

DWD Memo 2023-16  
Attachment A- Planning Template

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

*Region 5 Workforce Board, Inc.*

*Local/Regional Plan*

*September 2024*

## Plan Contents

- Workforce Development Board Approval
- Executive Summary
- Section 1: Workforce and Economic Analysis
- Section 2: Strategic Vision and Goals
- Section 3: Local Area Partnerships and Investment Strategies
- Section 4: Program Design and Evaluation
- Section 5: Compliance
- Section 6: Participant Information, Costs, and Supplemental Funding

## Local Workforce Development Board (LWDB) Approval

### LWDB/Local Area Information

LWDB/Local Area Name	Region 5 Workforce Board, Inc.
LWDB Chair	Jeff Clark
LWDB Executive Director	Lance Ratliff
One-Stop Operator	Tony Collier
Regional Chief Elected Official	Jeff Wolfe

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

Jeff Clark

Jeff Clark 8-15-2024  
Board Chair Printed Name

\_\_\_\_\_  
Board Chair Signature

\_\_\_\_\_  
Date

## Executive Summary

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

The Region 5 Workforce Board envisions an integrated cohesive workforce system that enables individuals to connect with the skill building resources available from all regional partners to prepare for economically self-sustaining in-demand jobs and that also enables employers to access the skilled human capital that is essential for productive and competitive business operations. Strategic elements for achieving the vision for a Unified WIOA regional Plan include removing barriers for workers, preparing for future skilled workers and helping employers find and/or develop skilled workers. The Plan contents are summarized in each section of the Plan to include a Workforce and Economic Analysis, Strategic Vision and Goals, Local Area Partnerships and Investment Strategies, Program Design and Evaluation, Compliance and Participant Information, Costs and Supplemental Funding. In the Workforce and Economic Analysis section, there is an analysis of the economic conditions including existing and emerging in-demand industry sectors and occupations and the employment needs of employers in those industry sectors and occupations that represents the Economic Growth Region 5, the nine counties in central Indiana. The Strategic Vision and Goals section of the Plan summarizes the goals of the local workforce system. Included is information on the usage of WorkOne offices by job seekers and employers, priority individuals to be served, referral and tracking systems, in-person services and virtual services, staffing, and the alignment of training and education with high-demand industries. The three pillars are described with the development of regional goals to achieve these, to include: Removing barriers for workers to meet Hoosiers where they are and help remove obstacles to work and learning; Preparing future skilled workers to ensure Indiana can deliver the training and skills needed for a modern workforce; and Helping employers find and/or develop skilled works to ensure employers have the talent needed for the economy of today and tomorrow. The Local Area Partnerships and Investment Strategies section of the Plan describe the local board strategy to work with entities that carry out core programs and required partners. The collective mission of the entities is to prepare individuals through career planning, education and training to obtain economically sustaining employment, and to maintain and advance in employment during their working life. Further, the collective mission of the entities is to provide employers with the properly educated and skilled workforce they need to sustain competitiveness in the 21st century economy. The Program Design and Evaluation section of the Plan discusses the identification of individuals with barriers to employment and priority of service delivery. Partner referral mechanisms are in place and points of entry are easily identifiable. Career pathways are emphasized including the attainment of industry-recognized credentials. The Memoranda of Understanding and Infrastructure Funding Agreement is described. The local board ensures that training provided is linked to in-demand industry sectors or occupations. Staffing and program evaluation are essential for continuous improvement. In the Compliance section, the competitive procurement process is described, an organizational chart is provided and the Board Committee structure is noted. The Fiscal Agent is listed, local levels of performance are listed, and a description is provided of the actions the local board will take toward becoming or remaining a high-performing local workforce development board. The board's process for oversight and monitoring of sub-recipients and contractors and local operating systems and policies are provided. The Participant Information, Costs, and Supplemental Funding section utilizes a chart to illustrate program participants enrolled in WIOA, referrals and the average cost per participant as actual numbers for the last two program years, as well as projections for PY24 and PY25. A chart listing supplemental funding is also provided.

## Section 1: Workforce and Economic Analysis

Please answer the following questions. The Department of Workforce Development has assigned regional labor market analysts to assist the Regions. These experts can help develop responses to questions 1.1 through 1.3 below.

**Questions that require collaborative answers for planning regions are designated with an asterisk (\*). See the Regional Plan subsection of Memo 2023-16 for more information.**

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

Region 5 has a diverse economy with no Industry Sector providing more than 12% of jobs in 2023. Twelve sectors comprised over 90% of employment.

Industry	Jobs 2023	% Total Jobs 2023
Government	57,281	11.4%
Retail Trade	53,776	10.7%
Health Care and Social Assistance	53,079	10.5%
Transportation and Warehousing	50,291	10.0%
Accommodation and Food Services	45,971	9.1%
Manufacturing	40,104	8.0%
Construction	30,970	6.2%
Professional, Scientific, and Technical Services	30,861	6.1%
Administrative and Support and Waste Management and Remediation Services	28,815	5.7%
Other Services (except Public Administration)	28,040	5.6%
Finance and Insurance	24,439	4.9%
Wholesale Trade	20,035	4.0%
Arts, Entertainment, and Recreation	9,351	1.9%
Real Estate and Rental and Leasing	8,624	1.7%
Educational Services	7,001	1.4%
Management of Companies and Enterprises	4,399	0.9%
Agriculture, Forestry, Fishing and Hunting	4,107	0.8%
Information	3,681	0.7%
Utilities	2,237	0.4%
Mining, Quarrying, and Oil and Gas Extraction	423	0.1%

Source: Lightcast Industry Tables, 2024

Highest growth in the number of jobs from 2023-2028 will be in the Transportation and Warehousing, Health and Social Assistance, Professional Scientific and Technical and Manufacturing sectors, which

together have a projected total increase of over 25,000 jobs. Training investments will be targeted to high-growth, high-wage sectors with a focus on training of two years or less resulting in a credential.

Industry	Jobs 2023	Growth 2018-2023	% Growth 2018-2023
Transportation and Warehousing	50,291	19,770	64.8%
Health Care and Social Assistance	53,079	8,899	20.1%
Professional, Scientific, and Technical Services	30,861	8,339	37.0%
Manufacturing	40,104	3,783	10.4%
Government	57,281	3,572	6.6%
Construction	30,970	3,521	12.8%
Accommodation and Food Services	45,971	3,225	7.5%
Wholesale Trade	20,035	2,716	15.7%
Finance and Insurance	24,439	1,906	8.5%
Arts, Entertainment, and Recreation	9,351	1,438	18.2%
Other Services (except Public Administration)	28,040	1,185	4.4%
Real Estate and Rental and Leasing	8,624	881	11.4%
Educational Services	7,001	829	13.4%
Agriculture, Forestry, Fishing and Hunting	4,107	216	5.6%
Management of Companies and Enterprises	4,399	166	3.9%
Utilities	2,237	(34)	(1.5%)
Mining, Quarrying, and Oil and Gas Extraction	423	(49)	(10.5%)
Occupational Analysis			
Information	3,681	(530)	(12.6%)
Retail Trade	53,776	(810)	(1.5%)
Administrative and Support and Waste Management and Remediation Services	28,815	(2,352)	(7.5%)
<b>Industry</b>	<b>Jobs 2023</b>	<b>Projected Growth 2023-2028</b>	<b>% Projected Growth 2023-2028</b>
Transportation and Warehousing	50,291	9,693	19.3%
Health Care and Social Assistance	53,079	7,387	13.9%
Professional, Scientific, and Technical Services	30,861	5,213	16.9%
Manufacturing	40,104	3,324	8.3%
Government	57,281	3,080	5.4%
Accommodation and Food Services	45,971	2,943	6.4%
Other Services (except Public Administration)	28,040	2,185	7.8%
Finance and Insurance	24,439	1,731	7.1%
Wholesale Trade	20,035	1,559	7.8%
Construction	30,970	1,328	4.3%
Administrative and Support and Waste Management and Remediation Services	28,815	962	3.3%

Arts, Entertainment, and Recreation	9,351	895	9.6%
Real Estate and Rental and Leasing	8,624	770	8.9%
Educational Services	7,001	746	10.7%
Retail Trade	53,776	603	1.1%
Management of Companies and Enterprises	4,399	222	5.0%
Agriculture, Forestry, Fishing and Hunting	4,107	208	5.1%
Information	3,681	100	2.7%
Utilities	2,237	(4)	(0.2%)
Mining, Quarrying, and Oil and Gas Extraction	423	(13)	(3.1%)

Source: Lightcast Industry Tables, 2024

#### Occupation Analysis

Occupation	Jobs 2023	% of Total Jobs 2023	Median Annual Earnings
Transportation and Material Moving Occupations	73,158	14.5%	\$40,502.69
Office and Administrative Support Occupations	54,706	10.9%	\$41,322.79
Sales and Related Occupations	48,314	9.6%	\$34,675.20
Food Preparation and Serving Related Occupations	46,605	9.3%	\$28,181.80
Management Occupations	31,008	6.2%	\$94,568.33
Production Occupations	29,035	5.8%	\$42,239.21
Business and Financial Operations Occupations	27,743	5.5%	\$72,674.90
Healthcare Practitioners and Technical Occupations	27,135	5.4%	\$72,668.80
Educational Instruction and Library Occupations	22,587	4.5%	\$46,521.92
Construction and Extraction Occupations	22,182	4.4%	\$54,566.54
Installation, Maintenance, and Repair Occupations	20,722	4.1%	\$52,378.73
Building and Grounds Cleaning and Maintenance Occupations	17,342	3.4%	\$33,486.81
Healthcare Support Occupations	17,035	3.4%	\$36,078.77
Personal Care and Service Occupations	14,069	2.8%	\$30,235.11
Computer and Mathematical Occupations	11,988	2.4%	\$86,663.97
Protective Service Occupations	8,771	1.7%	\$50,641.96
Community and Social Service Occupations	8,615	1.7%	\$47,902.98
Arts, Design, Entertainment, Sports, and Media Occupations	8,052	1.6%	\$42,197.02
Architecture and Engineering Occupations	5,039	1.0%	\$80,973.19
Legal Occupations	3,069	0.6%	\$85,226.18
Life, Physical, and Social Science Occupations	2,948	0.6%	\$67,200.24
Military-only occupations	1,697	0.3%	\$45,907.66
Farming, Fishing, and Forestry Occupations	1,664	0.3%	\$31,187.74

## 2018-2023 Job Growth by Occupation

Source: Lightcast Occupation Tables, 2024

Occupation	Jobs 2023	Growth 2018-2023	% Growth 2018-2023
Transportation and Material Moving Occupations	73,158	20,637	39.3%
Business and Financial Operations Occupations	27,743	6,835	32.7%
Management Occupations	31,008	6,264	25.3%
Healthcare Practitioners and Technical Occupations	27,135	4,683	20.9%
Food Preparation and Serving Related Occupations	46,605	2,551	5.8%
Installation, Maintenance, and Repair Occupations	20,722	2,526	13.9%
Healthcare Support Occupations	17,035	2,234	15.1%
Community and Social Service Occupations	8,615	1,598	22.8%
Computer and Mathematical Occupations	11,988	1,445	13.7%
Building and Grounds Cleaning and Maintenance Occupations	17,342	1,399	8.8%
Arts, Design, Entertainment, Sports, and Media Occupations	8,052	1,242	18.2%
Protective Service Occupations	8,771	1,046	13.5%
Production Occupations	29,035	983	3.5%
Personal Care and Service Occupations	14,069	847	6.4%
Office and Administrative Support Occupations	54,706	755	1.4%
Sales and Related Occupations	48,314	533	1.1%
Life, Physical, and Social Science Occupations	2,948	420	16.6%
Legal Occupations	3,069	387	14.4%
Architecture and Engineering Occupations	5,039	303	6.4%
Construction and Extraction Occupations	22,182	96	0.4%
Military-only occupations	1,697	83	5.1%
Farming, Fishing, and Forestry Occupations	1,664	(98)	(5.6%)
Educational Instruction and Library Occupations	22,587	(108)	(0.5%)

