



SIW Board of Directors Meeting

Agenda

Date: December 14, 2021

Location: <https://us02web.zoom.us/j/81766166608?pwd=eEplYUcyQVF2TEloOG45eW4xYlprQT09>

Time: 9:00-10:15am

I. Welcome and Introduction	Shane Stuber, SIW Chair	10 mins	
<ul style="list-style-type: none"> Roll Call Declaration of Conflicts of Interest Consent Agenda Approval Mission Moment Tammy Pollock, Hemprise 	Jackie James, SIW Shane Stuber, SIW Chair		
II. Consent Agenda¹	Shane Stuber, SIW Chair	5 mins	Action
<ul style="list-style-type: none"> Board Minutes – 9/14/21 Exec. Committee Minutes – 10/21/14 October 2021 Financial Statement Policy Update: Eligibility Policy 	Jackie James Carla Crowe, Crowe LLC Jackie James, SIW		
III. Business Items			
<ul style="list-style-type: none"> WIOA Local Plan Update: Sec 3.7 	Tony Waterson, SIW	5 Mins	Action
IV. Committee & Workgroup Reports		20 Mins	
<ul style="list-style-type: none"> Strategic Planning Workgroup Rural Workforce Development Workgroup 	Tony Waterson, SIW Amanda Standerfer, SC Tony Waterson, SIW Julie Rigrish, Purdue		
V. Discussion and Information		25 Mins	
<ul style="list-style-type: none"> READI Update LWDB Call to Action – A progressive Workforce Board 	Wendy Dant Chesser, 1SI Tony Waterson, SIW		
VI. Other Business	Shane Stuber, SIW Chair	5 mins	

¹ Presenters are prepared if Board member(s) request a discussion of Consent Agenda items.

**SOUTHERN INDIANA WORKS
BOARD OF DIRECTORS MEETING**

September 14, 2021 9:00AM Via Zoom:

<https://us02web.zoom.us/j/81766166608?pwd=eEplYUcyQVF2TEloOG45eW4xYlprQT09>

In attendance: Jerry English, Todd Garrison, Craig Menke, Shane Stuber, Paul Perkins, Brian Churchill, Craig Engleman, Craig White, Missy Binkley, Donna Cassidy, Ryan Pavlina, Jene Bridgewater, Mike Embry, Rita Shourds, Konnie McCollum, Louis Jensen, Matt Hall, Mike Barnes, Ima Abbott, Darrell Voelker

Others in attendance: Tony Waterson, Carla Crowe, Jackie James, Kyle Lanou, Vic Oberhausen, Trudie Dillman, Carla Crowe, Matthew Cupp, Carrie Baylor, Sarah Ehresman, Andy Terrell.

Shane Stuber, Board Chair called the meeting to order.

Jackie James, called attendance and recorded as noted above.

Shane Stuber requested members present to acknowledge any conflicts of interest with the meeting agenda. No conflicts of interest acknowledged by members present.

Mission moment: Tony Waterson shared a Mission Moment with the SIW Board on the Lilly Endowment Grant that was received this last year to assist with supplies, technology, work experience, and other needs of the Jobs for America's Graduate's and Out-of-School Youth Programming as a result of the Covid-19 pandemic.

New Board Members: New Board Members were introduced as follows: Missy Binkley, ILPEA; Craig White, Caesars; Mike Barnes, Dept. of Workforce Development.

The consent agenda was presented for consideration and approval, which includes the minutes of May 11, 2021, Exec. Committee Minutes August 24, 2021, Financial Statement June 2021, Eligibility and Participant Policy Changes July 1, 2021, Demand Occupation Policy Update July 1, 2021. A motion to approve the consent agenda was made by Konnie McCollum, second by Mike Barnes. Motion carried.

Nominating Committee: Darrell Voelker – Treasurer presented the nominating committee report. The following slate of officers is being presented for consideration for nomination to officer positions of the SIW Board for the program year 7-1-2021 to June 30, 2022:

Shane Stuber, Chair
Todd Garrison, Vice-Chair
Darrell Voelker, Treasurer
Rick Grider, Secretary

Executive Committee: At-Large Business Members
Brian Churchill
Brian Keith
Missy Binkley
Craig White

No nominations were received by the floor. A motion was made by Matt Hall, second by Konnie McCollum. Motion carried.

Labor Market Analysis – Sarah Ehresman: Sarah Ehresman, Kentuckiana Works presented a snapshot report of the regional labor market. The region has regained more than 70% of the jobs lost during the pandemic recession. While service, administrative, manufacturing and

hospitality industries are still lagging, some industries such as transportation, professional, technology and financial positions are showing some growth. Spending trends reflect that individuals are spending more on goods, but services have not regained from pre-Covid levels. Online postings mid-year 2021 are 30% greater than same period 2019. Local labor force Q2 2021 is 2% smaller than Q2 2019. Ms. Ehresman indicated that a review of states who ended expanded UI benefits early did not see large gains in employment, however, they did see reduced levels of spending. Both workers age 16-24 and workers 55+ have seen a greater decline in labor force participation. Ms. Ehresman indicated that child care has had a significant impact on employment during the pandemic. One-in-three working age adults report child care, caring for elderly, and Covid-positive family member as reasons for not working. Mothers of minors have been significantly impacted by the Covid-19 pandemic and many have been forced to leave the labor force. Wages for Q2 2021 are averaging 8% higher than Q2 2019, seen as wage pressures as a result of tight labor market. As of July 2021, there were nearly 30,000 people in the region seeking employment. Takeaways workers have more choices in tight labor market. Higher wages are valued, but scheduling, benefits, workplace culture and career pathways matter to employees. Pre-Covid barriers remain an issue, and some have been made worse by pandemic. Automation will likely accelerate, creating new and different jobs for the future.

Strategic Plan Process: Amanda Standerfer will be conducting the strategic plan process for Southern Indiana Works. She will be conducting a survey with board and partners, and conducting virtual focus groups. The Board planning retreat will be held on October 22 from 8:30-Noon at Ivy Tech with a mission to develop a strategic plan on how to work better as an organization and advance our mission.

Resource Development: We have received an award of \$520,000 from Indiana Workforce Development for capacity building, administrative support, ITA Funding. The funding will include hiring a dedicated Apprenticeship Coordinator, transitioning Carrie Baylor to River Ridge Business Consultant position for last quarter 2021. An application was made to Subaru for a new phone system.

Partnerships: Discussions are in place with Prosser Career Center to share a Continuing Adult Education Coordinator position. The position (if approved by NAFC Schools), will be housed at Prosser and will coordinate students with WorkOne Services, work based learning, apprenticeships. The position will also be responsible for coordination of increasing evening adult training coursework at the Prosser Career Center.

