiana Career Connect.

The WIOA Title IV – Vocational Rehabilitation Organization, 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.

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

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>~~
[<https://employindy.org/partnership-ecosystem-map/>]

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 Elwood Community Schools Hinds Career Center MSD of Washington Township MSD of Warren Township MSD of Wayne Township Region 12: [Goodwill Excel Centers] 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.—[DWD]
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 Goodwill of Michiana Goodwill of Central and Southern Indiana Community and Family Services
TANF	FSSA Division of Family Resources
Second Chance	Region 12 John Boner Neighborhood Center RecycleForce

Each region has established partnerships with the following educational institutions to implement the Jobs for America's Graduates (JAG) program:

Region 5	Region 12
Sheridan High School	Arsenal Tech High School
Martinsville High School	Beech Grove High School
Whiteland High School	Ben Davis High School
Shelbyville High School	Crispus Attucks High School
Greenfield High School	Decatur Central High School
Mt. Vernon High School	Decatur Township School for Excellence
Pendleton High School	George Washington High School
Anderson High School	Indiana School for the Deaf
Eastern Hancock High School	Indy Met
Avon High School	McKenzie Career Center
	North Central High School
	Shortridge High School
	Southport High School

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 JobCorps
- Excel Centers (Anderson, Noblesville, Shelbyville)
- Vincennes University
- Local Chambers of Commerce
- Local Economic Development Organizations
- United Way of Central Indiana
- Indiana Community Action Programs
- Transportation partners include some specific entities in local communities that provide senior citizens and individuals with disabilities rides to and from essential services, by appointment only. These are considered demand-response, and are reservation based. The primary authority is the Central Indiana Regional Transportation Authority (CIRTA). These vans or small busses are available in each of the eight counties, offered by entities including: Boone County Senior Services, Janus Developmental Services, Hancock County Senior Services, LINK Hendricks County, Johnson County Senior Services, Madison County Council of Governments, Morgan County CONNECT, and Shelby County Senior Services. In the event transportation to and from training is needed, the WorkOne Provider may offer gas cards or mileage reimbursements based on a needs analysis as long as other transportation resources are not available.

<p>3.3* Describe efforts to work with each partner identified in 3.2 to support alignment of service provision and avoid duplication of services to contribute to the achievement of the GWC's goals and strategies. [WIOA Sec. 108 (b) (2), (10), (11), (12) & (13)]</p>
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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 Indiana's Strategic Workforce Plan Executive Summary, plans 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 employers the talent to grow and diversify their workforce. The framework provided by this Strategic Workforce Plan 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.

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

The R5 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 its designee, appointing staff and/or local board members to review all AEFLA applications submitted to DWD from eligible providers who wish to provide services within the local WDA. To be determined is whether the applications are consistent with their local plans. DWD will recommend a review of specific Considerations that are most relevant to local plan alignment. A recommendation is then submitted by the WDB Chair or its designee, to DWD, ensuring each of the AEFLA applications is in alignment with the local plan.

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

The R5 Board partners with economic development by the ongoing communication of the Business Consultant (Business Services Representatives) with Local Economic Development Organization Executives (LEDOs) in each county. The region leverages the rich 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 Business Ownership Initiative (BOI) of Indiana offers entrepreneurial technical assistance including workshops, coaching and micro-lending opportunities. R5 Board 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.

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 resources including program elements that provide coaching, access to loans, a resource hub and business growth resources. Additionally, to encourage XBE business growth, specialized resources include Hispanic Business Council, Central Indiana Women's Business Center. For our citizens re-entering Marion County, the REDi initiative provides specialized support for those who were previously incarcerated. Additional self-service, self-guided resources are available via the Small Business Administration online Learning Center.

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

The local area is partnering with adult education in identifying the needs of each individual and providing cross-referral, co-enrollment when appropriate, and access to available employment and training resources within each local community. Adult education instructors provide the necessary remediation to help each individual that does not have a high school diploma or high school equivalency achieve that goal. Additionally, adult education instructors work with individuals to increase basic skill levels that may be needed for further advancement in post-secondary education, such as math remediation. Business services staff play an important role in identifying available employment opportunities for referral. As Business services staff become keenly aware of the skills needed for filling positions, this information is then provided to the local area workforce development youth career advisors, so referrals to positions entail getting the best fit for a successful placement outcome. Within the local area, business services staff and youth career advisors that case-manage out of school youth are employed by the same provider, enhancing communications and coordination. Business services staff are made aware of individual needs of out of school youth and assist in marketing the individual to a potential employer. WIOA program services offered for out of school youth include work experience, internships and on-the-job training, and business services staff assist in identifying these opportunities with local employer needs. As career pathways are identified and any additional training may be offered, staff continue to work together on behalf of the out of school youth to provide any needed employment opportunities as well.

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

WIOA focuses on serving individuals with barriers to employment and seeks to ensure this population has increased access to quality services and opportunities for employment, education, training, and support. To prioritize services for those most in need and who would benefit from employment and training services, WIOA identifies three groups with barriers to employment and requires priority be given to these individuals. Priority of service must be given to public assistance recipients, other low-income individuals, and individuals who are basic skills deficient when providing individualized career services and training services using WIOA Adult program funds. This priority requirement will be followed regardless of the amount of funds available for providing services. An Adult Priority of Service Checklist has been developed that staff may use when determining Adult Priority of Service prior to enrollment. Region 5 has five Disabled Veterans Outreach Program (DVOP) staff. Two of the DVOPs are based in our comprehensive offices and the others are based in

our affiliate offices. Any of the DVOP staff are able to travel to affiliate offices as requested or needed. Veterans and eligible spouses of veterans will continue to receive priority of service for all job training programs funded by the Department of Labor (DOL), including WIOA programs. The Region 5 WorkOne Board staff periodically review and monitor data to ensure a priority of service is taking place.

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

Region 5 Workforce Board retains local sector partner initiatives in advanced manufacturing, logistics, and healthcare and believes sector partnerships are very important in regional planning efforts to streamline and expand career planning and innovate graduation pathways.

Legacy in Noblesville offers a Certified Nursing Assistant (CNA) Training. Region 5 has partnered with Legacy to assist with recruitment and training costs for eligible participants. The Region 5 WDB was approved as an Apprenticeship Sponsor (Intermediary). It was decided to work towards getting one program approved by DOL to begin this initiative and Certified Nursing Assistant (CNA) was selected. Rationale for this selection was tied to the demand for this occupation and the number of companies that are doing their own in-house training. Legacy, along with other companies in need of CNAs, will be contacted to promote the CNA apprenticeship program.