Source: Lightcast Industry Tables, 2024

Occupation	Jobs 2023	Growth 2023-2028	% Growth 2023-2028
Transportation and Material Moving Occupations	73,158	9,182	12.6%
Healthcare Practitioners and Technical Occupations	27,135	3,673	13.5%
Management Occupations	31,008	3,345	10.8%
Business and Financial Operations Occupations	27,743	3,265	11.8%
Healthcare Support Occupations	17,035	3,111	18.3%
Food Preparation and Serving Related Occupations	46,605	2,985	6.4%
Office and Administrative Support Occupations	54,706	2,717	5.0%
Sales and Related Occupations	48,314	2,218	4.6%
Installation, Maintenance, and Repair Occupations	20,722	1,720	8.3%
Computer and Mathematical Occupations	11,988	1,687	14.1%



Production Occupations	29,035	1,485	5.1%
Building and Grounds Cleaning and Maintenance Occupations	17,342	1,465	8.4%
Personal Care and Service Occupations	14,069	1,011	7.2%
Construction and Extraction Occupations	22,182	966	4.4%
Community and Social Service Occupations	8,615	868	10.1%
Arts, Design, Entertainment, Sports, and Media Occupations	8,052	803	10.0%
Protective Service Occupations	8,771	657	7.5%
Architecture and Engineering Occupations	5,039	579	11.5%
Educational Instruction and Library Occupations	22,587	453	2.0%
Life, Physical, and Social Science Occupations	2,948	434	14.7%
Legal Occupations	3,069	182	5.9%
Farming, Fishing, and Forestry Occupations	1,664	124	7.5%
Military-only occupations	1,697	4	0.2%

Source: Lightcast Occupation Tables, 2024

The large majority (20 of 23) of occupational groups have between 58% and 75% of their workforce in the age 25 to 54 group. Thirteen (13) occupational groups have at least 25% of their labor force age 55 or older.

Occupation	2023 Jobs	Workers Under 25 Years (2023)	Workers 25-54 Years (2023)	Workers 55+ Years (2023)
Transportation and Material Moving Occupations	73,158	18%	65%	21%
Office and Administrative Support Occupations	54,706	12%	67%	26%
Sales and Related Occupations	48,314	21%	58%	26%
Food Preparation and Serving Related Occupations	46,605	47%	43%	12%
Management Occupations	31,008	3%	75%	29%
Production Occupations	29,035	9%	69%	26%
Business and Financial Operations Occupations	27,743	5%	75%	25%
Healthcare Practitioners and Technical Occupations	27,135	7%	78%	20%
Educational Instruction and Library Occupations	22,587	12%	72%	21%
Construction and Extraction Occupations	22,182	13%	70%	21%
Installation, Maintenance, and Repair Occupations	20,722	10%	69%	25%
Building and Grounds Cleaning and Maintenance Occupations	17,342	15%	65%	27%

<b>Healthcare Support Occupations</b>	17,035	16%	67%	21%
<b>Personal Care and Service Occupations</b>	14,069	31%	54%	19%
<b>Computer and Mathematical Occupations</b>	11,988	6%	80%	17%
<b>Protective Service Occupations</b>	8,771	12%	73%	19%
<b>Community and Social Service Occupations</b>	8,615	7%	73%	28%
<b>Arts, Design, Entertainment, Sports, and Media Occupations</b>	8,052	14%	67%	26%
<b>Architecture and Engineering Occupations</b>	5,039	7%	71%	28%
<b>Legal Occupations</b>	3,069	3%	74%	33%
<b>Life, Physical, and Social Science Occupations</b>	2,948	9%	73%	25%
<b>Military-only occupations</b>	1,697	27%	70%	2%
<b>Farming, Fishing, and Forestry Occupations</b>	1,664	18%	64%	25%

Source: Lightcast Occupation Tables, 2024

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

Based on job postings, the top three common skill needs for these jobs is customer service, communications and management.

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

**In Demand Skills Via Job Postings (January 2021 – December 2023)**

Skill	Postings (Jan 2021-Dec 2023)	% of Postings (Jan 2021-Dec 2023)
<b>Common Skills</b>		
Customer Service	131,042	30%
Communication	130,606	30%
Management	88,668	20%
Sales	76,076	17%
Operations	58,809	13%
Leadership	55,300	13%
Detail Oriented	51,000	12%
Lifting Ability	47,536	11%
Problem Solving	39,792	9%
Writing	32,258	7%
<b>Specialized Skills</b>		
Warehousing	37,983	9%
Merchandising	34,786	8%

Nursing	29,018	7%
Restaurant Operation	21,760	5%
Auditing	19,354	4%
Housekeeping	17,899	4%
Selling Techniques	17,766	4%
Forklift Truck	15,798	4%
General Mathematics	14,400	3%
Software Skills		
Microsoft Office	26,058	6%
Microsoft Excel	25,025	6%
Microsoft Outlook	14,747	3%
Microsoft PowerPoint	9,632	2%
Microsoft Word	8,161	2%
Warehouse Management Systems	6,366	1%
Spreadsheets	4,422	1%
SQL (Programming Language)	3,051	1%
Operating Systems	2,596	1%

Source: Lightcast Job Posting Analytics, 2024

#### In Demand Qualifications Via Job Postings (January 2021 – December 2023)

Qualification	Postings with Qualification (Jan 2021- Dec 2023)
Valid Driver's License	49,294
Registered Nurse (RN)	30,943
Basic Life Support (BLS) Certification	15,045
Cardiopulmonary Resuscitation (CPR) Certification	13,502
Licensed Practical Nurse (LPN)	10,976
Certified Nursing Assistant (CAN)	8,090
CDL Class A License	7,112
Commercial Driver's License (CDL)	7,061
Advanced Cardiovascular Life Support (ACLS) Certification	4,463
First Aid Certification	4,327

Source: Lightcast Job Posting Analytics, 2024

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

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

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

#### Manufacturing job (soft and hard) skills:

- Digital fluency. Digital fluency relates to the ability to understand digital tools and use them to create something new.

- Big data analytics
- Coding
- Programming
- Teamwork
- Robotics
- Attention to detail
- Critical thinking

#### **Soft skills needed for IT**

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

#### **Hard Skills needed for IT**

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

#### **Business Administration Skills**

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

#### **Top 5 Specialized Skills for Business Services Analysts**

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

Soft skills needed for healthcare

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

**Technical skills needed for healthcare jobs:**

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

**Soft skills needed for Building and Construction Workers**

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

**Construction workers hard skills**

- Building codes and regulations
- Blueprint reading
- Building information modeling
- Safety
- Machinery
- Demolition
- Concrete

- Welding
- Project management
- Quality control

Logistics soft skills

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

Logistics hard skills

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

Transportation worker soft skills:

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

Transportation workers hard skills:

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

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

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

Occupation	Projected Growth 2023-2028	Typical Entry Level Education
Laborers and Freight, Stock, and Material Movers, Hand	2,919	No formal educational credential
Stockers and Order Fillers	1,607	High school diploma or equivalent
Home Health and Personal Care Aides	1,595	High school diploma or equivalent

Heavy and Tractor-Trailer Truck Drivers	1,351	Postsecondary nondegree award
Registered Nurses	1,172	Bachelor's degree
Fast Food and Counter Workers	970	No formal educational credential
General and Operations Managers	954	Bachelor's degree
Industrial Truck and Tractor Operators	915	No formal educational credential
Light Truck Drivers	830	High school diploma or equivalent
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	751	No formal educational credential
Cooks, Restaurant	651	No formal educational credential
Retail Salespersons	628	No formal educational credential
Nursing Assistants	607	Postsecondary nondegree award
Software Developers	597	Bachelor's degree
Management Analysts	557	Bachelor's degree
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	471	High school diploma or equivalent
Market Research Analysts and Marketing Specialists	463	Bachelor's degree
Maintenance and Repair Workers, General	455	High school diploma or equivalent
Customer Service Representatives	415	High school diploma or equivalent
Accountants and Auditors	415	Bachelor's degree
Medical and Health Services Managers	405	Bachelor's degree
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	395	High school diploma or equivalent
Insurance Sales Agents	387	High school diploma or equivalent
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	344	High school diploma or equivalent
First-Line Supervisors of Food Preparation and Serving Workers	344	High school diploma or equivalent
Office Clerks, General	311	High school diploma or equivalent
Managers, All Other	300	Bachelor's degree
Security Guards	297	High school diploma or equivalent
Human Resources Specialists	280	Bachelor's degree

Waiters and Waitresses	276	No formal educational credential
------------------------	-----	----------------------------------

Source: Lightcast Job Occupation Tables, August 2024

**Typical Entry Level Education, All Occupations (2023)**

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

Source: Lightcast Job Occupation Tables, August 2024

[Click here to enter text.](#)

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

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

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

The Region 5 2023 labor force is 585,854 up 23,566 (4.2%) from 2021 and comprises 17% of the state labor force. From 2021 to 2023 the state labor force increased by 68,642 (2.1%). The Region 5 labor force is growing faster than the state and the 23,566 increase from 2021 to 2023 is over one third (34.3%) of the total state increase. For persons age 16 and over the labor force participation rate is 63.9%. The 2023 Region 5 unemployment rate is 2.7% which is lower than the state rate of 3.3%. The June 2024 Department of Workforce Development Statistical data report shows the Region 5 unemployment rate has increased to 3.7%. The following tables detail the labor force statistics by county for Region 5. Also included are demographics by educational attainment, sex, age, race and Hispanic or Latino origin and percent with a disability.

**Labor Force Statistics (2021 & 2023)**

	2021	2023	2021	2023	2021	2023	2021	2023
--	------	------	------	------	------	------	------	------



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

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

### Youth Labor Participation (2023)

	Youth Age 16-19			Youth Age 20-24		
	Population	Labor Force Participation Rate	Unemployment Rate	Population	Labor Force Participation Rate	Unemployment Rate
Boone	4,040	54.1%	4.0%	4,391	69.9%	5.8%
Hamilton	19,085	44.3%	5.2%	20,689	77.2%	1.3%
Hancock	3,735	55.3%	5.5%	4,966	92.1%	4.0%
Hendricks	10,159	45.4%	8.3%	11,087	81.5%	2.2%
Johnson	8,563	35.3%	12.7%	9,834	92.8%	2.9%
Madison	6,951	44.3%	7.2%	8,127	77.2%	12.8%
Morgan	3,182	59.3%	1.9%	3,950	68.9%	2.4%
Shelby	2,059	50.0%	10.7%	2,484	82.1%	8.7%
Region 5	57,774	45.59%	7.05%	65,528	80.59%	3.97%

Indiana	380,256	44.7%	11.2%	478,553	76.9%	8.2%
---------	---------	-------	-------	---------	-------	------

Source: American Community Survey 2023, 5 year Estimates

**Labor Participation Population Age 16 and Over (2023)**

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

Source: American Community Survey 2023, 5 year Estimates

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

**Educational Attainment Ages 18-24 (2022)**

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

Source: American Community Survey 2023, 5 year Estimates

In 2022 about two thirds (67.4%) of persons age 25 and above had some post-secondary education. Of younger persons age 18-24, 47.6% have some post-secondary education. Females in this age group have higher rates (54.7%) than males (40.9%). The educational attainment tables provide additional details for attainment levels.