SIW has expanded our partnership with River Valley Resources – Adult Education with a new site at WorkOne New Albany that will be offering ABE to customers two afternoons per week.

EDA – Good Job Challenge: We are looking at an opportunity under the EDA-Good Jobs Challenge/American Rescue Plan that addresses barriers with child care and transportation.

READI – A SIW grant proposal was submitted for the READI Grant and was ranked 9 of 53. The primary purpose of the proposal is to establish a WorkOne facility at River Ridge Commerce Center.

Impacts: As of 6-30-21 WorkOne provided 11,500 services, 550 individualized services, 66.7% entered employment at an average wage of \$21.61. Approximately 300 individuals participated in training from various resources with a 74% completion rate. Next Level Jobs provided approximately \$1,000,000 in incumbent worker training to assist with retention. Jobs for

America's Graduates Program served approximately 75 students, mostly through virtual course delivery. Several partner professional development sessions were held including labor market information and serving individuals with autism. Todd Garrison and Shane Stuber noted that these achievements would not be possible without great teamwork.

Other Business: None

Public Comments: Shane Stuber thanked Sarah Ehresman for the great presentation and information.

With no further business a motion was made to adjourn by Darrell Voelker, second by Mike Barnes. Motion carried.

Respectfully submitted,
Jacqueline James
Operations Manager

**SOUTHERN INDIANA WORKS
EXECUTIVE COMMITTEE MEETING
October 21, 2021 8:30AM**

Via Zoom:

<https://us02web.zoom.us/j/82662915859?pwd=dFRUVHlKUW0rZ2RrSFNmWC9UdTR5dz09>

Shane Stuber, Chair called the meeting to order.

In Attendance: Shane Stuber, Todd Garrison, Brian Churchill, Brian Keith, Craig White

Others in attendance: Carla Crowe, Tony Waterson, Jackie James, Serena Davis

New Business:

Financial Report 9-30-21: Carla Crowe, Crowe LLP reviewed the financial report for the period ended September 30, 2021. New funding received for the period total \$523,834 (including new funding for JAG, and RESEA Programming). Total Available funding is \$5,765,339 as of 9-30-21. The Grant Breakdown Report was reviewed and year-to-date we are at a 14% expenditure rate, compared to the 25% benchmark. Direct client expenditures total \$189,428 or 23% of funding expended and out-of-school youth expenditures total \$112,180 year-to-date.

The Revenue and Expense to Total Budget report was reviewed. JobWorks (service provider) is at 16% usage, however, their funding has a variety of expiration dates. No concerns at this time, and we will continue to monitor funding usage during next quarter. A motion was made by Todd Garrison to accept the financial report as presented, second Brian Churchill. Motion carried.

Meeting Minutes 9-14-21: Jackie James presented the Meeting Minutes of the board meeting held on 9-14-21. Craig White made a motion to accept the minutes as presented, second by Todd Garrison. Motion carried.

Eligibility and Participant Policy Update – Supportive Services 10-15-21: Jackie James provided an overview of the proposed modifications to the supportive services section of the policy. The WIOA Youth 14 Program Elements were updated to reflect changes to the supportive services policy relative to the provision of electronic devices as a supportive service. The supportive service policy section outlines for adults/dislocated workers and youth the consideration of electronic devices as a supportive services, the assessment requirements, the parameters for which the device would be retained by the participant, or returned to SIW based upon the participant completing the coursework or retaining employment. This change in policy was required for WIOA funding Policy, as well as a new digital skills pilot project that SIW is participating in with KentuckianaWorks. A motion to approve the policy modifications was made by Craig White, second by Todd Garrison. Motion carried.

Discussion and Information:

Strategic Planning Update: Tony Waterson reminded the committee that the Strategic Planning Retreat was scheduled for October 22 from 8-11AM at Ivy Tech Community College, Community Room. Ivy Tech sponsoring the refreshments for the morning. Amanda Standerfer, Standerfer Consulting will facilitate the retreat. We will review our mission, vision, priorities to determine a high level strategy for our organization and board.

WIOA Plan Amendment–Adult Priority Population: Tony Waterson indicated that current WIOA legislation requires 51% of individuals served under the Adult funding source to meet priority criteria of being low income, basic skills deficient, or being on public assistance. DOL is proposing legislation to increase this criteria level to 75% of individuals served under WIOA Adult funding. The board can request to add additional adult priority populations and criteria for the Adult Priority characteristics, and staff are proposing consideration to adding individuals who are underemployed and lacking digital literacy skills to allow us to meet the additional criteria. Digital literacy is an important skill that is lacking in today’s talent pool, and required for a majority of jobs. We have purchased the North Star Digital Literacy Assessment tool, and we offer basic computer and Microsoft course training up-to IC3 Digital Literacy Certification at WorkOne. The board will need to approve the change and a modification of the workforce plan, including a public comment period, prior to submission to the state workforce cabinet for review process.

SIW Workforce Summit – January 2022: Tony Waterson indicated that the board is planning the second annual Workforce Summit in January, 2022. The initial plan is to ask Governor Holcomb to host opening remarks for the summit, however this will be based on the READI tour availability schedule. Potential themes for consideration are AI – Impacts of automation on the workforce, untapped labor pools, talent attraction, post-pandemic labor force, etc., along with an update on labor market information.

SIW Activities Update: Tony Waterson provided an update on SIW activities. SIW has several open positions that are being made available through the recent capacity building grant opportunity as follows: Business Service Manager, Apprenticeship Coordinator, Continuing Adult Education Coordinator, and WorkOne Career Coach. The Adult Education Coordinator will be a new position co-sponsored with Prosser Vocational Center to engage young adults attending Prosser with work-based-learning, apprenticeships and WorkOne employment services. The position will also be engaging with Prosser Alumni and working to develop evening class curriculum to provide more short-term adult learning opportunities for Southern Indiana.

Staff have been doing more outreach with high schools and will be developing a series of career-oriented video clips of at-least three high-demand occupations for young adults to consider.

Staff are also working on rebranding and launching of the AMP Program and certification to provide a career pathway in manufacturing for individuals currently working in service or other industries.

Other Business: None

With no other business, a motion was made by Craig White to adjourn the meeting, second by Todd Garrison. Motion carried. Meeting adjourned.