Major Hospital Partners (MHP) in Shelbyville partners with WorkOne, Goodwill, and Blue River. The CCMA program is 16 weeks long with a 160 hour externship. For students that qualify, Region 5 provide WEX funding for the 160 hours and OJT funding for the students MHP hires. Blue River and the Goodwill Excel Center provide additional students for the program. ~~MHP is looking to expand their training programs to include Patient Care Technicians (PCT) and is looking at Blue River's CNA program as a possible funnel for their PCT positions. This would be done by having the adult CNA students do part of their required clinical hours at the hospital. This would allow the CNA students the option of going forward as a CNA in a long term nursing facility or to pursue the option of a PCT position with MHP.~~ The partnership has been very successful as MHP hires the majority of the students.

~~Hancock Physicians Network in Greenfield has begun a partnership with Region 5 for a CCMA training program similar to MHP.~~

Hancock Physicians Network in Greenfield is in partnership with the Hancock Regional Hospital and Ascension St Vincent. Hancock Physicians Network offers an 18 week course that consists of a 210 instructional hour CCMA training program. The training takes place at Hancock Regional Hospital in one of their classrooms. Working with the WorkOne Office staff for recruitment, this program is eligible for WIOA and Next Level Jobs/Workforce Ready grant funding. For those individuals that qualify, a 240 hour externship Work Experience and/or On-the-Job training is available as this training provider and employer seeks to consider and hire the candidate for employment.]

Carter Logistics in Anderson is a sister company to Carter Express and offers end to end supply chain management. Partnership with Carter provides individuals interested in hands on, on-the-job training as a Technical Support Specialist or Transportation Specialist/Customer Service.

The Indianapolis region is rich with sector partnerships led by industry. As a result of these strong partnerships and significant philanthropic investment, EmployIndy has taken a cross-sector approach that compliments the sector strategies in place.

[Region 5 will collaborate as appropriate with the workforce project components of the recent Regional Economic Acceleration and Development Grants in the region.]

The Indianapolis New Skills Ready Network (NSRN) is a cross-sector initiative dedicated to aligning, strengthening, and expanding Career and Technical Education pathways for Indiana's high school and postsecondary students. The complimentary initiative, Talent Bound, is our work-based learning intermediary initiative focused on career exploration through exposures, engagements and experiences that provide equitable opportunity, leading to good jobs with economic mobility. We have taken a primary focus with professional services, healthcare and construction to better serve the current talent deficits within our region. Specific examples of these strategies include our Modern Apprenticeship pilot [program] in partnership with Ascend Indiana with a focus in Business Operations occupations such as project coordinator and business operations associate. We are also working with the construction industry to create stronger connections in the youth space and build a long-term talent pipeline for the industry.

3.9 A-D

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

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

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

The 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 four Business Consultants with each being responsible for two 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. Business Consultants will also promote and facilitate the development of apprenticeship programs and the State Earn and Learn Programs (SEAL). Assistance with submitting a complete and effective job order within the state job matching system (Indiana Career Connect) is provided as needed. [The Hoosier Talent Network (HTN) is promoted.] Information about the ACT worker profiling and WorkKeys Assessment system, Next Level Jobs program and the Employer Training Grant is explained.

These opportunities enable employers to directly interact with and experience some of the benefits of participating in the WorkOne workforce development system.

B. Support a local workforce development system 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 all of the various partners described in Section 3.2 which provides employers with 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 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 Next Level Jobs Employer Training Grants to LEDO's. Two LEDO's are members of the WDB.

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

Customer computers are located in all the WorkOne offices for customers to file for Unemployment Compensation benefits electronically. There are no DWD Unemployment staff in the offices. Customers are given an informational packet that includes the U.I. Call Center phone number and the Uplink website address to access assistance and information regarding filing claims. Direct telephone lines (U.I. Kiosk) are available in the WorkOne offices in Anderson, [and] Franklin, and Plainfield so that customers can pick up and gain access to a Call Center Representative directly. Call Center software for remote access is in the U.I. Kiosks in the comprehensive offices in Anderson and Franklin [.] and in the affiliate office in Plainfield. With this software Call Center Staff are able to virtually assist claimants with any U.I. issues. DWD has network scanners in the Comprehensive offices in Anderson and Franklin that enable claimants to submit any required U.I. documentation to the Indianapolis office. A direct FAX line for this purpose is also available in the Anderson office. Staff will assist customers visiting the WorkOne offices with the process on how to apply for unemployment insurance [including ID.me], how to obtain wage screens, and give them as much information as possible to get issues satisfactorily resolved. Ongoing communication will occur between the Region 5 Board staff and the DWD Regional [Support] Manager to assist employers and claimants in resolving issues.

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

Across all programs and funding sources it is estimated that 25% of funding will be used annually for training.

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

The Region 5 Board is currently leveraging the following funds in support of the local workforce development system.

\$33,906	JAG TANF—JAG In-School Youth Programs
\$134,400	JAG VR Pre-ETS—JAG In-School Youth Programs
\$1,065,625	CARES ACT Workforce Ready Grant—adult, dislocated worker and youth programs
\$279,839	National WIOA—Disaster Recovery—dislocated worker programs
\$146,361	WIOA Title III—Wagner-Peyser—adult, dislocated worker and youth labor exchange costs via the IFA (includes TAA, JSVG)
\$170,500	CARES ACT—Employer Training Grant—Business Services

\$320,132	RESEA—dislocated worker programs
\$129,358	EmployIndy—dislocated worker programs
\$29,810	WIOA Title IV—Vocational Rehabilitation Services—persons with disabilities programs
\$120,000	Business Consultant (Wagner Peyser funding)—Business Services
\$4,887	UI COVID (UI funding)—office support
\$100,000	USDOL.DWD—Apprenticeship USA Expansion
\$617,500	National WIOA—Employment Recovery Grant—dislocated worker programs

[\$193,347	JAG VR Pre ETS – JAG In-School Programs
\$	161,708	WIOA Title III-Wagner Peyser- adult, dislocated worker and youth labor exchange costs via the IFA (includes TAA, JSVG)
\$	107,779	RESEA dislocated worker programs
\$	19,294	WIOA Title IV- Vocational Rehabilitation Services- persons with disabilities programs
\$	120,000	Business Consultant (Wagner Peyser funding)- Business Services
\$	28,398	USDOL.DWD- Apprenticeship USA Expansion
\$	150,000	National WIOA – Employment Recovery Grant- dislocated worker programs
\$	68,438	WIOA Title III- Wagner Peyser- performance support grant]

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 Indiana Department of Workforce Development (DWD) provides Region 5 a subscription to Grantwatch.com. Grantwatch.com has access to information about public and private Grantors that may support workforce development activities in Region 5.~~ Region 5 also subscribes to the Foundation Directory Online which has interactive insight into available resources that align with the Board's workforce mission. 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 is currently doing this with the Region 12 Board in Marion County. [The R5 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.