**Educational Attainment Ages 25 Years and Over (2022)**

Education Level	Total	% Total	Male	% Male	Female	% Female
Population	732,281		358,143		374,138	
Less than 9 <sup>th</sup> Grade	12,847	1.8%	6,696	1.9%	6,151	1.6%
9 <sup>th</sup> -12 <sup>th</sup> Grade, no Diploma	33,400	4.6%	17,432	4.9%	15,968	4.3%

High School Graduate/Equivalent	193,205	26.4%	93,956	26.2%	99,249	26.5%
Some College, No Degree	134,395	18.4%	66,659	18.6%	67,736	18.1%
Associate's Degree	61,287	8.4%	28,791	8.0%	32,496	8.7%
Bachelor's Degree	189,380	25.9%	92,800	25.9%	96,580	25.8%
Graduate or Professional Degree	107,767	14.7%	51,809	14.5%	55,958	15.0%
High School Graduate or Higher	686,034	93.7%	334,015	93.3%	352,019	94.1%
Bachelor's Degree or Higher	297,147	40.6%	144,609	40.4%	152,538	40.8%

Source: American Community Survey 2023, 5 year Estimates

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

<b>Region 5</b>			
<b>Persons with a Disability Estimates</b>	<b>Total</b>	<b>With a Disability</b>	<b>Percent</b>
<b>2023</b>		<b>Estimate</b>	
Total civilian noninstitutionalized population	1121067	139914	12%
<b>SEX</b>			
Male	555609	68087	12%
Female	565458	71827	13%
<b>RACE AND HISPANIC OR LATINO ORIGIN</b>			
White alone	932039	120506	13%
Black or African American alone	41875	4025	10%
Asian alone	35929	2573	7%
Hispanic or Latino (of any race)	51503	5776	11%
<b>AGE</b>			
Under 5 years	65957	180	0.3%
5 to 17 years	205900	13695	7%
18 to 34 years	224152	19702	9%
35 to 64 years	447412	49437	11%
65 to 74 years	105565	23765	23%

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

<b>Region 5</b>			
<b>Veterans Population Estimates 9-20-24</b>			
<b>County</b>	<b>All</b>	<b>Male</b>	<b>Female</b>
Boone	2661	2415	246
Hamilton	14394	12668	1725
Hancock	5100	4536	564
Hendricks	9119	8016	1104
Johnson	9019	7976	1043
Madison	8397	7641	755
Morgan	5326	4913	412
Shelby	2640	2433	207
<b>Total</b>	<b>56656</b>	<b>50598</b>	<b>6056</b>
		89%	11%
Predictive Analytics Service, Office of Enterprise Integration Department of Veterans Affairs, March 2020			

## Section 2: Strategic Vision and Goals

Please answer the following questions. Section 2 responses should reflect input from members of the local workforce development board and other community stakeholders. **Questions that require collaborative answers for planning regions are designated with an asterisk (\*). See the Regional Plan subsection of Memo 2023-16 for more information.**

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

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

The goals for the system are:

- The usage of WorkOne offices by job seekers and employers will exceed the pre-Covid number of users by 5%.
- A high level of service to priority individuals with barriers to employment will be achieved with at least 75% of Adult program participants from high priority underserved groups.
- An effective referral and tracking system will be maintained to support job seeker success.
- Local WorkOne offices will provide access for in-person services and have current technology. There will one or more comprehensive WorkOne Office/s in the Region with multiple affiliate offices or service access points.
- Professional staff will be in all WorkOne offices to provide career services.
- Four or more Business Service Representatives will provide the foundation for services to employers for the Region.
- All of the performance metrics as negotiated with DWD will be achieved or exceeded.
- Fiscal Accountability will be maintained with no findings in monitoring reviews and independent audits.
- Customer Satisfaction ratings from both employers and job seekers will be above 90%.
- For In-School Youth: Expand the JAG program to broaden JAG's reach to more in-school youth in Region 5, partnering with additional high schools to implement six new JAG programs. This expansion will help achieve regional goals of higher graduation rates, better employability skills, and increased college and career readiness among in-school youth.
- For Out of School Youth: Strengthen partnerships with adult education centers and community colleges to increase the number of out-of-school youth attaining high school diplomas or equivalencies and industry-recognized occupational credentials by 10%.
- Align training and education with high-demand industries to prepare out-of-school youth for careers in high-demand sectors, create a responsive workforce, reduce skills gaps, and enhance economic growth as evidenced by training related placements.
- Provide more opportunities for in-school and out-of-school youth to engage in practical work

experience, increasing work-based learning enrollments by 10%. Creating more internships, apprenticeships, and job-shadowing opportunities will lead to higher youth employment rates and better alignment between educational outcomes and industry needs.

**2.2** Describe how the board’s vision and goals align with and/or support the State’s strategic vision as set out in the [WIOA Unified State Plan](#). Specifically address how the local area will align with the pillars and goals outlined below as well as the action steps included in the WIOA State Plan, where applicable.

**Pillar I: Removing barriers for workers to meet Hoosiers where they are and help remove obstacles to work and learning.**

- Goal 1: Harness opportunities through the Infrastructure Investment and Jobs Act, known as the Bipartisan Infrastructure Law (BIL), which includes the Broadband Equity Access and Deployment program (BEAD), the CHIPS and Science Act, and the Inflation Reduction Act (IRA), for populations that have been historically excluded from the labor force.
- Goal 2: Remove barriers for workers including providing affordable and accessible childcare.
- Goal 3: Create digital equity through digital skills training.

**Pillar II: Preparing future skilled workers to ensure Indiana can deliver the training and skills needed for a modern workforce.**

- Goal 1: Transform as a State to prepare for emerging industries specific to federal opportunities and strategic industries.
- Goal 2: Meet people where they are for career pathway planning to customize to their unique potential and experience.
- Goal 3: Develop additional workers with skills-based technical training and/or a high-quality credential, certification, or degree to fill in-demand jobs.

**Pillar III: Helping employers find and/or develop skilled workers to ensure employers have the talent needed for the economy of today and tomorrow.**

- Goal 1: Deliver bespoke customer service and solutions to key employers.
- Goal 2: Increase quality job exposure and experience through apprenticeships, work-based learning, and employer supported training programs.
- Goal 3: Continue to champion and promote skills-based hiring practices through career coaching for underserved jobseekers and employer hiring and training models.

The Indiana State Plan has three pillars. The region will support these pillars as described below.

**Pillar I: Removing barriers for workers to meet Hoosiers where they are and help remove obstacles to work and learning.**

Support of Goal 1: Harness Opportunities through federal legislation for populations that have been historically excluded from the labor force. The Board will stay abreast of projects within the Region that are funded by the Bipartisan Infrastructure law (BIL), BEAD, Chips and IRA legislation that create opportunities for employment and will actively recruit and refer priority population individuals to these employment opportunities. The recently funded Silicon Crossroads Microelectronics Commons Hub will provide additional opportunities for skilled individuals. The Board service provider will counsel individuals about how to acquire the skills needed for these emerging jobs so that priority individuals will be able to compete for the newly created jobs.

Support of Goal 2: Remove barriers for workers including providing affordable and accessible childcare.

The Board through its service provider will advise workers of local child care options and make referrals. Limited childcare assistance may be provided for eligible individuals during nonpaid training participation. The Board will promote information to local employers about child care assistance programs so employers are aware of the resources available. The Board will promote surveys to its employer contact network to assist local entities in planning for added childcare resources. An example is the recent Invest Hamilton County employer survey on childcare access and quality which the Board staff helped distribute to encourage additional responses.

Support of Goal 3: Create digital equity through digital skills training. The Board through its service provider will connect customers with in-person in-office digital literacy training and with online platforms which offer courses to increase digital literacy such as GFCLearningFree.org, WIN Career Readiness System, and Kahnacademy.org. Service provider Career Service Advisors will emphasize the need for digital skills when providing career counselling and advising to customers who are seeking quality employment.

Pillar II: Preparing future skilled workers to ensure Indiana can deliver the training and skills needed for a modern workforce.

Support of Goal 1: Transform the state to prepare for emerging industries specific to federal opportunities and strategic industries. Labor market information reflecting in-demand, well-paying and growing occupations will be used for career advising. Business Service Representative staff (BSR) will engage with employer groups and individual employers to learn about current talent needs. Training assistance to individuals will be focused on in-demand occupations and occupational certifications as identified in Department of Workforce Development data and by employers.

Support of Goal 2: Meet people where they are for career pathway planning to customize to their unique potential and experience. R5 service Provider staff will assist individuals to assess their current qualifications and skills and how to build upon those as may be needed to reach the individuals' employment objectives. Customer assessment will take into consideration their work experiences as well as formal education. Customer eligibility for various financial assistance programs to access education and training will be available and encouraged.

Support of Goal 3: Develop additional workers with skills- based technical training and/or high quality credentials to fill in demand jobs. The Board's Service Provider will coordinate and collaborate with secondary level CTE programs to connect students with employment driven outcomes in desired fields as quickly as possible. Supporting the practice of dual credit, high school and college, approaches will enable students to complete technical training more quickly and be ready for employment sooner. The Board will work with trade groups and apprenticeship programs to identify potential training candidates including those from traditional underserved groups.

Pillar III: Helping employers find and/or develop skilled workers to ensure employers have the talent needed for the economy of today and tomorrow.

Support of Goal 1: Deliver bespoke customer services to employers. The Boards will have a business services team actively working in each county led by a Business Services Representative (BSR) who will engage directly with local employer groups and individual employers to learn about and understand their talent needs. Information gained will allow for tailored services specifically designed to meet the employer's needs. BSRs will facilitate employer access to state and federal training resources and programs. Employer awareness of the use of lay off aversion training through Rapid Response grants for incumbent workers will be enhanced. Employment opportunity flyers will be displayed in the WorkOne offices. General and employer specific hiring events will be initiated by local service provider staff to increase access to candidates for employment. Events will be publicized to organizations serving traditionally underserved groups of individuals. Interpretive language services will be present for larger hiring events. Local staff will assist employers with maximizing the benefit of the state job matching system -Indiana Career Connect (ICC) by having complete and effective job orders in ICC.

Support of Goal 2: Increase quality job exposure and experiences. Local BSRs will promote work-based learning models such as apprenticeship programs for custom skill development. Pre-apprenticeship program opportunities will be presented as well. The new OWBLA developed Indiana Apprenticeship Institute tool kit will be used to enhance and simplify the apprenticeship program formation process for interested employers. The Board will support and promote tours of local employers offering well-paying in demand employment opportunities.

Support of Goal 3: Continue to champion and promote skills-based hiring practices for underserved populations: Local Career Services Advisors will provide career coaching that helps job seekers identify their skills and abilities and to be able to present these talents to employers convincingly, including how their unique set of skills and knowledge can add value to employer operations. Rapid response events will be promoted to employers seeking workers so that the talents of displaced workers can be quickly re-engaged with new employment benefiting both the employer and the individual.