Respectfully submitted
Jacqueline James
Operations Manager

SOUTHERN INDIANA WORKS
Grant Schedule/Budget - PY20
July 2021 through June 2022

	Approved	Adjustment	Recommended	
Funding				
DWD				
WIOA Adult	530,949	-	530,949	
WIOA Dislocated Worker	856,351	-	856,351	
WIOA Youth	452,571	-	452,571	
WIOA Admin	186,755	-	186,755	
Business Consultant	164,853	-	164,853	
JAG / Strata JAG	473,585	-	473,585	
RESEA	443,105	-	443,105	
Community Impact Grant	472,827	-	472,827	
Disaster Revoery Grant	234,639	-	234,639	
Workforce Ready Grant(CARES)	120,961	17,887	138,848	
Employment Recovery Grant	630,376	-	630,376	
Registered Apprenticeship	98,166	-	98,166	
Rapid Response (COVID2110)	42,712	-	42,712	
Next Level Jobs Employer Training	420,000	-	420,000	
Infrastructure Agreement	154,880	-	154,880	
Other				
UW Literacy Carry-Over	63,244	-	63,244	
Harrison County Hands Up Carry-Over	2,766	-	2,766	
Washington County Hands Up Carry-Over	2,230	-	2,230	
Clark/Floyd CFSI Hands Up	5,123	-	5,123	
AT&T Aspire Grant	2,922	-	2,922	
Scott County EDC	6,256	-	6,256	
Lilly Endowment	61,173	-	61,173	
CenterPoint Energy Foundation	30,000	-	30,000	
Rural Healthcare Grant	250,000	-	250,000	
Southern Indiana AMP Partnership	51,000	-	51,000	
Other	7,894	-	7,894	
Total Funds	5,765,339	17,887	5,783,226	
Expenses and Planned Carry-Over				
WDB Staff and Other Board Costs	807,405	-	807,405	
Service Provider - JobWorks	3,295,997	25,960	3,321,957	
Fiscal Agent - Crowe LLP	102,204	-	102,204	
Continuous Improvement	37,000	-	37,000	
Direct Client Services - Next Level Jobs	399,000	-	399,000	
WorkOne Costs	324,930	-	324,930	
Total Costs	4,966,536	25,960	4,992,496	
¹ Planned Carry-Out or Unobligated	798,803	(8,073)	790,730	
Total Expenses and Planned Carry-Over	5,765,339	17,887	5,783,226	
Balance	-	0	-	
¹ Planned Carry-Out or Unobligated Detail:				
WIOA	153,434	-	153,434	20% Carry-Over
Other	805,573	(231,521)	574,052	Unobligated
United Way Literacy	63,244	-	63,244	Not in budget
	1,022,251	(231,521)	790,730	

SOUTHERN INDIANA WORKS
Grant Breakdown and Current Standing of Remaining Funds
Program Year 2021
Period Ended October 31, 2021

Benchmark % = 33%

Funding	Grant Ending Date	Current Period Actual	Year to date Actual	Total Annual Allocation	Remaining Allocation	Total % used	Benchmark Life of the Grant
Indiana Department of Workforce Development (DWD):							
WIOA Adult	6/30/2023	21,543	151,886	530,949	379,063	29%	33%
WIOA DW Transfer to Adult	6/30/2023	11,124	11,124	250,000	238,876	4%	33%
WIOA Dislocated Worker	6/30/2023	15,068	68,052	606,351	538,299	11%	33%
WIOA Youth	6/30/2023	43,940	156,120	452,571	296,451	34%	33%
WIOA Admin	6/30/2023	11,454	33,753	186,755	153,002	18%	33%
Workforce Innovation and Opportunity Act (WIOA) Subtotal		103,129	420,936	2,026,626	1,605,690	21%	33%
Business Consultant (BC)	6/30/2022	3,916	30,450	164,853	134,403	18%	33%
Jobs for Americas Graduates (JAG) / Strata JAG	12/31/2022	40,972	160,003	473,585	313,582	34%	22%
RESEA	8/15/2022	13,944	88,203	443,105	354,902	20%	29%
Community Impact Initiative	6/30/2022	19,863	63,732	472,827	409,095	13%	33%
Disaster Recovery Grant	2/15/2022	4,978	31,457	234,639	203,182	13%	50%
Workforce Ready Grant(CARES)	12/31/2021	7,981	70,424	138,848	68,424	51%	67%
Employment Recovery Grant	6/30/2022	23,823	59,378	630,376	570,998	9%	33%
Registered Apprenticeship	5/15/2022	14	316	98,166	97,850	0%	36%
Rapid Response	12/31/2021	3,311	3,963	42,712	38,749	9%	67%
Next Level Jobs Employer Training	6/30/2022	-	-	420,000	420,000	0%	33%
Infrastructure Agreement	6/30/2022	11,321	49,385	154,880	105,495	32%	33%
Total Expenses - DWD		233,252	978,247	5,300,617	4,322,370	18%	
Other Funding:							
United Way Literacy		-	-	63,244	63,244	0%	
Harrison County Hand Up		-	-	2,766	2,766	0%	
Washington County Hands Up		-	-	2,230	2,230	0%	
Clark/Floyd Counties CFSI Hands Up		-	-	5,123	5,123	0%	
AT&T Aspire Grant		230	300	2,922	2,622	10%	
Scott County EDC		-	-	6,256	6,256	0%	
Lilly Endowment		-	61,173	61,173	1	100%	
CenterPoint Energy Foundation		48	1,061	30,000	28,939	4%	
Rural Healthcare Grant		1,500	1,500	250,000	248,500	1%	
Southern Indiana AMP Partnership		-	1,281	51,000	49,719	3%	
Other (Interest)		130	6,411	7,894	1,483		
Total Expenses - Other		1,908	71,726	482,609	410,883	15%	
Total Expenses		235,160	1,049,973	5,783,226	4,733,253	18%	

Notes:

1) Benchmark % assumes equal spending throughout the year. Use as guide only.

2) Total direct client expenditures for period-to-date were

3) WIOA Youth In-school

	\$ 231,059 22.0%		
\$ 3,965 3.8%		WIOA Youth Out-of-school	\$ 156,120 96.2%

SOUTHERN INDIANA WORKS
Revenue & Expense to Total Budget
Program Year 2021
Period Ended October 31, 2021

Benchmark % = 33%

Description	Current Period Actual	Year to date Actual	Total Annual Budget	Total % used	Remaining Budget
Grant income	234,752	979,747			
Contribution income	-	-			
Other income (Rent, Interest)	1	1,290			
Total Revenue	<u>234,753</u>	<u>981,036</u>			
WDB Expenses	48,653	227,976	807,405	28%	579,429
Service Provider - Jobworks	146,171	669,725	3,321,957	20%	2,652,231
Professional Services	8,517	34,068	102,204	33%	68,136
Continuous Improvement	2,531	7,594	37,000	21%	29,406
Direct Client Services - NLJ	-	-	399,000	0%	399,000
Work One	29,288	110,609	324,930	34%	214,321
Total Regional Expenses	<u>235,160</u>	<u>1,049,973</u>	<u>4,992,496</u>	21%	3,942,523
Total Under/(Over)	<u>(407)</u>	<u>(68,936)</u>			

Notes:

- 1) Benchmark % assumes equal spending throughout the year. Use as guide only.
- 2) WDB budget includes management personnel costs, audit, liability insurance, meeting expense, and outreach.
- 3) Work One budget includes Computer Services Contract and WDB portion of costs only.