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

Collaborations with organizations or groups outside of the local area will be important to continue. As the economic growth region includes two local area boards, it is imperative to work closely with Marion County 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 others. 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. The local area 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 of Section 4 in 15 pages or less. Many of the responses below, such as career pathways and individual training accounts, should be based on strategic discussions with the local board and partners. **Questions that require collaborative answers for regions 5 & 12 are designated with an *.**

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

The 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 and by utilizing the same functional management system. Local WIOA staff will be continuously cross-trained, and have contact information for each entity to provide cross-referral. 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.

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

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

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

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 in remote areas, through the use of technology, and through other means. [WIOA Sec. 108 (b) (6) (B)]

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. [DWD has initiated a Virtual Client Engagement Portal in partnership with Regions for scheduling and communications.] 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.

Future plans do not include eliminating in-person services to individuals and businesses in remote areas. As safety and travel guidelines may currently be barriers to the provision of in-person service delivery, 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 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.

D.* Describe the roles and resource contributions of the one-stop partners agreed to per DWD Policy 2018-04 Memoranda of Understanding and Infrastructure/Additional Costs Funding Guidance. [WIOA Sec. 108 (b) (6) (D)]

The workforce development boards of Central Indiana have 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 1]. MOU/Partnership agreements are attached as Exhibit 5.

EmployIndy has a PY2020 Workforce Ecosystem Memorandum of Understanding.

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

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 WDB 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.

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

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 will 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, 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. A strength and opportunity to provide follow-up services after individuals have received services and have been placed into employment is also offered. 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.

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

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, potential Trade Adjustment Assistance (TAA), ~~WorkOne services,~~ [COBRA and other health insurance, labor market information and employment opportunities, reemployment opportunities, reemployment services, job training services, and severance and retirement pay issues.]~~and 4~~ [I]nformation 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. Rapid Response data sheets are completed monthly and submitted to DWD. The monthly data sheets include number of displaced workers, lay-off dates, Rapid Response orientations scheduled, next steps, and updates. 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, WIOA, TAA), 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.

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

Region 5 youth programs provide a variety of workforce preparation activities and case management services to eligible youth ages 14-21 and young adults ages 16-24 to help them achieve educational and employment goals through career guidance and exploration, year-round work experience, and skills training in career pathways for demand occupations.

In-school youth services in Region 5 are delivered through the Jobs for America's Graduates (JAG) program model. JAG is a workforce preparation program that prioritizes high school graduation, helps students learn in-demand employability skills and provides a bridge to post-secondary education and career advancement opportunities. Currently, in Region 5 there are eleven JAG programs operating in ten local high schools, including: Anderson, Avon, Eastern Hancock, Greenfield Central, Mt. Vernon, Martinsville, Pendleton Heights, Shelbyville (2), Sheridan, and Whiteland.

The JAG In-School Youth program is available year-round and serves high school students in 11th and 12th grade who face academic, environmental, and economic challenges and are at risk of dropping out of high school. Eligible youth are referred to the JAG program by teachers, guidance counselors, and other school administrators. Youth with disabilities often have barriers to employment or are not on track to graduate and are referred to the JAG program as well. Students with disabilities who participate in the JAG program are provided accommodations in accordance with their IEPs and 504 plans and participate in JAG activities aligned with Vocational Rehabilitation Pre-Employment Transition (Pre-ETS) services. Last year, [For the 2021-2022 school year,] youth with disabilities made up 18% [23%] of the total number of participants in the Region 5 JAG program. Efforts to recruit students with disabilities for participation in the In-School Youth JAG program are ongoing.

The components of the JAG program are delivered by JAG Specialists who provide classroom instruction, competency-based Project Based Learning, adult mentoring, summer work experience, student-led leadership development, job placement assistance and post-secondary education transition services. Additionally, one year of follow-up guidance and support is provided following graduation. All 14 WIOA Youth Program Elements are made available through the JAG program and are embedded within the curriculum and model service categories.

The In-School Youth budget used to support the JAG program will not be more than 50% of the annual WIOA Youth allocation as permitted by the state's waiver provision approved by the Department of Labor. Region 5 has elected to utilize the waiver of requirements for Workforce Innovation and Opportunity Act (WIOA) Section 129(a)(4) subpart (c) which states that not less than 75% of WIOA Youth allocations must be used by local areas for out-of-school youth. The waiver reduces the minimum expenditures requirement to 50%. This waiver allows more flexibility in serving youth in the region making it possible to increase funding for high quality dropout prevention programming such as JAG. Region 5 will utilize the waiver until such time as it expires or is rescinded. The JAG program is also supported with state of Indiana funds and Vocational Rehabilitation (VR) Pre-ETS funds.

In Region 5, the Out-of-School Youth program is different 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 focuses on providing services in a classroom setting, the out-of-school youth program focuses on providing services one on one or in a small group setting at the WorkOne office or offsite locations. Out-of-School Youth program services are offered year-round and the length of program participation will vary from one month to one+ years based on the individualized needs identified, goals set, and service strategy implemented for each youth. The out-of-school youth budget will not be less than 50% of the annual WIOA Youth allocation as permitted by the state's waiver provision approved by the Department of Labor.

The Out-of-School Youth program provides a comprehensive approach to serving young adults with significant barriers to employment. Youth Career Services Advisors (CSA) 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. A Youth CSA who is knowledgeable about the youth program is located in each county WorkOne office to recruit and serve out-of-school youth. WorkOne customers under the age of 25 are screened for WIOA youth eligibility and referred to the Youth CSA. The Youth CSA meets with young adults to

provide a complete explanation of WIOA Youth services and begin the objective assessment, intake and eligibility process.

All young adults receive an objective assessment. Youth staff conduct an initial assessment of their educational level, barriers, goals, strengths, interests, employability and job skills to identify skill gaps, barriers to employment and supportive service needs. The assessment methods used to identify the skill level of a young adult may include interviews, TABE, school records and transcripts, Indiana Career Explorer, O*Net, and other tools. Aptitudes and interests are assessed to determine the best career path and identify appropriate services for participants. Labor Market Information (LMI) for the region's career sectors will be provided to young adults so they will have the knowledge that leads to employment and career advancement opportunities in career pathways aligned with the skills needed by business and industry. The CSA works with the participant to jointly develop an individual service strategy (ISS) based on the need of the participant. The ISS identifies a career pathway with educational and employment goals, and outlines the steps that must be taken to meet these goals. The ISS will be updated to reflect any changes in goals or life changes that may affect goal attainment.