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

The workforce boards of Central Indiana’s overall goals support the current performance accountability measures by using a data driven, intentional approach towards focusing on the needs of employers, particularly those in high-demand, wealth-building industries. This focus will directly lead to participants being placed and retained in unsubsidized employment at competitive, sustainable wages; it will ensure that participants are earning the degrees and credentials needed in order to fill open jobs in those wealth-building industries; and it will contribute towards effectively serving employers. Additionally, the region will continually push for a substantial amount of overall funding to be allocated towards direct participant training, by weaving together various funding and developing guides and tools to assist partners in identifying available training dollars outside of WIOA, thus ensuring that a significant number of participants have the opportunity to complete education and training programs as part of their career pathway. Through this strategic investment, the regions will focus operational efforts on empowering participants to complete their education/training, attain a credential, and transition to employment as a direct result of the training, thus leading to the regional attainment of federal performance accountability measures. Specifically, the workforce boards accept the WIOA Title I negotiated levels of performance for program years 2024 and 2025. Region 5 and Region 12 goals for PY24 and PY25 are as follows:

PY 2024	Adult		Dislocated Worker		Youth	
	Region 12	Region 5	Region 12	Region 5	Region 12	Region 5
Employment 2Q	83%	80%	76.40%	77%	80%	80%
Employment 4Q	80%	79.50%	76%	78%	82.10%	82.10%
Median Earnings	\$8,000.00	\$8,000.00	\$9,000.00	\$9,600.00	\$4,300.00	\$4,500.00
Credential Attainment	71%	75%	77%	73.60%	68%	68.8%
Measurable skills gains	66.20%	70%	66.50%	67%	69%	72%



PY 2025	Adult		Dislocated Worker		Youth	
	Region 12	Region 5	Region 12	Region 5	Region 12	Region 5
Employment 2Q	82%	80%	76.40%	77%	80%	80%
Employment 4Q	80%	79.50%	76%	78%	82.10%	82.10%
Median Earnings	\$8,000.00	\$8,000.00	\$9,000.00	\$9,600.00	\$4,300.00	\$4,500.00
Credential Attainment	71%	75%	77%	73.60%	68%	68.8%
Measurable skills gains	66.20%	72%	66.50%	67%	69%	73%

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

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

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

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

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

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

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

- Training investment by industry and position;

- Successful completion of training (occupational skills training and work-based learning);
- Attainment of core credential from completed training;
- Placement into industry of training;
- Placement in full-time employment at \$13.50 or higher for EmployIndy
- Utilization of virtual tools at [www.workoneindy.org](http://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

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

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

### Section 3: Local Area Partnerships and Investment Strategies

Please answer the following questions. Many of the responses below, such as targeted sector strategies, should be based on strategic discussions with the local board and partners. **Questions that require collaborative answers for planning regions are designated with an asterisk (\*). See the Regional Plan subsection of Memo 2023-16 for more information.**

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

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

The core programs One Stop Operator is responsible for aligning the coordination of partner services, cross referrals, system/tracking, and co-enrollments. The One Stop Operator manager works with partner programs on an effective customer flow and referral system where there is “no wrong door.” Providing the WorkOne staff with the information needed to be knowledgeable to represent all partner program services and how to access these when needed requires careful planning and continuous feedback. It is imperative to develop effective and respectful relationships with partner management

staff to be successful in this endeavor. Partnership meetings are held formally and informally, and the One Stop Operator takes a lead role in ensuring this takes place. Access points for partner agencies such as TANF, SNAP, Adult Education, Vocational Rehabilitation, SCSEP, Farmworkers Program and others are available to all WorkOne staff so they are aware of these referral mechanisms and how they may benefit each individual. In an integrated system, all known sources of financial assistance are determined in advance by the Career Advisors developing individual plans with each individual participant. Prior to WorkOne staff requesting WIOA or discretionary funding for training or other direct cost services such as supportive services, it is important they take into account what is in the best interest of the customer as well as the allowable funding source and any restrictions. Costs are approved by local management after it is determined they are reasonable and allowable. Co-enrollment is encouraged by local One Stop management to benefit customers in providing additional resources for training and income support. Co-enrollment of all Trade Adjustment Assistance participants into the WIOA Dislocated Worker program is a requirement.

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

WIOA Title II – Adult Education and Literacy entities are Blue River Career Programs, Central 9 Career Center, Hinds Community School Corporation, Warren Township MSD, Washington Township MSD, and Wayne Township MSD. They will provide basic education so that individuals can earn a High School diploma equivalency (HSE or GED) credential as well as function more productively in the workforce. The WIOA Title III – Wagner Peyser entity, the Indiana Department of Workforce Development (DWD) will provide labor exchange services for employers and individuals so that employment in demand occupations and sectors is realized for job ready individuals. DWD staff are present in some WorkOne/AJC office locations to assist individuals with proper registration into the automated job matching system and to assist individuals in their job search.

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

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

The Unemployment Insurance (UI) entity, the Indiana Department of Workforce Development (DWD), will provide electronic access as needed in all Comprehensive and Affiliate WorkOne/AJC offices. In the Anderson and Franklin WorkOne comprehensive offices UI Kiosks and ID.me state phones are available. The Job Corps entity, Management Training Corporation, will provide enrollees with an intensive, well organized, and fully supervised program of education, including English language acquisition programs,

career and technical education and training, work experience, work based learning, recreational activities, vocational rehabilitation as accessed by FSSA, drivers' education, and counseling, which may include information about financial literacy. The AJCC shall provide enrollees assigned to the center with access to career services. As a primary residential facility most services are provided in-house at the AJCC campus. Community service assignments, work-based learning and work experience are at hosting area non-profits, governmental and private entities. AJCC provides the participants bi-monthly stipends, additional completion benefits and the hosting entity provides the daily supervision. The Senior Community Service Employment Program entities are Goodwill of Central and Southern Indiana, Community and Family Services, Goodwill of Michiana and Vantage, Inc. They will provide the following services through the WorkOne/AJC system. The SCSEP fosters economic self-sufficiency for older, low-income adults by providing tangible job skills training through community service assignments at non-profits and public facilities. These services include orientations, community service assignments, occupational, work skills and aptitude assessments, skills training, free physical exams and assessment of needs-based supportive services and job search assistance. Most services are provided in-house at SCSEP offices. Community service assignments are at hosting area non-profits and governmental entities. SCSEP provides the participants wages and benefits and the hosting entity provides the daily supervision.

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

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

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

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

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

Adult Education and Literacy	<p>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</p> <p>Region 12:            Washington Township            Marian University            Indy Reads            MSD of Warren Township            MSD of Wayne Township            Blue River Career Programs            Central Nine Career Center            YMCA of Greater Indianapolis            Martin University</p>
Wagner-Peyser	DWD
Perkins/Post-Secondary Career & Technical Education	Ivy Tech Community College
Unemployment Insurance	DWD
Job Counseling, Training, Placement Services for Veterans	DWD
Trade Adjustment Assistance	DWD

Migrant and Seasonal Farmworkers	Proteus, Inc.
Community Services Block Grant (CSBG)	Community Action of Greater Indianapolis
Senior Community Services Employment Program (SCSEP)	Region 12 Goodwill International (Subgrantee: Goodwill of Central and Southern Indiana) Region 5 Goodwill of Central and Southern Indiana Community and Family Services Vantage Aging
TANF	FSSA Division of Family Resources
Second Chance	Region 12 John Boner Neighborhood Center RecycleForce
Vocational Rehabilitation Services	FSSA Vocational Rehabilitation Services

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

Region 5	Region 12
Brownsburg 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
Carmel High School	North Central High School
Harris Academy	Shortridge High School
Avon Academy	Southport High School

Plainfield High School	Warren Central 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 JobCorp
- Excel Centers (Anderson, Noblesville, Shelbyville)
- Vincennes University
- Local Chambers of Commerce
- Local Economic Development Organizations
- United Way of Central Indiana
- Indiana Community Action Programs

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

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

The two workforce development boards of Central Indiana will work with each partner to support alignment of service provision and avoid duplication of services. As outlined in the WIOA Unified State Plan, alignment of service provision will include working with a strategic vision of creating a talent system that affords equitable opportunities for lifelong learning and increases personal economic mobility. The vision is to provide the talent to grow and diversify their workforce. The framework will be implemented by the local Central Indiana boards, focusing on the needs of individuals, integrating systems, aligning programs, maximizing state and federal resources and fostering impactful relationships between businesses, community partners and government agencies. The One Stop Operator will provide direction and oversight of partners within the WorkOne office locations including Wagner-Peyser and WIOA staff. For required partners not housed in WorkOne locations, including Vocational Rehabilitation, Senior Community Services Employment Programs (SCSEP), TANF and Adult Basic Education, the integration of resources and establishment of effective referral mechanisms is essential to support the economic mobility of each individual. To maximize alignment of service provision and avoid duplication of services, data sharing will be an important strategy moving forward to the extent feasible. Co-enrollment will be utilized as appropriate to ensure more options to meet the diverse needs of each individual. Cross training and referral mechanisms among partner entities will be strengthened through formal and informal agreements. Co-location opportunities with partners will be explored and pursued as it makes good economic sense to do so. The value for employers to participate

more with the workforce system will be emphasized. Consistent messaging and communication across partner entities will be essential to improving and expanding services for both individual and employer communities.

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

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

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

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

By harmonizing our WorkOne Indy center with the Jobs for America's Graduates (JAG) service provider, both spearheaded by Eckerd Connects, we've created a hub of service excellence. This strategic alignment not only streamlines our workflow but also amplifies the impact of our services. Clients experience unprecedented ease of access to our programs, while staff enjoy enhanced collaboration. Together, this synergy propels us toward our goal of transformative community impact, setting a new standard for service provision and communication within the industry.

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

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



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

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

EmployIndy is a member of the Indianapolis Chamber of Commerce and active partner to local economic development initiatives. EmployIndy leadership works to coordinate connectivity to various services throughout our area. Entrepreneurial skills are an ongoing facet of our WIOA programs. Local resources are available through the Indy Chamber's entrepreneurship program including program elements that provide coaching, access to loans, a resource hub and business growth resources. Additionally, IEDC has recently launched its most recent entrepreneurial effort with Elevate Ventures, a 501 (c)(3) non-profit intended to provide entrepreneurs with the expertise and resources they need to transform their ideas into the next generation of companies. With this effort, Indiana will be able to provide direct support to emerging start-ups, including a variety of business support resources, mentorship programs, and investor and venture capital. To encourage XBE business growth, specialized resources include Hispanic Business Council and Indianapolis Urban League's Entrepreneurship Center. Members of the EmployIndy business partnership team have served on the

Marion County Reentry Coalition to learn about the many community resources available to assist justice-involved individuals with employment and provide wrap-around services. Programming includes those offered by PACE, Recycle Force, 2nd Chance Indy, Urban League, and HFAV.

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

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

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

The Region 5 Workforce Board maintains an on-going Health Sector partnership which prepares talent for local health care facilities. The Board is the sponsor of a DOL approved Registered Apprenticeship Program for the occupation of Certified Nursing Assistant and three individuals have completed the apprenticeship program and received their Journeyman Certificate. Recruitment of another cohort of apprentices from the local high school is underway. Hancock Physicians Network (HPN) approached WorkOne in September 2019 regarding the possibility of developing a local Certified Clinical Medical Assistant (CCMA) program. With Region 5 knowledge and experience with training programs through Vincennes University (VU), Region 5 made the introduction of HPN to VU. VU set up a CCMA program for Hancock County and got it approved on the Eligible Training Provider List (ETPL). This training program was also approved for Next Level Jobs (NLJ) funding through the State and VU. The initial CCMA class in Hancock County started in February 2020. For the initial class, a variety of funding was used to assist student with their tuition costs - NLJ and local WorkOne Performance Support Grant (PSG) funds. The initial CCMA class through VU was a success with 13 individuals participating. However, HPN expressed a desire to create their own CCMA training program. Region 5 WorkOne had previously worked with Major Health Partners (MHP) in Shelbyville to set up their own CCMA program, so the connection was made between HPN and MHP. Region 5 WorkOne continued to assist HPN with the development of their own CCMA training program by providing information on the process to get the training program approved on the ETPL and for various funding streams such as NLJ. The CCMA program as HPN as the actual training provider was approved on the ETPL in September 2020. HPN began their initial CCMA class as the training provider in January 2021. Since then, HPN has continued the CCMA program with offering up to 2 – 3 classes in 2021 and 2022 having 10 to 15 students in each class. Region 5 WorkOne has continued to work with HPN in assisting students with various WorkOne

funding streams – NLJ, PSG, National Dislocated Worker – Employment Recovery Grant, WIOA Adult, WIOA Dislocated Worker and WIOA Out-of-School Youth. This braiding of funding has enhanced student participation and completion of the training program. As part of the HPN CCMA program, the students are required to participate in a 240 clinical externship. Region 5 WorkOne has been able to assist eligible students with additional funding to pay them a wage while participating in the externship. This is done through the Region 5 Work Experience (WEX) programming. Also, HPN has been utilizing their CCMA program as a recruitment tool for CCMA candidates for both HPN and Hancock Regional Hospital (HRH). Region 5 has utilized various WorkOne funding streams to offer On-The-Job Training (OJT) contracts for eligible students. For the CCMA students who are not interested in working for HPN or HRH, Region 5 WorkOne provides job search assistance services to those individuals. These services may include resume development, interviewing skills, job referrals, WEX, and/or OJT as appropriate for placement with other training related employers within Region 5 or surround area. Major Hospital Partners (MHP) in Shelbyville partners with WorkOne and Goodwill. The CCMA program is 16 weeks long with a 160 hour externship. For students that qualify, Region 5 provides work experience funding for the 160 hours and OJT funding for the students that MHP hires. Also, Region 5 provides tuition assistance for those eligible through the Next Level Jobs Workforce Ready Grant program. In addition to those recruited by WorkOne the Goodwill Excel Center provides additional students for the program. The partnership has been very successful as MHP hires the majority of the students who complete the program.