SOUTHERN INDIANA WORKS

Grant Funding Narrative

Workforce Innovation and Opportunity Act (WIOA)	<p>The purpose of WIOA is to better align the workforce system with education and economic development in an effort to create a collective response to economic and labor market challenges on the national, state, and local levels. WIOA continues the trend in workforce legislation by further engaging the private sector to lead local workforce development efforts and focuses on introducing increased flexibility and accountability of board members. WIOA encourages an improved response to labor market needs by connecting board performance to outcomes that require an understanding of the correlation between training investments and economic return. Changes in WIOA prompt Workforce Development Boards to be increasingly engaged in the business of collaboration, convening and partnership.*</p>
Business Consultant	<p>Provides the salary of one regional business consultants who will be responsible for linking Employers, Local Economic Development Organizations and Small Business Development Centers to the Workforce Development System.</p>
JAG State, JAG Strata	<p>Through the additoinal funding support, the WDV operating JAG programs will maintain current programs funded through WIOA, increase program capacity, maintain or add schools, target 21st Century Scholars, Career and Technical Education and free and reduced lunch students.</p>
RESEA	<p>Grant is to support case management and administrative cost incurred in conducting the Re-employment Services and Eligibility Assessment program.</p>
Rapid Response	<p>Response to the planned layoffs in the region.</p>
Community Impact Initiative	<p>Response to National Health Emergency for those affected by the opioid crisis.</p>
Infrastructure Agreement	<p>This contract provides for the mutual reimbursement of shared expenses charged between the State and the Board.</p>
Disaster Recovery Grant	<p>Temporary employment for those affected by the pandemic.</p>
Workforce Ready Grant	<p>Provide funding for Direct Client Services and Admin cost</p>
Employer Training Grant	<p>Provide funding for business services to promote Employer Training Grant funding available for the region</p>
Next Level Jobs Employer Training	<p>For the purpose of promoting, collaborating and reimbursing employers for conducting eligible training in NLJ within the region and across the state.</p>
Lilly Grant	<p>Through the additoinal funding support, the WDV operating JAG programs will maintain current programs funded through WIOA, increase program capacity, maintain or add schools, target 21st Century Scholars, Career and Technical Education and free and reduced lunch students.</p>
Rural Healthcare Grant	<p>Focus on addressing shortage of healthcare professional in long-term care and hospital facilities in rural areas.</p>



Southern Indiana Works Eligibility and Participant Payment Criteria

TITLE: **Eligibility and Participant Payment Criteria: Wagner-Peyser, Adults, Dislocated Workers, Youth, Trade Adjustment Assistance and Veterans under the Workforce Innovation and Opportunity Act (WIOA)**

ISSUE DATE: **April 1, 2020**

REVISED DATE: **March 26, 2021; July 1, 2021; October 15, 2021**

Purpose

- To provide guidance on the Priority of Service Requirements for WIOA Title I Adult Participants
- To provide eligibility criteria for Wagner Peyser, WIOA programs (adult, dislocated worker, and youth), TAA and Veteran programs
- To define excludable income when calculating “family income” for determination of low-income status for WIOA Adult Priority and WIOA Youth Eligibility.
- To provide data validation reporting elements required for WIOA programs.
- To provide guidance on services available and reporting requirements for WIOA Adult. Dislocated Worker and Youth program.
- To provide eligibility criteria for Training Services for WIOA Adult, Dislocated Worker and Youth.

References

- DWD Policy 2019-04 WIOA Title I Adult Priority of Service
- DWD Policy 2017-03 Youth Eligibility
- DWD Policy 2017-09 Guidance Related to Individual Training Account Funding
- DWD Policy 2015-13 Dislocated Worker Guidance for Category “A” Eligibility
- ETA-DOL TEGL 19-16, Attachment II Guidance on Services provided through the Adult and Dislocated Worker Programs under the Workforce Innovation and Opportunity Act

Background

Southern Indiana Works is the grant recipient of the Workforce Innovation and Opportunity Act funding for the region. Southern Indiana Works is required to comply and enforce Federal Regulations and Indiana Dept. of Workforce Development policies regarding criteria for participants enrolled in WIOA Title 1, Veterans, Wagner-Peyser and TAA Programs. *The Board reserves the right to modify or suspend policies at their discretion.*

Required Action

All Southern Indiana Works staff must adhere to this policy.

Additional Information

Questions regarding this policy should be directed to the Operations Manager, Jacqueline James at (812) 941-6422 or jjames@workoneregion10.com.

WIOA YOUTH 14 Program Elements

Objective Assessment- Review of a comprehensive and specialized assessments of the skill levels and service needs of youth, which may include a) diagnostic testing and use of other assessment tools; and b) in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals. **This is not one of the 14 elements, but is required for an individual to become a participant.**

Individual Employment Plan- Development of a youth employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, the eligible training providers. **This is not one of the 14 elements, but is required for an individual to become a participant.**

1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies. Tutoring, study skills training, and instruction that lead to a *high school diploma, its equivalent or a similar certificate for individuals with disabilities* are reported under this program element. Such services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Tutoring, study skills training, and instruction can be provided one-on-one, in a group setting, through resources and workshops. Secondary school dropout prevention strategies intended to lead to a high school diploma are also reported under this program element. Secondary school dropout prevention strategies include services and activities that keep a young person in-school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction. Skills training through Indiana's Jobs for America's Graduates in-school (including senior, multi-year and alternative education) program models would also be included in this program element.

**Note: this activity would only include youth that are in-school, secondary.
It does not include youth that are in Adult Education activities.**

2. Alternative secondary school services, or dropout recovery services, as appropriate. Under 20 CFR § 681.460(a)(2), alternative secondary school services, such as basic education skills training, individualized academic instruction, and English Language Learner training, are those that assist youth who have struggled in traditional secondary education.

In Indiana, the alternative education programs and models designed to meet the needs of disadvantaged youth are very diverse, allowing local areas opportunity to reach a wide variety of students. Qualifying alternative secondary school services include, but are not limited to alternative classrooms, school within-a-school programming, separate alternative schools, and second or last-chance schools.

Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out of school. In Indiana, participation in the Jobs for America's Graduates out-of-school program model may be included as a dropout recovery service. While the activities within both types of services may overlap, each have a goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school diploma or its equivalent.