Young adult services focus on training experiences for youth with barriers to employment. Young adults are provided opportunities for work-based training and education programs and supportive services. The CSA assists young adults with overcoming barriers that may interfere with the achievement of their goal. Young adults are given referrals to other agencies, as deemed necessary, to address identified issues or barriers in their current situation and any of the fourteen program element activities needed.

If earning a high school equivalency is identified as a goal, the youth will be referred to the local adult education provider. If work experience is an appropriate course of action, an interview will be set up with an employer offering the opportunity to work in a field of interest that matches a career pathway identified by the youth.

Young adults will be connected with partner programs to assist with supportive services needs such as transportation assistance, work uniforms, books, car repairs, childcare, housing, utilities, etc. Young adults aged 18-24 may be eligible for both the WIOA Youth and Adult programs and can be co-enrolled in the two programs.

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 and 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/Elwood Community Schools, 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 Blue River 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 NLJ Workforce Ready ~~term~~ [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 and Noblesville WorkOne offices ~~and within walking distance of the Greenfield WorkOne~~ 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 Shelbyville 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.

Youth staff make presentations at Department of Child Services (DCS) in-service staff meetings throughout the region to inform DCS case workers and their contracted providers about WIOA youth services available to youth aging out of foster care. To facilitate referrals, DCS staff have been provided the names and contact information for JAG Specialists and Youth CSA's including their WorkOne office or school location. Additionally, JAG Specialists work with school guidance counselors to target youth in foster care for referral to the JAG program. The United Methodist Children's Home (UMCH) in Lebanon has housing units for youth who will be aging out of foster care. Youth staff meet with UMCH staff to discuss WIOA in and out of school youth services and coordinate referral process to ensure youth aging out of foster care are connected with WIOA youth services.

Vocational Rehabilitation has staff stationed at several of 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 meet monthly via Zoom to coordinate youth referrals and services. The Job Corps Center Director is a member of the Region 5 Workforce Board and serves as chair of the Youth Committee, and Region 5 staff attend the Job Corps Center's Workforce and Community Relations Council.

Partnerships with community organizations who specialize in serving youth with barriers will continue to be developed and maintained in Region 5 to enhance recruitment efforts of these targeted youth populations and facilitate the process of making and receiving appropriate customer referrals.

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 listed here (5 new elements are underlined). The 14 program elements are provided directly by Youth CSAs, JAG Specialists 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 Indianacareerready.com 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 20 [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. 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

In-School Youth JAG

Outputs: 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 [youth] funding spent in work-based learning activities. Outcomes: Meet WIOA Youth Performance Standards; ~~JAG 5 of 5~~ [JAG 6 of 6] National Standards; Median wage \$10.00 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).

Out-of-School Youth

Outputs: 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 [youth] funding spent in work-based learning activities.

Outcomes: WIOA Youth Performance Standards; Median age [wage] \$10.00 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] is reviewed on an ongoing basis.

Strengths: Region 5 has an experienced and 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 collaborative partnerships that Region 5 has established with the regional Adult Education providers and Job Corps.

Weaknesses: Region 5 has experienced a reduction in WIOA youth funding, State funds, and TANF which limits the available funds for youth occupational skills training and supportive services or to expand and add more JAG programs. Another area of weakness is recruitment and enrollment of 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 local communities. Youth staff will proactively seek opportunities to connect with youth outside the WorkOne office visiting libraries, recreation centers, shelters, and other locations where youth may be found. Presentations promoting youth services will be conducted by youth staff in-person or via Zoom at high schools, career fairs, Adult Education Programs, Job Corps, community colleges, and community-based organizations, and marketing materials, including posters, brochures, post cards and pamphlets will be distributed. 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)

In keeping with the needs of youth in the local workforce region, the Region 5 WDB may revise the barriers for “requires additional assistance” based on actual experience during the plan period.

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

Youth programs in the region have been successful in meeting or exceeding performance goals set and achieving excellent [positive] outcomes for youth who are enrolled. The WIOA Youth goals and actual performance ~~is listed below~~, for the last two program years [is listed below.], and ~~all~~ [All] goals were exceeded [for PY19 and 3 of 5 goals were achieved in PY20. The goals for Employment, Education, or Training in Q2 and Q4 of PY20 were measured during the pandemic when there were high levels of unemployment.]

WIOA Common Measures

Youth Core Indicators	PY18 Goal	PY18 Actual Rolling 4 QTRs	PY19 Goal	PY19 Actual Rolling 4 QTRs
Employment, Education, or Training Placement Q2	73%	85.9%	74%	80.8%
Employment, Education, or Training Placement Q4	71%	83.5%	71%	78.4%
Median Earnings	Baseline	\$3,318	\$3,352	\$3,938
Credential Rate	59%	62.9%	62%	70.9%
Measurable Skills Gain	Baseline	79.7%	Baseline	85.7%

NEW TABLE

[Insert new WIOA Common Measures]

Youth Core Indicators	PY19 Goal	PY19 Actual Rolling 4 QTRs	PY20 Goal	PY20 Actual Rolling 4 QTRs
Employment, Education, or Training Placement Q2	74%	80.8%	80.2%	78.9%
Employment, Education, or Training Placement Q4	71%	78.4%	76.3%	70.2%
Median Earnings	\$3,352	\$3,938	\$3,389	\$3,466
Credential Rate	62%	70.9%	66.8%	69.5%
Measurable Skills Gain	Baseline	85.7%	52.8%	85.8%

Out-of-school youth programming has been successful in serving young adults with multiple barriers to employment. Those seeking services are often young parents, youth who have dropped out of high school, have disabilities, have few job survival coping skills or simply lack direction or adult role models. As demonstrated by the performance outcomes above, the out-of-school youth program is positively impacting the lives of young adults in the region helping them to successfully complete education and work readiness activities, earn credentials and obtain well paying, in-demand jobs.

Out-of-school youth staff are experienced and skilled in providing youth services and have received statewide recognition receiving a YAS Performance Award for outstanding achievement assisting youth in meeting employment and education goals and for outstanding achievement in credential rate attainment for Hoosier youth at the annual Young Adult Services Summit.