In May 2024, EmployIndy met with Ascension alongside Ascend Indiana to discuss their Medical Assistant (MA) hiring needs and challenges with the currently available training programs. Ascension shared their need to bring in a higher volume of work-ready MAs to staff their clinics and continue to provide a high level of patient care. Ascension also shared that the current format and time commitment requirements of some existing MA training programs can present barriers to adults seeking to pursue MA training but needing to work full-time to provide for themselves and their families. Often, these individuals are already working full-time elsewhere, so forgoing their current employment to go through the training is not feasible for them. For an MA to be work-ready to deliver quality patient care, they need hands-on learning experiences. Many times, existing MA programs don't have enough hands-on learning components, or in the case of exclusively online programs, they may not have any at all. Because graduates of these programs have primarily theoretical knowledge instead of applied learning, it takes significant time to onboard them and delays their time to being productive.

Ascension, EmployIndy, and Ascend identified an opportunity to design a Medical Assistant Talent Pipeline to provide greater access to MA training and produce additional MAs who are practice-ready, shortening their time to productivity to days instead of weeks. This strategic approach will eliminate barriers to Medical Assistant training for working adults, provide program participants with hands-on learning opportunities that are critical to becoming practice-ready by the end of the program, and connect participants to employment opportunities at Ascension that utilize their MA training. The program will also address Ascension's talent needs by producing much-needed entry-level Medical Assistants who have completed a high-quality training to prepare them for patient care. Ascension is seeking EmployIndy and Ascend's support to establish a talent pipeline that recruits individuals to fill Medical Assistant roles at Ascension's Marion County facilities. Addressing accessibility, career progression, and sustainability is crucial for fostering a skilled workforce, meeting healthcare industry demands, and ensuring the long-term success of organizations like Ascension.

With this in mind, the talent pipeline project should incorporate the following strategies:

- Design a program that equips participants with practice-ready knowledge, skills, and abilities (KSAs) through high-quality education and training, including hands-on, applied learning opportunities.
- Ensure accessible entry points into the healthcare industry, eliminating barriers and supporting individuals through both financial and non-financial mechanisms.
- Ensure program participants receive a nationally-recognized MA credential, setting them on the pathway to good and promising career opportunities, defined as a wage of at least \$18/hour with access to health insurance benefits.
- Establish clear and defined career pathways for Medical Assistants to progress within Ascension and the healthcare industry to support long-term economic stability.
- Develop a plan for continuous scale and sustainability – both programmatically and through connected pathways, experiences, and growth opportunities.
- Complete within 12-month timeframe.

### **3.8 A-D**

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

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

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

The strategy to facilitate the engagement of employers is to have dedicated staff positions assigned the responsibility to communicate with local employers to inform them about WorkOne programs and services, collect information about their workforce and skill needs, and to engage them in workforce development programs and sector training initiatives. Primary staff assigned the responsibility are the WorkOne Business Consultants (Business Services Representatives). Veterans’ staff (LVER positions) are also part of the business outreach efforts. There are 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. A fifth BSR position serves as a Work Based Learning Coordinator who focuses on providing assistance to employers to develop and/or expand Department of Labor (DOL) Registered Apprenticeship Programs (RAPs) and to assist high schools with developing pre-apprenticeship programs which articulate to RAPs. The other Business Consultants also promote the development of apprenticeship and pre-apprenticeship programs. Assistance with submitting a complete and effective job order within the state job matching system, Indiana Career Connect (ICC), is provided as needed. The One Stop to Start (OSTS) website is promoted. Information about the ACT worker profiling and WorkKeys Assessment system, Next Level Jobs Employer Training Grant program is provided. These opportunities enable employers to directly interact with and experience some of the benefits of participating in the WorkOne workforce development system in Region 5.

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

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

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

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

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

To strengthen linkages between the one-stop delivery system, and unemployment insurance programs, well-trained staff will be knowledgeable in providing customers assistance with utilizing computers and getting to the proper website to begin their application. For individuals experiencing issues with their application process and/or claims, staff will provide a referral to the U.I. Call Center number. In two of

the WorkOne offices within the region, Anderson and Franklin, there is a direct telephone line available for usage in allowing individuals to speak directly with a U.I. Call Center help desk. As there are no U.I. staff in the WorkOne offices, to the extent possible based on DWD policy, WorkOne staff will assist with ID.me and answering any basic questions that would be useful. The Reemployment Services and Eligibility Assessment (RESEA) program is conducted in three of the WorkOne locations, including Plainfield, Franklin and Anderson. This mandatory program is for U.I. recipients and is prioritized for claimants who are identified as most likely to exhaust their U.I. benefits before returning to meaningful employment. Failure to complete services may affect receipt of U.I. benefits. Participating individuals are enrolled in the Wagner Peyser program. Based on an individual's appropriateness, they may also be enrolled in the WIOA Dislocated Worker program. The RESEA program brings individuals into WorkOne locations and strengthens linkages between the one-stop delivery system and unemployment insurance programs.

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

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

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

Program Year 2022	Training Support	Total Expenditures	Percent
Adult Program	\$ 407,081.00	\$ 1,270,657.00	32%
Dislocated Worker Program	\$ 71,858.00	\$ 898,470.00	8%
Youth Programs	\$ 373,807.00	\$ 744,814.00	50%
Total	\$ 852,746.00	\$ 2,913,941.00	29%

Program Year 2023	Training Support	Total Expenditures	Percent
-------------------	------------------	--------------------	---------

Adult Program	\$ 400,903.00	\$ 1,439,993.00	28%
Dislocated Worker Program	\$	\$ 1,019,712.00	6%
Youth Programs	\$ 399,514.00	\$ 1,018,119.00	39%
Total	\$ 860,200.00	\$ 3,477,824.00	25%

Program Year 2024 Estimate	Training Support	Total Expenditures	Percent
Adult Program	\$ 390,000.00	\$ 1,300,000.00	30%
Dislocated Worker Program	\$ 64,400.00	\$ 920,000.00	7%
Youth Programs	\$ 248,400.00	\$ 920,000.00	27%
Total	\$ 702,800.00	\$ 3,140,000.00	22%

Program Year 2025 Estimate	Training Support	Total Expenditures	Percent
Adult Program	\$ 370,500.00	\$ 1,235,000.00	30%
Dislocated Worker Program	\$ 61,180.00	\$ 874,000.00	7%
Youth Programs	\$ 235,981.00	\$ 874,000.00	27%
Total	\$ 667,660.00	\$ 2,983,000.00	22%

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

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

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

The Region 5 Workforce Board for PY 2024 is initially leveraging the following funds in support of the local workforce system.

Business Consultant-serves employers	\$120,000
IFA-WP-serves general public job seekers and employers	\$ 42,784
IFA- VRS- serves persons with disabilities	\$ 24,164
JAG State-Jobs for America’s Graduates-serves In-School Youth	\$190,790
JAG PreETS- Jobs for America’s Graduates-serves In-School Youth	\$ 48,394
JAG TANF- Jobs for America’s Graduates-serves In-School Youth	\$199,162
RESEA-serves unemployed UI benefit recipients	\$142,153
IFA-Trade Adjustment Assistance-TAA-serves laid off workers	\$ 7,094
Apprenticeship Building America (ABA)- serves employers and their apprentices	\$211,418
Employer Training Grant- serves employers with training	\$1,825,481
IFA-Jobs for Veterans State Grant-JSONG-services veterans	\$ 31,856
Workforce Ready Grant -serves persons with HSD without AS or higher	\$625,000

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](http://www.grants.gov) website for open grant opportunities and pursue those which are appropriate and feasible. The R5 Board subscribes to various foundation newsletters which provide information about funding opportunities such as the Robert Wood Johnson Foundation. The R5 Board will also be receptive to partnering with other local Boards to pursue resources of common benefit. This could include taking the lead or a supporting role in the grant application and implementation. The R5 Board is currently doing this with the Region 12 Board in Marion County having recently submitted a support letter for a potential EDA Bio-Manufacturing grant application. The Region 5 Board has a formal partnership agreement with MADE@Plainfield, a state-of-the-art community learning center in Plainfield in Hendricks County. The agreement provides for below market priced WorkOne office space that is co-located with other education and training partners including Vincennes University and Ivy Tech Community College. The R5 Board will also seek to leverage local resources such as in-kind space and facilities to support its mission. For example, in Elwood, the Board is staffing a part time WorkOne office in free space provided by a local Non-Profit Organization.

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

Collaborations with organizations or groups outside of the local area will be important to continue. As the economic growth region includes two Workforce Board local areas Region 5 and Region 12 (Marion County), it is imperative to work closely with the Marion County EmployIndy board staff and Marion County one-stop delivery system providers to assist customers in the most meaningful way. The two local areas have worked together for decades in coordinating services for businesses and job seekers and will continue to do so into the future. One of the ways the areas work together includes cross-referral to WorkOne locations. Customer convenience and the availability of funding at any given point in time are relevant factors for consideration to meet the needs of the local area customers. Continuing to work with organizations and groups outside of the local area is important for enhancing services to local area businesses and job seekers. Collaborating with organizations to bring in additional sources of revenue is important to the local area. Throughout the years there are several examples of this,



including partnerships and contracting with Goodwill Industries, as well as Easterseals Crossroads, and Wayne Township Schools. The local area will aggressively seek out options for funding and service delivery by working with organizations and groups located outside of the local area. For example Region 12 may be submitting a proposal which is stronger with and/or requires a regional scope and Region 5 can provide a letter of support and collaboration to demonstrate this regional scope. The Region 5 staff will continue working together with all local board staff throughout the state to provide input to the state, sharing best practices, and offering assistance, so that all local areas in the entire state benefit from these efforts. When possible, working together with another local area to submit proposals for funding from outside resources that benefit more than one local area, will take place.

## Section 4: Program Design and Evaluation

Please answer the following questions. Many of the responses below, such as those regarding career pathways and individual training accounts, should be based on strategic discussions between the local board and partners. **Questions that require collaborative answers for planning regions are designated with an asterisk (\*). See the Regional Plan subsection of Memo 2023-16 for more information.**

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

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

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

barriers to employment.

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

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

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

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

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

validation and audit reports provided by DWD, and audit reports from an independent auditing firm. Reports identify both deficiencies to be addressed and best practices. All of these avenues of information provide the WDB with the tools needed to determine if the needs of employers and workers as well as job seekers are being met. The R5 Board seeks to achieve continuous improvement from all providers of services, including contracted service providers throughout the program year.