Note: this activity would include youth that are receiving Adult Education services for the completion of a HSE.

3. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences: summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities.

20 CFR § 681.600 further defines work experience as “a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate and may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Consistent with 20 CFR § 680.840, funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage. Work experiences provide the youth participant with opportunities for career exploration and skill development.”

WIOA and 20 CFR § 681.590(a) require that a minimum of 20 percent of local area funds for the Title I Youth program be spent on work experience. As explained in 20 CFR § 681.590(b), local area administrative costs are not subject to the 20 percent minimum work experience expenditure requirement. Leveraged resources cannot be used to fulfill any part of the 20 percent minimum.

TEGL No. 8-15 provides further discussion of allowable expenditures that may be counted toward the work experience expenditure requirement and articulates that program expenditures on the work experience program element can be more than just wages paid to youth in work experience. Allowable work experience expenditures include the following:

- Wages/stipends paid for participation in a work experience;
- Staff time working to identify and develop a work experience opportunity, including staff time spent working with employers to identify and develop the work experience;
- Staff time working with employers to ensure a successful work experience, including staff time spent managing the work experience;
- Staff time spent evaluating the work experience;
- Participant work experience orientation sessions;
- Employer work experience orientation sessions;
- Classroom training or the required academic education component directly related to the work experience;
- Incentive payments directly tied to the completion of work experience; and
- Employability skills/job readiness training to prepare youth for a work experience.

Supportive services are a separate program element and **cannot** be counted toward the work experience expenditure requirement even if supportive services assist the youth in participating in the work experience. Incentives not directly tied to the completion of the work experience as listed above would count as a supportive service program element.

As discussed in 20 CFR § 681.600, work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. The academic and occupational education component may occur inside or outside the work site. The work experience employer can provide the academic and occupational component, or such components may be provided separately in the classroom or through other means. Local areas have the flexibility to decide who provides the educational components.

The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries and/or occupations. It must be more than a work site’s onboarding program for employees, it must cross-individual employers to be occupational. Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience

4. Occupational skills training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the Local Board determines that the programs meet the quality criteria described in WIOA sec. 123.

As stated in 20 CFR § 681.540, occupational skills training is defined as an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Local areas must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area. Such training must:

1. Be outcome-oriented and focused on an occupational goal specified in the ISS/IEP;
2. Be of sufficient duration to impart the skills needed to meet the occupational goal; and
3. Lead to the attainment of a recognized postsecondary credential.

Individual Training Accounts (ITAs) are allowed for OSY ages 16 to 24, when appropriate. ITAs allow participants the opportunity to choose the training provider that best meets their needs. To receive funds from an ITA, the training provider must be on the Eligible Training Provider List as outlined in § 680.400 and 680.410.

ISY cannot use youth program funded ITAs. However, ISY between the ages of 18 and 21 may co-enroll in the WIOA Adult program if the young adult's individual needs, knowledge, skills, and interests align with the WIOA adult program and may receive training services through an ITA funded by the adult program. In addition, the chosen occupational skills training must meet the in-demand and quality standards as highlighted in the state's demand-driven online tools.

5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

20 CFR § 681.630 states that this program element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.

6. Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors;

20 CFR § 681.520 defines this program element as opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as:

- (a) Exposure to postsecondary educational possibilities;
- (b) Community and service learning projects;
- (c) Peer-centered activities, including peer mentoring and tutoring;
- (d) Organizational and teamwork training, including team leadership training;
- (e) Training in decision-making, including determining priorities and problem solving;
- (f) Citizenship training, including life skills training such as parenting and work behavior training;
- (g) Civic engagement activities which promote the quality of life in a community; and
- (h) Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

7. Supportive Services.

Supportive services **must** be made available to all youth participants and can be solely funded by the youth program regardless of funding availability from other sources. Local areas must have a plan or policy related to their supportive services. 20 CFR § 681.570 describes supportive services for youth as defined in WIOA Sec. 3(59), as services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following:

- (a) Linkages to community services;
- (b) Assistance with transportation;
- (c) Assistance with child care and dependent care;
- (d) Assistance with housing;
- (e) Needs-related payments, including emergency needs;
- (f) Assistance with educational testing;
- (g) Reasonable accommodations for youth with disabilities;
- (h) Legal aid services;
- (i) Referrals to health care;
- (j) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear;
- (k) Assistance with books, fees, school supplies, and other necessary items such as electronic devices¹ for students enrolled in postsecondary education classes; and
- (l) Payments and fees for employment and training-related applications, tests, and certifications.

Electronic Device as a Supportive Service

If the local area intends to permit the provision of electronic devices, such as computers, laptops, and tablets for training participants, the local supportive service policy must contain:

- A process for determining the device is necessary to successfully complete the program (e.g., providing justification of necessity due to participant not already owning or having access to an adequate device needed for program completion);
- Cost limits for the electronic devices which are consistent with market prices for comparable goods;
- Disposition of the electronic device upon completion of the training, specifying whether the participant may retain the device as well as expectations if a participant does not complete training. This information must be communicated to the participant; and
- Documentation that the electronic device is necessary in case notes within the state's case management system.

¹ Examples of electronic devices include computers, laptops, tablets, phones, and portable Wi-Fi if needed.

8. Adult mentoring for a duration of at least 12 months that may occur both during and after program participation. 20 CFR § 681.490 states that adult mentoring for youth must:

- a. Last at least 12 months and may take place both during the program and following exit from the program;
- b. Be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee; and
- c. While group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.

Local programs should ensure appropriate processes are in place to adequately screen and select mentors. In a few areas of the state, finding mentors may present a burden to a program. Case managers can serve as mentors in areas where adult mentors are sparse.

9. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth.

20 CFR § 681.510 states that comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service. When resources exist within the local program or its service providers, it is allowable to provide counseling services directly to participants rather than refer youth to partner programs.

10. Financial literacy education.

20 CFR § 681.500 states that this program element may include the following activities:

- Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions.
- Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards.
- Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit.
- Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions.
- Educate participants about identity theft, ways to protect themselves from identity theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data.
- Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials.
- Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling.
- Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings.
- Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including where possible, timely and customized information, guidance, tools, and instruction.

11. Entrepreneurial skills training.

20 CFR § 681.560 states this program element provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to:

- Take initiative;
- Creatively seek out and identify business opportunities;
- Develop budgets and forecast resource needs;
- Understand various options for acquiring capital and the trade-offs associated with each option; and
- Communicate effectively and market oneself and one's ideas.

Approaches to teaching youth entrepreneurial skills may include, but are not limited to:

- 1) Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and also may include simulations of business start-up and operation.
- 2) Enterprise development which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas.
- 3) Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

12. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.