A strong relationship with Adult Education Providers is key to connecting young adults with out-of-school youth programming and significantly increases positive outcomes. A best practice of the out-of-school youth program has been to link adult education students seeking a high school equivalency and/or basic skills remediation to short term occupational skills training for an industry recognized credential combined with a subsidized work experience (WEX) and/or on-the-job training (OJT) in their field of study. This strategy has been successfully implemented for health sector occupations

such as certified clinical medical assistant and dental assistant, through WEX and OJT partnerships established with Major Health Partners, Hancock Regional Hospital and local dental practices. This has provided young adults an opportunity to obtain valuable skills and gain hands on experience that can be included on a resume and in many cases lead to a job offer. Integrating WIOA youth services with Adult Education has led to an increase in basic skills, increased employment and improved student retention on the job or in post-secondary education.

The JAG in-school program in Region 5 has had tremendous success helping youth complete high school and enter employment or further education. For the past ~~eight~~ [ten] years, the program has consistently met the five JAG National “5 of 5” performance standards used to measure student success and has been recognized nationally for outstanding performance. Importance is placed on the need for all JAG graduates to obtain some type of training beyond high school. The further education rate for our [2022] JAG graduates is 46 [50]%. [A sixth goal, Connectivity Rate*, has been added to the standards for the 2022-2023 school year.] JAG 5 of 5 outcomes achieved for ~~2018-2019~~ [2020-2021] regional JAG graduates at the completion of follow-up in May ~~2020~~ [2022] are shown below:

REPLACE TABLE

JAG 5 of 5 Standards

Graduation Outcome		Employment Outcome		Positive Outcomes Job, military or post-secondary		Full-time Placement Outcome Job, military or post-secondary or combination		Full-time Jobs Outcome	
Goal	90%	Goal	60%	Goal	80%	Goal	80%	Goal	60%
Actual	98%	Actual	68%	Actual	86%	Actual	92%	Actual	61%

[New Table]

JAG 6 of 6 Standards

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	60%	91.5%
Actual	97.7%	Actual	71.9%	Actual	80.8%	Actual	86.9%	Actual	80.8%	98.9%

Individual JAG Specialists have received recognition as Outstanding Specialists, and JAG management staff has received the High Performer Award. In ~~seven~~ [eight] of the last ~~eight~~ [ten] years, at the State Career Development Conference, a JAG student from Region 5 has won the JAG Indiana Outstanding Senior Award or finished in 2nd or 3rd place. ~~Four~~ [Five] of these seniors were also recognized by JAG national as “Ken Smith Scholars,” selected from hundreds of applicants to receive a scholarship.

A best practice for the JAG in-school youth program has been the establishment of a partnership with Multiply Good - Students in Action (SIA), a youth service learning, leadership development and recognition program. Through attendance at SIA Fall and Mid-winter conferences, JAG students gain leadership skills and design and implement service projects. Students also have the opportunity to

recognize their peers and community members for excellence in service with Jefferson Awards. This partnership provides JAG students with the tools to create a robust JAG Career Association.

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

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.

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

~~Region 5 has two comprehensive offices and one affiliate office that provide RESEA and JFH activities. Claimants are generated from Indiana Career Connect and are automatically scheduled into an event. Staff create the events and assign the number of available seats. Selected claimants are sent a letter informing them of the date, time, and location of the event they are scheduled to attend. The letter explains the reason and informs claimants that the lack of participation will result in the loss of their unemployment insurance. At the initial orientation a presentation is made that covers RESEA requirements and WorkOne services. JFH are required to attend the orientation but can be waived if they are active in a union, or if they have a return to work date. RESEA and JFH participation brings claimants into the WorkOne offices where they are made aware of the opportunities available. Covid-19 temporarily eliminated in-person WorkOne services. The telephonic system was implemented in May 2020. JFH and claimants not selected for telephonic appointment are entered in the weekly overflow and are exempted due to Covid-19. During this temporary period of time claimants are not penalized for not participating. County offices providing RESEA services selected staff to perform the telephone calls. The number of selected claimants depend on the number of staff available to provide RESEA services. Letters/emails are sent with the date and time the claimant will receive the~~

~~telephone call. Once contact is made, staff explain the process, reviews WorkOne services, conduct the initial interview, ask about communication such as email, Internet availability, review the ICC resume, and create an Individual Reemployment Plan. Next job virtual workshops such as resume builder and interview training are made available to those claimants that have Internet or phone access. Claimants assessed or requesting more individualized services or training are referred to WIOA for services. Staff encourage claimants to take advantage of WIOA program services, beyond the minimum requirements.~~

[RESEA activities are provided at the two comprehensive offices, Franklin and Anderson, and at the affiliate office in Plainfield. Jobs for Hoosiers (JFH) is not being implemented statewide in program years 21 and 22. Claimants are generated from Indiana Career Connect and are automatically scheduled into an event. Staff create the events and assign the number of available seats. Selected claimants are sent a letter informing them of the date, time, and location of the event they are scheduled to attend. The letter explains the reason and informs claimants that the lack of participation will result in the loss of their unemployment insurance benefits. All RESEA activities are being done in person within the region, however remote RESEA services including workshops may be offered as needed or requested. This may include telephonic and/or virtual client portal options. Workshops being offered to RESEA clients as determined by the completion of the Individual Reemployment Plan include resume, interviewing, job search and digital literacy. The required orientation session includes the following topics: UI work search requirements, program updates and activities, one-on-one initial interviews, a review of employment and training programs, potential next steps, and the process for UI adjudication for failure to participate. WorkOne services discussed include: Indiana Career Connect, assessments, resume assistance, interview workshops, labor market information, occupational information, training, job fairs, veterans services, disabled job seeker assistance, Youth and Older job seekers assistance, adult education, career counseling and connection to other state and federal programs including but not limited to TAA, Migrant and Seasonal Farmworkers, WOTC, HIRE, and bonding. During Covid-19 protocol, there was no penalty for participating however during program year 21 and in program year 22 participation is mandatory. Staff encourage all claimants to take advantage of WIOA program services beyond the minimum requirements.]