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

The R5 Board will facilitate access to services provided through the one-stop delivery system in remote areas, by both in-person service delivery, and through the use of technology. This is applicable to businesses as well as individuals in need of one-stop services. Partnering with local providers of services in remote areas, such as with Adult Basic Education programs that work in remote areas, literacy programs and community based organizations will be imperative. Working together with library staff in remote areas, access to technology at library locations will be a good way to provide one-stop delivery system services to individuals that not only reside in remote areas, but also do not have access to the internet and computer or smart phone technology. It will be important to provide information that is meaningful in a variety of ways to people living in remote areas. The local board will be innovative in developing a listing of resources for individuals and businesses. WorkOne staff will be continuously trained to fully understand the current resources available and points of access to assist individuals and businesses in remote areas. This effort will require constant updating due to the increased manner in which technology and services are emerging. Remote access will include utilizing technology to describe to customers how to submit any needed documentation electronically when this documentation is required for specific levels of service, such as payment of tuition or on-the-job training. In some instances, mailing documents for signature and return will continue to be available, as needed. Exploring the expansion of virtual platforms is a goal of the local board, going beyond using zoom and Microsoft teams, as new technology emerges. It will be imperative that WorkOne staff are fully trained and have the tools necessary to provide on-line orientation, assessment, career counseling, provide workshops, and other career services virtually, using platforms that are available for their usage. Additionally, exploring the usage of existing or emerging virtual case management systems will be important and may require seeking out additional sources of funding to finance these optional virtual services that may only minimally require one-stop staff involvement. 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, 20 CFR 679.560(b)(5)(iii), and DWD Policy 2016-09]**

Entities within the one-stop delivery system will comply with WIOA Section 188, and applicable provisions of the Americans with Disabilities Act. The R5 Board will be in compliance with DWD policies and provide all guidance needed to the one-stop delivery system program operators and providers. Per DWD policy, notice and communication is in place by the provision of posters, EO tagline and relay

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

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

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

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

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

The Region 5 Workforce Board has current MOU's that specify the roles and resources contributions (Infrastructure Funding Agreement) of the one-stop partners agreed to per DWD Policy 2018-04, Change 2, issued 6-13-24. The Infrastructure Funding Agreement is updated each program year based upon a mutually agreed method. The process for developing the MOU and the IFA budgets and contributions began by communication with the Partners about the need for each to identify the Career Services, Basic & Additional, which each Partner currently provides in Region 5. The DWD sample career services matrix was used for this purpose. Partner responses were then aggregated on a "master" Career Services Matrix for the region. Subsequently, Partners were asked to provide the cost for them to provide these career services. Concurrently, the One Stop (WorkOne/AJC) office facilities budget for the region was prepared for each of the WorkOne/AJC office locations and summarized for the region. A career services initial budget was prepared using readily available office staff Full Time Equivalent (FTE) information from the WIOA Partners and the Partners under the purview of DWD: TAA, WP, JSVG, and UI as provided by DWD. A convening meeting was held on September 25, 2019 at a central location, the

Noblesville WorkOne/AJC Office to which all Partners were invited. All Partners participated in the session. The purpose of the convening meeting was to get all Partners on the same page by explaining the goal of the integration of all services, regardless of Partner provider into a system of services and support for job seeking customers. Prior to the convening meeting the following items in draft were sent to all Partners so they would have time to review and prepare in advance of the meeting. Included were: MOU/IFA agreement document, Career Services Matrix and Regional One Stop budgets. All Partners thus had an opportunity to edit /tailor descriptions to what was currently being planned. At the convening meeting each of the 18 sections (including the Costs and Cost Sharing of Services budget) of the MOU agreement were reviewed by WDB Staff with the opportunity for questions. Partners were asked to specifically review and comment on Section 6, Description of Comprehensive One-Stop Services and Section 8, Referral Process. The Career Services Matrix completion and method of delivery was discussed. Additional clarification of the coding numbers for services delivery was provided by WDB staff. The OneStop office budgets were reviewed with an explanation of how the Partners' costs were determined by the use of full-time equivalency (FTE) office occupancy. The category of other shared costs was presented with the idea of Partners proving these costs via in kind contributions of marketing/recruitment materials. Each Partner provided an estimated value of the marketing and recruitment materials that were to be provided In-Kind in support of the One Stop System in Region 5. Following receipt from Partners of additional Career Services and cost information as agreed at the convening meeting, the MOU/IFA document, Career Services Matrix and Regional Budget were finalized, distributed to all Partners and the signature process completed. As provided in the MOU, all Partners are required to participate in an annual review process as the new Program Year IFA budget is prepared. During this annual review Partners are able to adjust their cash and In-Kind contributions based on the mutually agreed methodology outlined in the MOU. As also described in Plan Section 3.1, the roles of the one stop partners are as follows. The WIOA Title I – adult, dislocated worker and youth entity, Interlocal Association, will provide career services to assist individuals with career planning, training resources and job connections through staff in the local WorkOne offices. WIOA Title II – Adult Education and Literacy entities are Blue River Career Programs, Central 9 Career Center, Hinds Community School Corporation, Warren Township MSD, Washington Township MSD, and Wayne Township MSD. They will provide basic education so that individuals can earn a High School diploma equivalency (HSE) credential as well as function more productively in the workforce. The WIOA Title III – Wagner Peyser entity, the Indiana Department of Workforce 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 some WorkOne/AJC office locations to assist individuals with proper registration into the automated job matching system, Indiana Career Connect. The WIOA Title IV – Vocational Rehabilitation entity, Vocational Rehabilitation Services, Family and Social Services Administration, (VRS) will assist individuals with disabilities by providing occupational related skill training and work related accessibility tools and equipment. VRS will increase the talent pipeline for employers in the identified in-demand occupations and growing industry sectors by connecting them with a new source of productive individuals ready for employment. Higher Education and Perkins/Post-Secondary Career and Technical Education entity, Ivy Tech Community College, commits to coordinated service delivery. Carl Perkins funding is used for the improvement of post-secondary career and technical education (CTE) programs offered through the college. This is accomplished by purchasing necessary training equipment and hiring of instructors to provide student training in in-demand occupational skill areas. Ivy Tech uses common labor market information from the Department of Workforce Development to inform local CTE program development focusing on programs that are in-demand occupational and skill areas. Ivy Tech engages employers, a major WorkOne customer group, in training program development. Data on CTE students is available via periodic reports that are available to WorkOne partners as well as the public. Ivy Tech registers many of

its programs on the statewide WIOA eligible training provider list which enables eligible WorkOne clients to receive WIOA funding support for their training. Hinds Career Center uses Perkins funds to develop and offer in-demand career training at both the secondary and postsecondary levels. Both facilities are used for high school and adult students. The Unemployment Insurance (UI) entity, the Indiana Department of Workforce Development (DWD), will provide electronic access as needed in all Comprehensive and Affiliate WorkOne/AJC offices. In the Anderson and Franklin WorkOne comprehensive offices UI Kiosks and ID.me state phones are available. The Job Corps entity, Management Training Corporation, will provide enrollees with an intensive, well organized, and fully supervised program of education, including English language acquisition programs, career and technical education and training, work experience, work based learning, recreational activities, vocational rehabilitation as accessed by FSSA, drivers' education, and counseling, which may include information about financial literacy. The AJCC shall provide enrollees assigned to the center with access to career services. As a primary residential facility most services are provided in-house at the AJCC campus. Community service assignments, work-based learning and work experience are at hosting area non-profits, governmental and private entities. AJCC provides the participants bi-monthly stipends, additional completion benefits and the hosting entity provides the daily supervision. The Senior Community Service Employment Program entities are Goodwill of Central and Southern Indiana, Community and Family Services, Goodwill of Michiana and Vantage, Inc. They will provide the following services through the WorkOne/AJC system. The SCSEP fosters economic self-sufficiency for older, low-income adults by providing tangible job skills training through community service assignments at non-profits and public facilities. These services include orientations, community service assignments, occupational, work skills and aptitude assessments, skills training, free physical exams and assessment of needs-based supportive services and job search assistance. Most services are provided in-house at SCSEP offices. Community service assignments are at hosting area non-profits and governmental entities. SCSEP provides the participants wages and benefits and the hosting entity provides the daily supervision. The National Farmworker Jobs Program (NFJP) entity, Proteus, will provide the following services through the WorkOne/AJC system with their WIOA funded staff. Outreach; Skills Assessment; Job Search and Placement Assistance; Individual Employment Plan Development; Career Planning and Assessment; Short Term prevocational services (interviewing skills, workplace readiness training); Occupational Skills Training; On-the-Job Training; Skills Upgrading and Retraining; Entrepreneurial Training; Related Assistance Services; Emergency Housing Assistance. The Migrant and Seasonal Farmworker (MSFW) entity, DWD, will provide the following services as needed through the WorkOne/AJC system with their WIOA funded staff. Outreach; Skills Assessment; Job Search and Placement Assistance; Individual Employment Plan Development; Career Planning and Assessment; Short Term prevocational services (interviewing skills, workplace readiness training); Occupational Skills Training; On-the-Job Training; Skills Upgrading and Retraining; Entrepreneurial Training; Related Assistance Services; Emergency Housing Assistance. The TANF entity, Indiana Family and Social Services Administration, will provide access to its programs via a dedicated Icon on WorkOne/AJC public computers. The TAA entity, DWD, will provide knowledgeable professional staff on-site as needed in the Comprehensive WorkOne /AJC offices. These staff will provide customer appropriate information and services to TAA affected individuals seeking access to Career Services identified on the MOU Career Services Matrix. The Job Services Veterans Grant entity, DWD, will provide knowledgeable professional staff on site on a scheduled itinerant basis at the Comprehensive WorkOne /AJC offices. These staff will provide customer appropriate information to veterans and eligible spouses seeking access to Career Services identified on the MOU Career Services Matrix.

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

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

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

Local one-stop centers are implementing and transitioning to an integrated technology enabled intake and case management information system for core programs. Local management staff will continue to make efforts to integrate more with programs carried out by one-stop partners. The local Region 5 staff will support and pilot the initiatives taken by the state agency regarding integrating intake and case management information systems. The regional Memorandum of Understanding will be a mechanism to serve as a visionary plan for how partners will work together as an integrated service delivery system. The core programs will expand their utilization of technology in order to expand access to education, training, supportive services and employment. This will include utilizing virtual service delivery platforms, for purposes of disseminating information, such as the provision of orientations, as well as assessments and referrals of clients. The DWD site: [in.gov/dwd/contact-us/](http://in.gov/dwd/contact-us/) facilitates individual's virtual connection with WorkOne services. It offers free virtual tools and workshops and the opportunity to meet with experts via smart phone, tablet or computer. The "Visit a Career Center" button connects persons directly with the Region 5 [www.workonecentral.org](http://www.workonecentral.org) resources. At the recently launched One Stop to Start - Indiana's Resource Hub (<https://onestoptostart.in.gov>) job seekers can learn about job and education opportunities in Indiana and find resources to help them succeed at any point in their career. Region 5 staff service daily the many referrals received through site Navigators to provide relevant workforce services. A vision for the future is to develop the ICC data base system so it can easily accommodate new programs and funding streams that may come on line to expedite and simplify the case management and reporting systems.

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

Adult and dislocated worker activities include basic career services available to any job seeker and individualized career services that are more in-depth, as well as training and follow-up. The local area plans to continue to make available these different levels of services at WorkOne physical locations as well as to provide virtual services. Access to services at partner locations within the geographic area may be increased. Any and all job seekers are eligible to receive basic career services, and this provides opportunities for assessment of skill levels, receipt of labor market information, job search and placement assistance, information and referral to supportive services, assistance with locating financial aid and access to filing UI claims. Having physical locations as well as providing virtual services is a strength in being able to geographically serve the residents within the 8 county local area. Many people have limited transportation and financial support to travel to WorkOne physical locations, yet do have the availability of internet access in a nearby place. These individuals may be able to take advantage of virtual service delivery that is important in their job search and skill development. Continuing to offer the one-on-one assistance at a physical location provides the needed supportive structure that many job

seekers will want and need, as they seek guidance and encouragement in their skill development. It is important to continue developing a workforce system that allows varied ways to access services. Beyond basic career services, individualized career services will be available to serve people as they work to better identify their skill levels, interests, and available options for training. WorkOne staff will be available to assist job seekers in the development of an Individual Employment Plan to identify goals and steps to take to achieve their goal of employment. Workshops will be available offering job search assistance in a group setting at a specific location, such as the WorkOne physical location, or, virtually. WorkOne staff may also provide financial literacy and other specific life skills topics to better prepare the job seekers. Specialized assessments provided will result in feedback to customers regarding their employability skills that are needed by employers. This includes critical thinking, problem solving, communication and collaboration. For individuals that are interested in training, there will be opportunities through various resources either within the WorkOne WIOA or other grant resources. In the event financial resources are not available for training, staff will assist in making a referral to allow their participation, which may include assisting them with filing for financial aid and follow-up services after individuals have received services and have been placed into employment 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. There is an ongoing assessment of the WIOA performance levels with continuous improvement plans and operational guidance to increase performance.