Under 20 CFR § 681.460(a)(13), this element includes “services that provide labor market and employment information about in-demand industry sectors or occupation available in the local area, such as career awareness, career counseling, and career exploration services.” The Wagner-Peyser regulation at 20 CFR § 651.10 provides additional information about this element under the definition of workforce and labor market information. That section defines workforce and labor market information as “the body of knowledge that describes the relationship between labor demand and supply.” Indiana Career Explorer and Indiana Career Ready should be used to provide labor market and career information, as appropriate to each youth. These labor market information (LMI) tools can be used to help youth and young adults to make appropriate decisions about education and careers. LMI identifies in-demand industries and occupations and employment opportunities; and provides knowledge of job market expectations including education and skills requirements and potential earnings. LMI tools also can aid in facilitating youth awareness of the career fields that are likely to provide long-term employment and earnings in local labor markets.

WIOA youth programs and providers should become familiar with Indiana and federal LMI data and LMI tools, which are provided for free by agencies, in order to share relevant LMI with youth. Providing such readily available online services can be accomplished by connecting the youth with WorkOne's that have career exploration tools, ability, and interest inventories, and provide related employment services. In addition to connecting youth to self-service LMI tools, it is important for youth providers to share and discuss Indiana and local LMI with youth participants. Career counseling services may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training.

In general, career awareness begins the process of developing knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors. The process in which youth choose an educational path and training or a job which fits their interests, skills and abilities can be described as career exploration. Career counseling or guidance provides advice and support in making decisions about what career path to take. Career counseling services may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training.

13. Activities that help youth prepare for and transition to post-secondary education and training.

Postsecondary preparation and transition activities and services prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options, including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship. Additional services include, but are not limited to, assisting youth to prepare for SAT/ACT testing; assisting with college admission applications; searching and applying for scholarships and grants; filling out the proper Financial Aid applications and adhering to changing guidelines; and connecting youth to postsecondary education programs.

14. Follow-up services for not less than 12 months after the completion of participation.

20 CFR § 681.580 describes follow-up services as “critical services provided following a youth’s exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant’s employer, including assistance in addressing work-related problems that arise.” Follow-up services should begin immediately following the last expected date of service in the Youth program and all other DOL programs in which the participant is co-enrolled when no future services are scheduled. Follow-up services do not cause the exit date to change and do not trigger re-enrollment in the program.

The exit date is determined when the participant has not received services in the Youth program, or any other Department of Labor funded program in which the participant is co-enrolled for 90 days and no additional services are scheduled. At that point, the date of exit is applied retroactively to the last date of service. Following 90 days of no services, other than follow-up services, self-service, and information-only services and activities and when the participant has an official exit date applied retroactively to the last date of service, the program continues to provide follow-up services for the remaining 275 days of the 12-month follow-up requirement. The 12-month follow-up requirement is completed upon one year from the date of exit.

Follow-up services for youth also may include the following program elements: (1) supportive services; (2) adult mentoring; (3) financial literacy education; (4) services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and (5) activities that help youth prepare for and transition to postsecondary education and training. Provision of these program elements must occur after the exit date in order to count as follow-up services. Indiana recommends that when these services are provided as follow-up services they are coded as follow-up services in the state’s case management systems as opposed to program services provided prior to program exit, so the case management system clearly differentiates follow-up services from those services provided prior to exit. In addition, such follow-up services should be documented in the case file that they were provided as follow-up services post exit.

20 CFR § 681.580 states that all youth participants must be offered an opportunity to receive follow-up services that align with their individual service strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months, unless the participant declines to receive follow-up services, or the participant cannot be located or contacted. Follow-up services may be provided beyond 12 months at the Local Workforce Development Board's discretion. The types of services provided and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant. Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.

Local programs should have policies in place to establish how to document and record when a participant cannot be located or contacted. At the time of enrollment, youth must be informed that follow-up services will be provided for 12 months following exit. If at any point in time during the program or during the 12 months following exit the youth requests to opt out of follow-up services, they may do so. In this case, the request to opt out or discontinue follow-up services made by the youth must be documented in the case file.

At minimum, one year of follow-up must:

- Be based on the needs of the individual. Staff should update the participant's ISS/IEP prior to exiting to reflect the follow-up plans and strategy;
- Include collection of information on employment status, education progress, need for additional services, and problems and challenges and the assistance needed to address them;
- Include reciprocal communication between staff and the participant that identifies how a participant is progressing;
- Occur in person, or via the phone, texting, email, or other forms of one-on-one communication; and
- Be recorded as a follow-up service with a detailed case note in the State's case management system.

Youth Program Staff must review information on the availability of all 14 Youth Program Elements with participants, and provide a written acknowledgement of receipt this information at enrollment. A copy of this signed acknowledgement must be included in the case management file.

ITA expenditures are costs required by the training provider to complete the training. ITA costs required to complete the training may include, but are not limited to: Tuition and fees, books, tools, uniforms, tests (background check, medical immunizations/tests), etc. ITA expenditures are normally included in the tuition/fees for the program of study to a training provider, and would not be required to be paid to several different vendors under the ITA. Therefore, some of these costs may also be considered as supportive service costs, if they are a requirement for the program, but not all-inclusive in the tuition fees.

Participant Drug Screening: As of the date of this policy, Southern Indiana Works will align and follow guidance of Indiana Dept. of Workforce Development Policy 2017-17 that allows local WDB's to determine which WIOA participants should be screened based on regional needs. Southern Indiana Works will not drug screen participants in any program (unless required by a work based learning worksite and/or occupational training site) upon approval of this policy. This policy does not eliminate the requirement of participant drug screening by any training institution or work based learning employer.

Allowable ITA Costs and Maximum Funding for Training: Southern Indiana Works will allocate a maximum of \$4,500 for each ITA participant annually. Participants with an individual career plan that exceeds \$4,500 annually may be considered for a waiver based on individual circumstance. The waiver must be approved by the Southern Indiana Works staff. ITA costs may include, but are not limited to: tuition and fees, books, tools, uniforms, tests, background checks, screenings, medical immunizations, tests). These costs may be included in the tuition at the discretion of the training provider. If not included in the tuition at the discretion of the training providers, these costs may also be covered in supportive services category. WIOA participants must apply for pell grant assistance, and ITA funding must be coordinated with payments from pell grant assistance. For adult education participants enrolled in WorkIN funded training (as available), maximum allocations for training must be aligned with the limits of the DWD WorkIN Policy.