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

~~Strategies to engage workers and employers impacted by the COVID-19 pandemic have been continuously emerging [implemented as needed.] Though~~ There have been many virtual services available to businesses, prior to the pandemic. [These] ~~there has been and will continue to be a tremendous effort to figure out ways to maintain connectivity with employers without in-person contact, as may be needed and more efficient. Virtual hiring fairs have been utilized, and are providing a platform for employers in promoting their job openings and ways to access these openings from eager job seekers. This will undoubtedly be continued into the future due to the successful nature of this venue. Local area staff maintain memberships in Chamber of Commerce and other business led organizations and actively participate in solutions for businesses seeking workers. Local area business services staff participate in virtual meetings with business led groups and with individual employers and will continue to do so. Engaging workers requires continuing to develop more virtual options for participation, other than in-person meetings. Staff have been creative in~~

ways to maintain contact with existing job seeker clientele, by meeting up with individuals virtually, via telephone, or other virtual platforms such as Microsoft Teams, zoom and others. Using social media and networking are proven strategies and will be enhanced in the coming weeks, months and years. Services are provided virtually by telephone and by on-line virtual orientations. Referral to on-line workshops and training modules, ~~such as offered by 180 Skills~~ is taking place. Individuals interested in training have been able to get access without coming in to WorkOne locations, by working together with local area staff in submitting any needed documentation. Basic career services will take place by telephone, or by workshop presentations and meetings that are virtual [as needed]. ~~It is envisioned~~ The current option of ~~also~~ coming in to a WorkOne location for services will continue and ~~become more frequent~~, as the virus is more controlled [.] ~~in future months and years~~. However, the local area will continue working toward the virtual options in combination with in-person to better serve the needs of the local community residents and businesses.

Section 5: Compliance

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

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

A Request for Proposal (RFP) was issued by the Region 5 Workforce Board in November 2018 to procure WIOA adult, dislocated worker, and youth services, business services, One Stop Operator and Workforce Board Staff support. As a result of their competitive process, Interlocal Association was selected and awarded a two year contract, with two-one year extension options. Interlocal Association is currently contracted for the period January 1, 2019 through December 31, ~~2021~~ [2022]. 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.

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

Attached as Exhibit 2

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

Youth Committee: Role is to provide information and assist WDB with planning, operational and other issues related to provision of services to Youth.

- Monitor program operations and outcomes
- Develop and recommend youth program policies
- Provide input on outreach and recruiting of youth participants including JAG
- Participate in Regional JAG Career Development Events

Program Committee: Role is to provide information and assist WDB with operational and other issues related to service delivery with the WorkOne system.

- Monitor program operations and outcomes for adult and dislocated worker programs
- Approve OJT position requests
- Review DWD Monitoring Report and local response
- Assist with local plan development
- Develop and recommend program policies
- Assist with operating and other issues related to WorkOne delivery system

Finance Committee: Role is to monitor accountability for use of funds and make recommendations for full Board approval.

- Review Monthly Financials
- Recommend approval of regional budgets
- Monitor expenditures and use of funds
- Initiate RFP process for auditor selection
- Review audit reports and resolutions
- Review DWD monitoring reports and resolutions
- Recommend grant budget modifications to full board

ByLaws Committee: Role is to recommend required or desired modifications of Region 5 Workforce Board, Inc., Bylaws.

Executive Committee: Role is to deal with issues as directed by the Chair.

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

Equal Opportunity Officer: Cindy Gosser, Interlocal Association, 836 S. State Street, Greenfield, IN 46140, 317-467-0248 x303, cgosser@workonecentral.org

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

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 grants funds received from the Department of Workforce Development for workforce system activities.

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

DELETE TABLE



September 2020

WIOA Title I Negotiated Levels of Performance
Program Years: 2020 and 2021

STATE LEVELS

State Negotiated Levels of Performance PY20 and PY21			
Indicator	Adult	Dislocated Worker	Youth
Employment 2Q	82.7%	80.5%	78.4%
Employment 4Q	82.0%	80.0%	79.0%
Credential	68.0%	66.0%	62.0%
Median Earnings	\$6,927	\$8,098	\$3,341
MSG	56.3%	50.6%	44.1%

LOCAL LEVELS

REG 05	Local Negotiated Levels of Performance PY20 and PY21		
	Adult	Dislocated Worker	Youth
Employment 2Q	80.2%	82.0%	80.2%
Employment 4Q	78.9%	82.3%	76.3%
Credential	60.5%	53.7%	66.8%
Median Earnings	\$6,067	\$8,489	\$3,389
MSG	72.2%	50.3%	52.8%

[NEW TABLE]

WIOA Adult

Indicator	PY21 Target	PY21 Actual (through Q3)	Proposed Target PY22	Proposed Target PY23
Credential Rate	60.50%	84.50%	72.50%	72.50%
Employment Q2	80.20%	78.40%	79.30%	79.30%
Employment Q4	78.90%	74.90%	76.90%	76.90%
MSG	72.20%	65.50%	61.00%	63.00%
Median Earnings	\$6,067	\$7,531	\$6,799.00	\$6,799

WIOA Dislocated Worker

Indicator	PY21 Target	PY21 Actual (through Q3)	Proposed Target PY22	Proposed Target PY23
Credential Rate	53.70%	91.70%	72.70%	72.70%
Employment Q2	82.00%	71.60%	76.80%	76.80%
Employment Q4	82.30%	79.90%	81.10%	81.10%
MSG	50.30%	57.70%	61.00%	63.00%
Median Earnings	\$8,489	\$10,522	\$9,505.50	\$9,506

WIOA Youth

Indicator	PY21 Target	PY21 Actual (through Q3)	Proposed Target PY22	Proposed Target PY23
Credential Rate	66.80%	67.80%	67.30%	67.30%
Employment Q2	80.20%	79.10%	79.65%	79.65%
Employment Q4	76.30%	79.30%	77.80%	77.80%
MSG	52.80%	68.90%	65.00%	65.00%
Median Earnings	\$3,389	\$3,830	\$3,609.50	\$3,610

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

Region 5 has executed a PARTNERSHIP AGREEMENT with Vocational Rehabilitation Services and Family and Social Services Administration with respect to efforts that will enhance the provision of services to individuals with disabilities. The PARTNERSHIP AGREEMENT describes the services available, referral process for individuals, physical and programmatic accessibility and auxiliary aids, services and assistive technology.

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

Members of the public, including representatives of business, labor organizations and education were provided opportunity to offer comment on the plan via email. The draft plan was posted to the Region 5 Workforce Board's website www.workonecentral.org on December 21, 2020 in advance of

its submission to DWD by January 29, 2021. A public notice was published in the Indianapolis Star on December 22 and 23, 2020 indicating the plan was available for review and comment. Notice of the local plan availability for review and comment was emailed to local stakeholders including Local Economic Development Executives, Labor Organizations, Post-Secondary Education and Chief Elected Officials. Input for developing the plan was solicited from R5 Board Members who collectively represent the required WIOA partners and stakeholders. The R5 Board reviewed the plan at a regular meeting on December 17, 2020. The R5 Program Committee reviewed the plan on December 9, 2020. WorkOne Business Services staff provided input about in-demand skills needed based on their daily interaction with Employers, Economic Development Entities, and business organizations.