The Region 5 WIOA performance achieved for the past two program years was good. The Region exceeded the majority of the performance standards for both program years, 10 of 15 in PY 2021 and 11 of 15 in PY 2022. For the five PY 2021 standards not met, four were less than one percentage point low. For the four PY 2022 standards not met, two were less than one percentage point low. The lowest under achieved standard for both years was the Dislocated Worker Employment rates. The following table provides the specific performance for the Adult, Dislocated Worker and Youth WIOA programs.

### Program Year 2023 WIOA Performance

7-1-23 through 6-30-24

ADULT	Standard	Region 5		Indiana
Employment Rate (Q2)	79.3%	83.1%		80.5%
Employment Rate (Q4)	76.9%	78.1%		77.6%
Median Earnings	\$ 6,799	\$ 9,894		\$ 8,672
Credential Rate	72.5%	79.5%		71.5%
Skills Gains	63%	89.2%		71.7%

DISLOCATED WORKER	Standard	Region 5		Indiana
Employment Rate (Q2)	76.8%	84.3%		78.6%
Employment Rate (Q4)	81.1%	78.7%		75.1%
Median Earnings	\$ 9,506	\$ 12,411		\$ 9,862
Credential Rate	72.7%	70.5%		70.4%
Skills Gains	63%	71.1%		73.5%

YOUTH	Standard	Region 5		Indiana
-------	----------	----------	--	---------



Employment Rate (Q2)	79.7%	81.1%	79.4%
Employment Rate (Q4)	77.8%	82.9%	80%
Median Earnings	\$ 3,609.50	\$ 4,864	\$ 5,296
Credential Rate	67.3%	77.6%	68.6%
Skills Gains	65%	87.8%	69.9%

A,DW,Y

13 of 15

### Program Year 2022 WIOA Performance

7-1-22 through 6-30-23

ADULT	Standard	Region 5	Indiana
Employment Rate (Q2)	79.30%	79.60%	80.60%
Employment Rate (Q4)	76.90%	80.20%	80.30%
Median Earnings	\$ 6,799.00	\$ 9,292	\$ 8,156
Credential Rate	72.50%	74.60%	74.60%
Skills Gains	61.00%	83.30%	71.60%

DISLOCATED WORKER	Standard	Region 5	Indiana
Employment Rate (Q2)	76.80%	79.60%	77.00%
Employment Rate (Q4)	81.10%	76.40%	76.80%
Median Earnings	\$ 9,505.50	\$ 9,645	\$ 9,079
Credential Rate	72.70%	72.10%	73.00%
Skills Gains	61.00%	59.40%	70.00%

YOUTH	Standard	Region 5	Indiana
Employment Rate (Q2)	79.65%	77.20%	80.50%
Employment Rate (Q4)	77.80%	87.40%	84.30%
Median Earnings	\$ 3,609.50	\$ 3,895	\$ 4,639
Credential Rate	67.30%	77.90%	70.90%
Skills Gains	65.00%	86.60%	73.50%

A,DW,Y

11 of 15

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

Successful models to serve dislocated workers have included offering specialized workshops to assist individuals in their transition to new employment. Topics for these workshops have included job search strategies including the usage of social media such as LinkedIn, Lean Six Sigma Yellow Belt training and Career Discovery workshops. LinkedIn workshops focus on setting up and optimizing a profile, strategies for self-marketing, building and maintaining professional relationships, and job search features. Lean Six Sigma Yellow Belt training teaches the principles of Lean Six Sigma, and it provides an advantage to job

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

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

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

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

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

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

The JAG program operates year-round, serving students in grades 9-12 who face academic, environmental, and economic challenges, putting them at risk of dropping out. The JAG Specialist forms an advisory committee of teachers, guidance counselors, and other school administrators to facilitate student referrals to the program. JAG Specialists actively promote the program within the school and recruit students who need, want, and can benefit from JAG, including youth with disabilities who often face employment barriers or are not on track to graduate. Specialists provide necessary accommodations according to student's IEPs and 504 plans, ensuring these students participate in JAG activities aligned with Vocational Rehabilitation Pre-Employment Transition Services (Pre-ETS). In PY23, youth with disabilities comprised 22% of all JAG program participants (WIOA ISY plus non-WIOA) and 61% of WIOA in-school youth JAG participants.

The JAG curriculum and service categories encompass all 14 WIOA Youth Program Elements. Specialists deliver program components through classroom instruction, project-based learning, adult mentoring, work experiences, student-led leadership development, job placement assistance, and transition services to post-secondary education. Graduates receive one year of follow-up guidance and support. Project-based learning and employer engagement offer hands-on, realistic learning experiences, enabling students to master 37 to 87 workforce-related competencies. Leadership development is fostered through extracurricular activities, including student-led planning, public service, social awareness projects, and participation in State and National JAG conferences throughout the school year. The In-School Youth budget used to support the JAG program will not exceed 50% of the annual WIOA Youth allocation, as permitted by the state's waiver provision approved by the U.S. Department of Labor. The waiver reduces the minimum allocation requirement for out-of-school youth from 75% to 50%, allowing for greater flexibility in funding dropout prevention programs like JAG. Region 5 until it expires or is rescinded. In-school youth expenditures accounted for 25% of the WIOA youth allocation in PY 22 and 22.7% in PY 23. Additionally, Region 5 receives Indiana state funds, Vocational Rehabilitation (VR) Pre-ETS funds, and FSSA TANF funds to support JAG programming.

Region 5 currently operates fourteen JAG programs across thirteen local high schools: Anderson, Avon,

Avon Academy, Brownsburg, Carmel, Eastern Hancock, Greenfield-Central, Harris Academy, Mt. Vernon, Martinsville, Pendleton Heights, Shelbyville (with two programs), and Whiteland. JAG expansion is underway in the region as part of the Department of Workforce Development's initiative to double the number of JAG programs statewide by the 2024-2025 school year. This expansion is supported by funding from the Family and Social Services Administration (FSSA) Temporary Assistance for Needy Families (TANF) block grant.

In January 2024, Region 5 launched three new JAG programs, including Alternative Education programs at Avon Academy and Harris Academy and a Multi-Year program at Brownsburg High School. A JAG Alternative Education program launched at Carmel High School in August 2024, and a Multi-Year Program will launch at Plainfield High School in January 2025.

Region 5 will continue to expand JAG, with up to five new programs anticipated during the 2024-2025 school year. The region is coordinating with the Ivy+ Career Link team to implement a JAG College Success program at the Hamilton County Ivy Tech Campus.

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

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

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

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

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

Young Adult services focus on overcoming employment and educational barriers through work-based

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

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

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

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

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

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

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

The provision of WIOA in-school and out-of-school youth services is coordinated around the 14 Youth Program Elements. The 14 program elements are provided directly by Youth CSAs, JAG 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 <https://indemandjobs.dwd.in.gov/> website. Youth interested in occupational skills training conduct research and find WIOA approved education and training programs on the Indiana Eligible Training Provider List accessible through the INTraining website. The chosen occupational skills training must meet the in-demand and quality standards as highlighted in the state's demand-driven online tools. Using a strategy based on career pathways, WIOA youth services will be coordinated to identify a career goal and the steps needed to build skills that allow youth to advance in their chosen field.

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

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

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

Maximum incentive amounts may be revised based on the availability of funding for incentive and supportive service payments for youth. JAG students and out-of-school youth can earn a \$100 incentive award for attaining a high school diploma or equivalency.

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

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

10. Comprehensive guidance and counseling. Staff provide youth with the guidance needed to make informed decisions regarding career and educational opportunities. Staff know when and how to refer youth for substance abuse or mental or behavioral counseling. When referring youth to an organization for counseling, staff will coordinate continuity of service, and if needed, WIOA funds may be used to pay for counseling services.

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

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

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



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

**Desired Outputs and Outcomes**

Outputs for In-School Youth JAG:

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

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

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

**JAG 6 of 6 Standards** (Region 5 Outcomes for 2023 Graduates)

Graduation Outcome		Employment Outcome		Full-time Employment Outcome		Full-time Positive Outcome (Employed and/or enrolled in post-secondary training)		Further Education Outcome		*Connectivity Rate
Goal	90%	Goal	60%	Goal	60%	Goal	75%	Goal	60%	93%
Actual	95.76%	Actual	70.35%	Actual	69.18%	Actual	88.94%	Actual	55.75%	98.85%

**Outputs Out-of-School Youth:**

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

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

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

WIOA Youth Core Indicators	PY22 Goal	PY22 Actual Rolling 4 QTRs	PY23 Goal	PY23 Actual Rolling 4 QTRs
Employment, Education, or Training Placement Q2	79.65%	77.20%	79.7%	81.1%
Employment, Education, or Training Placement Q4	77.80%	87.40%	77.8%	82.9%
Median Earnings	\$3,609.50	\$3,895	\$3,609.50	\$4,684
Credential Rate	67.30%	77.90%	67.3%	77.6%

<b>Measurable Skills Gain</b>	65%	<b>86.60%</b>	65%	<b>87.8%</b>
-------------------------------	-----	---------------	-----	--------------

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

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

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

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

- A Youth who is at risk of dropping out of high school due to failing a core subject/behind in credits/poor attendance/not passing proficiency exam or has had an out of school suspension or expulsion from school (ISY)

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

**Successful Models of WIOA Youth Workforce Activities in Region 5:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Best Practices

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

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

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

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

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

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

**4.10** Describe how Reemployment Service and Eligibility Assessment (RESEA) activities are implemented in the local area and how they will be incorporated into WIOA programming.

RESEA activities are provided at the two comprehensive offices, Franklin and Anderson, and at the affiliate office in Plainfield. 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. Remote RESEA services including workshops may be offered as needed or requested depending on DWD policy changes. 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 once again became mandatory, and continues to be mandatory. Staff encourage all claimants to take advantage of WIOA program services beyond the minimum requirements.

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

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

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

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

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

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

The local area's professional development plan for all staff is multi-faceted, to encompass the requirements for conducting business by administrative staff as well as operational staff. Staff are initially trained by an onboarding process, to include personnel procedures and policies as well as basic reporting requirements. Local office supervisors train staff on confidentiality, application, process, eligibility, appropriateness, assessment, counseling, services available, case management, and follow-up services. In-house subject experts provide training in Equal Opportunity practices. Annual required training sessions with Equal Opportunity topics take place by modules that must be taken by all staff. Training occurs on how to use the state's tracking system (ICC) correctly, reporting activities, case notes and closures. Case management training modules are available and required by all Career Advisors that work with customers and enrolled participants. The One Stop Manager is responsible for training Business Consultants on the operational guidelines for working with employers, to process Employer Training grants, and for Rapid Response, as well as for business services per DWD policy. On-site training sessions will be scheduled as requested or needed. Additional training sessions may be offered by DWD or outside resources for staff to attend. Training manuals, updates, forms, policies procedures and guidance are ongoing and available by subject experts as well as on a staff Google Drive. Youth staff receive ongoing professional development training throughout the program year, offered through various methods, including in-person sessions, virtual meetings, online webinars, and self-guided e-learning modules. Local office supervisors, JAG managers, and MIS staff offer training, guidance, and ongoing programmatic support. Additionally, youth staff attend training sessions and conferences conducted by the Department of Workforce Development (DWD), Jobs for America's Graduates (JAG) National, Indiana Youth Institute (IYI), and other organizations. All youth staff are encouraged to participate in the annual IYI Kids Count Conference in December and other relevant IYI events. Out-of-school youth career advisors meet regularly to identify and address training needs. They are assigned to complete training and certification through Dr. Beverly Ford's Case Management

Certification program offered by Workforce 180. JAG in-school youth (ISY) staff have regularly scheduled in-person or virtual meetings with their JAG manager to discuss training topics relevant to their programs. The JAGenius platform provides web-based day-to-day task training, including instruction modules for entering and tracking student information in the JAGForce data management system. A state JAG Trainer is available to provide additional training as needed. Much of the professional development for in-school youth staff occurs during the summer months when they are not in the classroom with their JAG students. All JAG staff had the opportunity to attend the 2023 JAG National Training Seminar (NTS), with new JAG staff prioritized to participate in the 2024 NTS.