On-line Course of Training: If the participant is pursuing an online course of training, the participant must be assessed as follows: 1) The participant must complete a digital assessment tool determined by SIW (currently Northstar Digital Literacy), to determine if the participant has the digital skills to complete an online program of study. The digital assessment must complete the assessment at a rate of 85% or greater; 2) The participant must verify the availability of internet services sufficient to complete the online program of study; and 3) the participant must be assessed to determine the availability of an electronic device sufficient for the participant to complete the program of study. 4) Career Coach staff must monitor participant coursework to ensure the program of study is on-track for completion within the specified timeline.

On-the-Job Training: See Indiana Dept. of Workforce Development On-the-Job Training Policy for Southern Indiana Works. Clients in OJT Training Programs are eligible for supportive services under this policy. Southern Indiana Works will reimburse employers at a rate not-to-exceed 50% to promote a consistent program reimbursement rate.

Alternative Reimbursement Payment Structure: Southern Indiana Works may establish an alternative reimbursement structure with a training provider based on program, and performance. The payment structure may include a structure of 70% payment upon first date of class and

remaining 30% based on successful completion/ program certification. The payment structure may include other payment structures as approved by the training provider organization and the board, and documented via an agreement in writing.

SUPPORTIVE SERVICES

1. Supportive Services

Supportive services are services such as textbooks, supplies and tools for occupational training, transportation (including gasoline, public transportation tickets), and childcare, and other reasonable and necessary expenses (as defined) required for participation in the program.

Adults/Dislocated Workers: Supportive services may only be provided to adults and dislocated workers:

- Participating in intensive training services, and staff assisted career services (such as staff assisted job search activities)
- Unable to obtain supportive services through other community programs providing such services.

Youth: Supportive services may be provided to youth participants to enable the individual to participate in WIOA activities.

- Youth participants are eligible for supportive service regardless of whether they are able to obtain the services through other community programs as available. They are not required to submit a budget to justify unmet support service needs.

Supportive Services are available to meet participant's needs and are determined on a case-by-case basis, one-time or on an on-going basis. If supportive services are provided on an on-going basis, the need for supportive services must be re-evaluated each semester of training. Participants must be in training for an in-demand skilled occupation (as defined by the policy) to receive on-going supportive services.

The identification of supportive service needs must be based on an objective assessment and budget information is required for evaluating support needs for adults/dislocated workers only. During the initial assessment process and throughout program participation, the career coach will interview clients to investigate the life, family and financial circumstances to identify needs. The career coach must document identified needs in the case notes, **and appropriate Individual Career Plan** and determine the participant's ability to afford these items while in training. Budgets that indicate participants do not have resources for basic living expenses such as food and shelter must be addressed through counseling to determine how the participant will survive in order to successfully complete the program of training prior to the beginning of any such program.

A budget process is required to specifically identify a participant's financial resources and obligations. A Budget Worksheet must be used to organize and document budget information and must be a part of the participant's initial and ongoing assessment (See Budget Worksheet Attached). **Family income (Family as defined in the Eligibility Policy) and fixed expenses must be included (and verified with source documentation) when completing the initial budget worksheet as a baseline for the participant record.** Subsequent budgets will require documentation to substantiate any significant changes in the participant resources or expenses.

Expenses listed in the budget must be reasonable and necessary for the participant to participate in program activities. Therefore, items such as entertainment, vacations, cigarettes, lawn service, cable TV and other extraordinary items should not be listed when requesting additional assistance. In addition, items such as auto-license plates, auto insurance, and homeowners insurance must be budgeted by the "actual monthly expense amount" and not the quarterly, semi-annual, or annual amount for such an expense. Supportive services received must be documented in case notes as well as Service Records in the participant case management system. Documentation of participation in training, workshops, and staff-assisted job-search activities must be placed in participant file to support the need for the expenditures.

If two or more participants in the same household are enrolled in WIOA and receiving supportive services, each participant must have a budget that reflects all family income as defined in the Eligibility Policy. Participants in the same household cannot receive supportive services for the same expenses such as childcare.

Youth participants are eligible for supportive services during the follow-up period, as needed. However, adults and dislocated workers are not eligible for supportive services after program exit.

The maximum amount of funding to be allocated per participant (including training, supportive services, etc.) is **\$6,000** per program year. **Supportive service payments may not exceed \$1,500 per participant per program year.** A waiver can be considered in isolated circumstances, and approved by Southern Indiana Works staff. Supportive service payments may be provided to any individual as long as they are an enrolled participant, participating in intensive-level staff-assisted individual career services, training services up-to-the maximum annual program participant limit noted above. A waiver may be considered for participant support costs to exceed the maximum suggested amount. Waivers must be approved by the Southern Indiana Works staff.

The request for individual participant supportive services must document and support the (necessary and reasonable) needs for supportive services, as well as indicate referrals to community/partner resources (and the outcomes of those referrals) prior to providing financial assistance with WIOA funds (for adults/dislocated workers only). For participants receiving SNAP (food stamps) or TANF, case managers must document coordination of available IMPACT supportive service resources with the local IMPACT service provider. Community/partner resources must be coordinated prior to approving WIOA funding for services, and must be documented in case notes. A service cannot be supported with WIOA resources if the customer refuses to utilize available community resources. Community resources will vary in communities (i.e. requests for rent or utility assistance can be made to County/ Township Trustees, food assistance can be made from food pantries and/or faith-based organizations, etc.). Supportive services may be in-kind aid, cash assistance, or payable through referral arrangements with other agencies

Following is a description of approved supportive services for Adult and Dislocated Worker Programs:

Transportation: Transportation support funds may be provided to intensive-level enrolled customers who are participating in planned staff-assisted job search activities, who are placed on jobs, or participating in a training program. Examples include gasoline and public transportation tickets, etc. Assistance provided for staff-assisted job search activities must have a specific work search plan to apply for openings with specific employers agreed upon with the case manager and documented in the file, or for actual interviews. This assistance is designed to be temporary and should be stopped as soon as the customer can pay for transportation. If the customer gains employment (part-time or full-time, including paid work experience activities), transportation assistance to and from employment can be provided until the first paycheck is received. Assistance is to be based upon actual mileage traveled only. Participants who do not have their own transportation must have a written agreement with the individual who will be transporting them attesting that they are supplying the transportation for which support is being received, and a copy must be in the participant file. Transportation assistance provided to participants in training activities should not exceed a 50 mile radius for the training provider.

Child Care: The program will include child care used to help participants meet their child care needs during program participation. Child care must be provided by a licensed child care provider. Payment for child care is only provided for care, supervision and shelter for the daily time-period the participant is in training or a program related activity. If the customer gains employment (part-time or full-time, including paid work experience activities), assistance can be provided for employment until the first paycheck is received.

Translation: This program is used when it is necessary to purchase translation and interpretive services needed by the customer.