No dissenting comments were received during the 30 day comment period.

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

The Board's Program Committee, Youth Committee, and Finance Committee reviews plans and data reports against goals at their regularly scheduled meetings throughout the program year. The Program Committee meets one week before the full Workforce Board meeting on the second week of February, April, June, August, October and December. The Youth Committee meets quarterly, in March, June, September and December. The Controller reviews expenditures for proper cost allocation. The Finance Committee meets the same week of the Workforce Board meeting to review financials and recommend approvals at the full Board meeting, held the third week of February, April, June, August, October and December. The Finance Committee also reviews the audits of Interlocal Association and these minutes are reported out at each full Workforce Board meeting when they become available on a yearly basis. Generally, the preliminary report for the prior program year is available for review in February. All of the minutes of these meetings are posted on the region's website, and are available for anyone to review, going back several program years.

The Management Information System (MIS) department staff monitor applications and data entry into the Indiana Career Connect (ICC) and other required data bases for specific grants, on a daily basis. Regional staff working with customers are required to send the application packet to MIS staff for review for those customers requesting direct cost services to have eligibility confirmed prior to commitment of any direct cost dollars. [A review is required prior to any youth enrollments.] The files are reviewed for application accuracy, completeness, specific eligibility requirement for the specified program, services reported, and case note entries. A contracted individual ~~with years of former experience as a WorkOne Manager~~ and familiar with the ICC system, provides quarterly monitoring of randomly selected files for the WIOA Adult, Dislocated Worker, Youth and JAG programs. County staff are notified of the schedule of when the desktop monitoring will take place. Monitoring for active participants during the quarter January – March, takes place in April and May; the quarterly monitoring for April -June, takes place in July and August; the quarterly monitoring for July – September, takes place in October and November. A report is sent to the staff responsible for the case management entries with instructions to correct any errors, indicate the date the corrections are

made, and to notify the management staff when the corrections have been made. The MIS and management staff use the results of the monitoring reports to schedule training topics and conduct on-site or virtual training sessions. Most monitoring is completed through desktop review. In addition to the ICC reviews of files, a different contracted provider with years of management experience in WorkOne Operations, monitors work experience and on-the-job training participant and worksite supervisors for quality assurance. This takes place both onsite and may occur virtually. Reports are provided in a timely basis, and any areas of concern are immediately addressed. Training of staff is provided by the regional MIS staff, management staff, by webinars on systems and Department of Workforce Development sponsored training sessions.

Attachments: Monitoring Worksheet, Sample monitoring form, work experience monitoring review form, and on-the-job training monitoring report form.

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

The Region 5 professional development plan for youth staff focuses on developing and maintaining skills required to perform essential job functions and acquiring new skills for staff growth and advancement. Youth staff receive on going professional development training throughout the program year, delivered in a variety of ways, both in-person and virtually, and including online webinars and self-guided e-learning modules. Much of the training on a day to day basis is provided by the regional Office Managers, Youth Team Lead, JAG Manager and MIS staff who offer youth staff programmatic support and guidance. Additionally, youth staff attend trainings and conferences conducted by DWD, JAG National, Indiana Youth Institute (IYI) and other entities. All youth staff are encouraged to participate in the annual IYI Kids Count Conference in December and other IYI offerings as appropriate. Many web-based training sessions are made available and offer the convenience of not having to travel to attend.

Out-of-school youth staff meet on a bi-monthly schedule and training needs are often addressed at that time. ~~This year,~~ all Region 5 out-of-school youth staff have completed the Suicide Prevention QPR training/certification and Dr. Beverly Ford's Case Management Certification program offered by Workforce 180.

JAG ISY Staff have weekly in-person or virtual meetings with the JAG Manager and Coordinator to cover training topics relevant to their programs. Training on day to day tasks is often delivered through the use of on-line resources on the JAGenius platform. A state JAG Trainer is available to provide JAG staff training as needed. Much of the professional development plan for in-school youth staff occurs during the summer months when staff are not in the classroom with their JAG students. This summer, all JAG staff had the opportunity to attend the JAG National Training Seminar that was conducted virtually.

Professional Development Plan for Region 5 Youth Staff

Topic	Type	Frequency	Staff
JAG Pre-National Training Seminar and National Training Seminar	In-person/virtual	Annually	JAG/ISY
JAG Indiana New Specialist Training	In-person/virtual/web-based	2 x a year or as needed	JAG/ISY
JAG Indiana Refresher Training	In-person/virtual/web-based	2 x a year	JAG/ISY
JAG Indiana Summer Training Conference	In-person/virtual	Annually	JAG/ISY
JAG Indiana Regional Coordinator Training	In-person/virtual	Quarterly	JAG/ISY
JAG Indiana Manager Training	In-person/virtual	Quarterly	JAG/ISY
JAGenius e-learning modules & webinars for new JAG staff onboarding, foundations of JAG, trauma informed care, lesson planning, project-based learning, "5 of 5" standards, classroom management, eNDMS [JAGForce], etc.	Web-based	Ongoing	JAG/ISY
Region 5 MIS JAG WIOA ISY Eligibility, Application and Enrollments, Closures/Exits and Follow up	In-person/virtual	3 x a year	JAG/ISY
Indiana 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 180 Case Management Certification	Web-based	New hires	OSY
Region 5 MIS WIOA OS Youth Eligibility, Application/Enrollments, Closures/Exits and Follow up	In-person/virtual	Ongoing	OSY
TABE Test Training	In-person/virtual/web-based	New hires	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	OSY
IYI Because Kids Count Conference	In-person/virtual	Annually	All
IYI College and Career Conference	In-person/virtual	Annually	All
Indiana Career Explorer regional training	In-person/web based	As needed	All
WIN state and/or regional Training	In-person/web-based	As needed	All
Region 5 EO [Compliance] Training	In-person/web-based	Annually	All
Migrant Seasonal Farmworker Training	In-person/virtual	Annually	All
LinkedIn Learning courses: communication, time management customer service, conflict management, teamwork, LinkedIn, Microsoft Teams, Zoom, etc.	Web-based	Ongoing [As needed]	All
Suicide Prevention QPR Certification	In-person	Annually	All
Working with Vocational Rehabilitation (VR) customers with disabilities and Pre-ETS services training	In-person	As needed	All
Effective Employment Services for LGBTQ	Virtual	Upcoming [As needed]	All