**Professional Development Plan for Region 5 Staff**

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

JAG Pre-National Training Seminar and National Training Seminar	In-person	Annually	JAG/ISY
JAG Indiana DWD New Specialist Training	In-person/Web-based/Virtual	2 x a year as needed	JAG/ISY
JAG Indiana DWD Refresher Training	In-person/Web-based/Virtual	2 x a year	JAG/ISY
JAG Indiana DWD Summer Training Conference	In-person	Annually	JAG/ISY
JAG Indiana DW Regional Coordinator Training	In-person/Virtual	Quarterly	JAG/ISY
JAG Indiana DWD Manager Training	In-person/Virtual	Quarterly	JAG/ISY
JAGForce Data Management System Training	In-person/Web-based	New staff; Ongoing	JAG/ISY
JAGenius e-learning modules & webinars, foundations of JAG, trauma-informed care, lesson planning, project-based learning, "6 of 6" standards, classroom management	Web-based	New staff; Ongoing	JAG/ISY
Region 5 MIS Training on JAG WIOA ISY Eligibility, Application and Enrollments, Closures/Exits, and Follow-up	In-person/Virtual	New staff; 3 x a year	JAG/ISY
Indiana DWD Young Adult Services Summit	In-person/Virtual	Annually	OSY
IYI Youth Worker Café on topics related to serving young adults	In-person/Virtual	Ongoing	OSY
Workforce GPS WIOA Youth webinars on WIOA youth eligibility, 14 Youth Elements, case management, WEX and OJT, outreach and recruitment, common measures, etc.	Web-based	Ongoing	JAG/ISY, OSY
Regional WEX and OJT training	In-person/Virtual	Annually	ISY/JAG, OSY
IYI Because Kids Count Conference	In-person/Virtual	Annually	JAG/ISY, OSY
IYI College and Career Conference	In-person	Annually	JAG/ISY, OSY
Suicide Prevention QPR Certification	In-person	As needed	JAG/ISY, OSY

## Section 5: Compliance

Please answer the following questions. Most of the responses should be staff-driven, as the questions focus on the organization's compliance with federal or state requirements. **Questions that require collaborative answers for planning regions are designated with an asterisk (\*). See the Regional Plan subsection of Memo 2023-16 for more information.**

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

The Region 5 Workforce Board, Inc. (WDB) conducted a competitive procurement in the fall of 2022 for One Stop Operator Services; WIOA Adult, Dislocated Worker, Youth and Business Career Services; and Workforce Development Board Staffing Support Services. The WDB awarded Interlocal Association (IA), 836 S. State St, Greenfield, IN 46140 a contract to provide all services requested for the period January 1, 2023 through December 31, 2024 with an additional two term, January 1, 2025 through December 31, 2026 at the option of the WDB. Interlocal Association will utilize a formal RFP process to procure any other services needed by the Workforce Board. For future WIOA services after the expiration of the



current contract's extensions, the Workforce Board will utilize a formal RFP process in accordance with any then current state and federal guidelines. The Interlocal Association contract is attached as Exhibit 1. Chief Elected Official's agreement submitted as Exhibit 1.a.

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

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

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

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

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

Youth Committee is responsible for oversight and planning of all youth services in the region. Programs include WIOA in-school and out-of-school, JAG, and other currently operating youth programs. Committee provides input for the preparation of the local plan and for establishing the annual service level goals. Committee receives monthly reports of current enrollments and outcomes compared to the program goals and common measure standards to monitor service provider performance. Meetings, either virtually or in person, are quarterly. Youth Committee recommendations are submitted to the full WDB for approval.

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

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

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

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

**5.5** Indicate the local levels of performance negotiated with the Governor and chief elected official consistent with WIOA sec. 116(c) to be used to measure the performance of the local area and to be used by the Local WDB for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA title I subtitle B, and the one-stop delivery system in the local area. [WIOA Sec. 108(b)(17) and 20 CFR 679.560(b)(16)]

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

**Region 5 Negotiated Standards**

<b>Performance Measure</b>	<b>PY 2024</b>	<b>PY 2025</b>
<b>WIOA Title I – Adult</b>		
Employment Rate 2 <sup>nd</sup> Quarter After Exit	80%	80%
Employment Rate 4 <sup>th</sup> Quarter After Exit	79.5 %	79.5%
Median Earnings 2 <sup>nd</sup> Quarter	\$8,000	\$8,000
Credential Attainment Rate 4 <sup>th</sup> Quarter After Exit	75%	75%
Measurable Skill Gains	70%	72%
<b>WIOA Title I – Dislocated Worker</b>		
Employment Rate 2 <sup>nd</sup> Quarter After Exit	77%	77%
Employment Rate 4 <sup>th</sup> Quarter After Exit	78%	78%
Median Earnings 2 <sup>nd</sup> Quarter	\$9,600	\$9,600
Credential Attainment Rate 4 <sup>th</sup> Quarter After Exit	73.6%	73.6%
Measurable Skill Gains	67%	67%
<b>WIOA Title I – Youth</b>		
Education/Employment Rate 2 <sup>nd</sup> Quarter After Exit	80%	80%
Education/Employment Rate 4 <sup>th</sup> Quarter After Exit	82.1	82.1%
Median Earnings 2 <sup>nd</sup> Quarter	\$4,500	\$4,500
Credential Attainment Rate 4 <sup>th</sup> Quarter After Exit	68.8%	68.8%
Measurable Skill Gains	72%	73 %

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

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

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

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

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

The opportunity to comment on the plan was offered to members of the public, representatives of business, labor organizations and education entities by posting the draft plan on the Workforce Board Website: [www.workonecentral.org](http://www.workonecentral.org). The website contained a quick access button for ease of review by interested parties. The document was posted on August 23, 2024 before the September 30, 2024 deadline for submission to the state. Members of the Program Committee reviewed the plan at their August 8, 2024 meeting with full review by the Region 5 Workforce on August 15, 2024. A public notice was published in the Indianapolis Star on August 26, 2024 indicating the plan was available for review on the website and inviting comments. Notice of the local plan availability for comment was emailed directly to local stakeholders including local economic development executives (LEDOs), Labor Organizations, Post- Secondary Education, WIOA Partner Entities, and Regional Chief Elected Officials. The Region 5 Workforce Board members who collectively represent the required WIOA partners provided input for developing the plan. WorkOne business services staff provided input about in demand skills needed by employers based on their regular engagement with them and local development entities. Dissenting comments received during the 30 day comment period: No dissenting comments received during the 30 day comment period.

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

The Board's Program Committee and Youth Committee reviews data reports against goals at their regularly scheduled meetings. The Program Committee meets bi-monthly and the Youth Committee meets quarterly. These reports and Committee meeting minutes are provided to the full R5 Board at their bi-monthly meetings. The Management Information System (MIS) department monitors

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

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

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

The Region 5 WDB has policies to guide the priority, eligibility and appropriateness of those enrolled into WIOA and to guide the several services and activities that are provided to each enrollee (participant). Policies include Definition of Self Sufficiency, Employer Based On-the-Job Training (OJT), Youth Program/Services, Veterans Priority of Service, Equal Opportunity and Nondiscrimination, Eligibility Determination, WIOA Individual Training Accounts (ITA), Adult/Dislocated Worker Supportive Services, Adult Priority of Services, Service Delivery (Customer Flow/Services), Co-Enrollment/Common Exit, and Re-Employment Services and Eligibility Assessment (RESEA). Three are also WDB Procedures for Follow-Up/Extended Case Management and Adult/Dislocated Worker/Youth Work Experience.

Within the Service Provider contracts there are provisions regarding delivery of Business Services that promote the connection of WorkOne services and the individuals being trained to the employer community. Training investments are targeted to high growth sectors which produce the greatest likelihood of economic success for individuals. Service Provider Contract provisions for the delivery of Career Services ensure that the broadest range of available resources are accessed to support participant success.

These policies and provisions together with the monthly reports of actual outcomes compared to those planned enables the WDB to monitor and correct as needed the achievement of the plan goals.

## Section 6: Participant Information, Costs, and Supplemental Funding

In the "Program Participants" column, each program should reflect all participants enrolled or projected to be enrolled regardless of whether they are co-enrolled in another program. Please provide an explanation of the projections if they are at or below participant levels from the prior year. In the "Co-enrolled Participants" column, please list how many participants are co-enrolled in any core or other programs. In the text box below, include the programs in which the participants are co-enrolled.

Program		Program Participants	Co-enrolled Participants	Referrals			Average Cost Per Participant
				ABE	VR	Other	
WIOA Adult	Actual PY22	551	23	75	5		2,306
	Actual PY23	533	68	135	5		2,701
	Projected PY24	600	50	100	15		2,032
	Projected PY25	600	50	100	15		2,032
WIOA Dislocated Worker	Actual PY22	564	25	-			1,593
	Actual PY23	534	68	-			1,909
	Projected PY24	488	50	-			1,654
	Projected PY25	488	50	-			1,654
Youth (In School)	Actual PY22	139	-	-	99	-	1,334
	Actual PY23	131	-	-	80	-	1,764
	Projected PY24	169	-	-	100		1,609
	Projected PY25	169	-	-	100		1,609
Youth (Out of School)	Actual PY22	245	15	75	6	-	2,402
	Actual PY23	248	0	140	6	-	3,173
	Projected PY24	228	3	100	10	-	2,783
	Projected PY25	228	3	100	10	-	2,783

**Explanation**

PY24 and PY25 Out-of-School Youth (OSY) enrollment projections are below OSY participant levels for PY23. Region 5 plans to reduce the share of the WIOA youth allocation spent on Out-of-School Youth from 77.3% to 70% and the WIOA OSY enrollment projections for PY24 and PY25 have been adjusted downward to 228 OSY. Expanding and adding new JAG programs will increase WIOA In-School Youth (ISY) enrollments, with ISY enrollment projected to rise from 131 in PY23 to 169 in both PY24 and PY25. Region 5 expects the proportion of the WIOA youth allocation spent on in-school youth to grow from 22.3% to approximately 30% in PY24 and PY25 to support this higher ISY enrollment. A total of 397 WIOA youth enrollments, combining both OSY and ISY, is projected for PY24 and PY25, marking a 10% increase from the 379 youth enrollments in PY23.

PY24 and PY25 Dislocated Worker enrollment projects are below Dislocated Worker participant levels for PY23. Transfer of funds will take place from WIOA Dislocated Worker program to the WIOA Adult program, reducing the number of dislocated workers to be served.

**Supplemental Funding**

Please list additional funding sources that will supplement the funding that the local area receives through WIOA.

Funding		Program Participants	Total Budget	Budget per Participant	Explanation
Additional State NJ – Workforce Ready Grant	PY24	165	\$625,000	\$3787	
	PY25	165	\$625,000	\$3787	
Additional State NJ – Employer Training Grant	PY24	90	\$500,000	\$5000 *	*Not including admin
	PY25	90	\$500,000	\$5000 *	*Not including admin
Additional Federal Pre ETS - JAG	PY24	80	\$100,000	\$1250	
	PY25	80	\$100,000	\$1250	
Additional Federal TANF - JAG	PY24	421	\$199,162	\$473	
	PY25	421	\$199,000	\$473	



Additional Federal Apprenticeship Building America	PY24	103	\$176,072	\$1709	
	PY25				
Additional Federal RESEA	PY24	1535*	\$374,000	\$244	*Scheduled
	PY25	1535*	\$374,000	\$244	*Scheduled
Additional Other Business Consultant	PY24	N/A*	\$120,000	N/A*	*No participants
	PY25	N/A*	\$120,000	N/A*	*No participants