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

DELETE LISTINGS

Workforce Development Board Region 5 Regional Policies Index

Policy #	Subject	Effective Date
	WDB Statement	7/1/2015
	WIB Travel Policy	06/17/15
2010-02	Definition of Self-Sufficiency	09/15/10
2010-04	Managerial Structure & Functional Supervision	10/20/10
2010-05	Conflicts of Interest & Disclosure	Revised 05/22/18
2011-02	Record Retention & Shredding Policy	02/23/11
2011-04	Policy Approval & Distribution Procedures	Revised 6/05/13
2011-11	WIOA Adult Direct Service Funding/Limited Funds/Eligibility	Revised 01/12/16
2011-12	Residency Criteria	Revised 01/12/16
2014-01	Prohibition of Weapons	07/01/13
2014-02	Monitoring Policy and Procedures	Updated 11/04/19
2015-01	Employer Based On-the-Job Training (OJT)	Revised 07/01/19
2015-02	Youth Program	Revised 08/18/18
2015-03	Veterans Priority of Service	05/04/16
2015-04	Roles and Responsibilities of DVOP and LVER Staff	Revised 08/30/19
2016-01	Equal Opportunity and Nondiscrimination	05/16/17
2017-01	Eligibility Determination	07/01/17
2018-01	WIOA Individual Training Accounts (ITA)	07/01/18
2018-02	WIOA Supportive Services	07/01/18
2018-03	Appointment of WDB Member Proxies & Form	08/16/18
2018-04	WIOA Drug Screening Policy	07/01/18
2019-01	Adult Priority of Service	03/03/20

Workforce Development Board

Region 5

Regional Procedures Index

Subject	Effective Date
Selective Service Registration	07/01/15
WDB Procurement Procedures	07/01/15
Customer Flow/Services/Case Management	07/01/18
Adult/DW/Youth Work Experience Procedures	02/01/19
Complaint Processing Procedures	10/05/17
IA Procurement Policies & Procedures	07/01/17
Follow Up/Extended Case Management Procedure	07/01/19
Region 5 Waiver for Adults and DW	01/23/20

Workforce Development Board Region 5 Regional Policies Index

Policy #	Policy Name	Created Date	Last Revision Date
2015-A	WDB Statement	07/01/2015	7/1/2015
2015-B	WDB Travel Policy	06/17/2015	6/17/2015
2010-02	Definition of Self-Sufficiency	09/15/2010	9/15/2010
2010-04	Managerial Structure & Functional Supervision	10/20/2010	11/20/2017
2010-05	Conflicts of Interest & Disclosure	10/20/2010	7/1/2021
2011-02	Record Retention & Shredding Policy	02/23/2011	7/1/2021
2011-04	Policy Approval & Distribution Procedures	06/05/2013	7/1/2021
2011-12	Residency Criteria	08/17/2011	7/1/2021
2014-01	Prohibition of Weapons	07/01/2013	7/1/2021
2015-01	Employer Based On-the-Job Training (OJT)	09/12/2014	7/1/2021
2015-02	Youth Program/Services	05/18/2011	9/09/2021
2015-03	Veterans Priority of Service	01/19/2011	5/04/2016
2015-04	Roles and Responsibilities of DVOP and LVER Staff	05/04/2016	8/30/2019
2016-01	Equal Opportunity and Nondiscrimination	10/20/2010	7/1/2021
2017-01	Eligibility Determination	07/01/2017	9/23/2021
2018-01	WIOA Individual Training Accounts (ITA)	07/01/2015	7/06/2021
2018-02	WIOA Supportive Services	07/01/2018	10/08/2021
2018-03	WDB Member Proxies	08/16/2018	7/01/2021
2018-04	WIOA Drug Screening Policy	05/03/2016	7/1/2018
2019-01	Adult Priority of Service	07/02/2015	3/3/2020
2020-01	TAA Training Provider & Program Selection	05/11/2021	5/11/2021
2020-02	TAA Voluntary Withdraw from Training	05/11/2021	5/11/2021
2020-03	Monitoring Policy/Procedure	07/01/2014	7/1/2021
2020-04	Customer Flow/Services	12/01/2015	7/1/2021

Workforce Development Board

Region 5

Regional Procedures Index

Procedure Name	Date Created	Last Revision Date
Selective Service Registration	07/01/2015	07/01/2015
Follow Up/Extended Case Management Procedure	07/01/2019	07/01/2019
Complaint Processing Procedures	10/05/2017	01/11/2021
Adult/DW/Youth Work Experience Procedures	04/30/2015	07/01/2021
WDB Procurement Procedures	07/01/2006	07/01/2021

~~DELETE~~ DWD Memo 2020-05
Attachment B Program Participants for PY20

	Program Participants	Program Funding (WIOA)	Additional Funding (State)	Additional Funding (Federal)	Total Budget	Budget per Participant	Explanation (Optional)
WIOA Adult	694	\$1,187,914	0	\$266,012	\$1,453,926	\$2,095	1,3
Dislocated Worker	565	\$738,497	0	\$655,533	\$1,394,030	\$2,467	1,4
Youth (In School)	231	\$382,715	0	\$168,306	\$551,021	\$2,385	1,2,5
Youth (Out of School)	231	\$382,715	0	\$43,870	\$426,585	\$1,847	1,3
ABE	7,057	\$5,422,113	0	0	\$5,422,113	\$768	Includes Marion County (Region 12)
WorkIndiana	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wagner-Peyser	7,564	\$652,891	0	0	\$652,891	\$86	1
Veterans (Overall)	149	0	0	\$296,015	\$296,015	\$1,987	1

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

[NEW]

DWD Memo 2020-05
Attachment B - Program Participants for PY22

	Program Participants	Program Funding (WIOA)	Additional Funding (State)	Additional Funding (Federal)	Total Budget	Budget per Participant	Explanation (Optional)
WIOA Adult	632	\$1,166,355	\$364,000	0	\$1,530,355	\$2,421	1,3
Dislocated Worker	514	\$766,135	0	\$257,799	\$1,023,914	\$1,992	1,4
Youth (In School)	186	\$285,773	\$606,231	\$134,400	\$1,026,404	\$5,518	1,2,
Youth (Out of School)	228	\$538,574	\$ 36,000	0	\$574,574	\$2,520	1,3
ABE	7,190	\$8,275,582	0	0	\$8,275,582	\$1,151	Includes Marion County (Region 12)
WorkIndiana	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Wagner-Peyser	2,819	\$652,891	0	0	\$652,891	\$232	
Veterans (Overall)	149	0	0	\$296,015	\$296,015	\$1,987	5

1-Not including WIOA Admin 2-Includes requested State JAG & PreETS 3-Includes WRG 4-Includes ERG & RESEA 5-PY20 data