Electronic Devices: The provision of electronic devices under the supportive service policy must be given due consideration as follows:

The provision of electronic devices may be considered when a) the program of study is available online; b) the participant cannot access the program of study because of work hours, child care or scheduling constraints; c) the program of study requires an electronic device and the participant does not have an electronic device to complete the course of study, or the current device is inadequate for such purposes; d) the participant requires a device for a remote employment opportunity to gain or retain employment; e) participant cannot access electronic equipment through other means, and the participant does not have access to an electronic device to complete the program of study or employment.

The participant must be properly assessed to determine digital skill competency, the availability of sufficient internet services, and the necessity and justification for purchasing an electronic device. The career coach must also document the necessity and justification of the device in the participant case management file with a case note that outlines the assessment process.

If the provision of purchasing an electronic device is considered, staff must determine and utilize any SIW special resources or grants available prior to using WIOA Funding. Funding for the provision of an electronic device will not exceed \$500. The device may be a refurbished or a new device, based on availability. This policy limit will be reviewed annually.

The career coach will have the participant sign a SIW agreement that outlines the purpose of the device being provided, i.e. (training; remote employment, etc.). The agreement will outline the following conditions: If the participant does not complete 50% or more of a time-based program of study, the device will be returned to the career coach in good condition to be utilized by other participants. If the participant completes greater than 50% of a time based program or completes the program, the device will be retained by the participant. If the device is to be utilized for remote-based employment opportunities, the career coach must contact the participant every 30-45 days to verify the employment retention of the participant. If the participant fails to retain the employment less than 6 months, the device must be returned to the career coach to be utilized by other participants. If the participant retains employment for 6 months or greater, the device will be retained by the participant. Verification of training attendance or employment is required in participant file.

Other Supportive Service Assistance: This category includes other support service provided such as: textbooks and supplies for occupational training, application/testing fees, assistance with uniforms or other appropriate work attire and work-related tools for employment. This category also provides funds for required immunizations (i.e. nursing), and physicals required for training. Assistance cannot be provided for office visits, inpatient or outpatient medical services, however, referrals can be made to other community resources. All supportive service needs must be justified.

Following is a description of Youth Supportive Services:

Transportation: Transportation support funds are provided to youth program participants who are participating in staff-assisted job search activities, who are placed on jobs or who are participating in training programs. Assistance provided for staff-assisted job search activities must have a specific work search plan to apply for openings with specific employers agreed upon with the case manager and documented in the file, or for actual interviews. Examples include gasoline, minor car repairs*, car registration*, licenses*, insurance*, permits*, bus tickets, etc. This assistance is designed to be temporary and should be stopped as soon as the customer can pay for transportation. If providing assistance for repairs, licenses, insurance, registration, etc, the client must provide verification of ownership of the vehicle. If the customer gains employment (part-time or full-time, including paid work experience activities), transportation assistance to and from employment can be provided until the first paycheck is received. Assistance is to be based upon actual mileage traveled only. Participants who do not have their own transportation must have a written agreement with the individual who will be transporting them attesting that they are supplying the transportation for which support is being received, and a copy must be in the participant file. Transportation assistance provided to participants in training activities should not exceed a 50 mile radius for the training provider.

Health Related Supports: The purpose of this program is to provide funds for required immunizations (i.e. nursing), and physicals required for training, etc. Assistance cannot be provided for office visits, inpatient or outpatient medical services, however, referrals can be made to other community resources.

Child Care: The program will include child care used to help participants meet their child care needs during program participation. Child care must be provided by a licensed child care provider. Payment for child care is only provided for care, supervision and shelter for the daily time-period the participant is in training or a program related activity. If the customer gains employment (part-time or full-time), assistance for employment can only be provided until the first paycheck is received.

Translation: This program is used when it is necessary to purchase translation and interpretive services needed by the customer.

Electronic Devices: The provision of electronic devices under the supportive service policy must be given due consideration as follows:

The provision of electronic devices may be considered when a) the program of study is available online; b) the participant cannot access the program of study because of work hours, child care or scheduling constraints; c) the program of study requires an electronic device and the participant does not have an electronic device to complete the course of study, or the current device is inadequate for such purposes; d) the participant requires a device for a remote employment opportunity to gain or retain employment; e) participant cannot access electronic equipment through other means, and the participant does not have access to an electronic device to complete the program of study or employment.

The participant must be properly assessed to determine digital skill competency, the availability of sufficient internet services, and the necessity and justification for purchasing an electronic device. The career coach must also document the necessity and justification of the device in the participant case management file with a case note that outlines the assessment process.

If the provision of purchasing an electronic device is considered, staff must determine and utilize any SIW special resources or grants available prior to using WIOA Funding. Funding for the provision of an electronic device will not exceed \$500. The device may be a refurbished or a new device, based on availability. This policy limit will be reviewed annually.

The career coach will have the participant sign a SIW agreement that outlines the purpose of the device being provided, i.e. (training; remote employment, etc.). The agreement will outline the following conditions: If the participant does not complete 50% or more of a time-based program of study, the device will be returned to the career coach in good condition to be utilized by other participants. If the participant completes greater than 50% of a time based program or completes the program, the device will be retained by the participant. If the device is to be utilized for remote-based employment opportunities, the career coach must contact the participant every 30-45 days to verify the employment retention of the participant. If the participant fails to retain the employment less than 6 months, the device must be returned to the career coach to be utilized by other participants. If the participant retains employment for 6 months or greater, the device will be retained by the participant. Verification of training attendance or employment is required in participant file.

Nutrition: The program provides funds for direct purchase of food after all other community resources have been exhausted and documented in case notes.

The provision and amount of any payment determined as necessary for program participation must be recorded in the client's file. The service provider must provide the following for each youth participant:

- Provide an objective assessment including a review of academic and occupational skill levels, as well as the service needs of the youth, including supportive service needs;
- Develop an Academic Career Plan, including identifying an age-appropriate career goal and consideration of the assessment results; and
- Provide preparation for postsecondary educational opportunities, linkages between academic and occupational learning, preparation for employment, and effective connections to intermediary organizations that provide strong links to the job market and employers.

Other Supportive Service Assistance: This category includes other support service provided such as: textbooks and supplies for occupational training, application/testing fees, assistance with uniforms or other appropriate work attire and work-related tools for employment. This category also provides funds for required immunizations (i.e. nursing), and physicals required for training. Assistance cannot be provided for office visits, inpatient or outpatient medical services, however, referrals can be made to other community resources. All supportive service needs must be justified.

All support services must be documented in the Academic Career Plan and case notes. Documentation of any supportive services, stipends and incentive payments must be included in the participant's file. For stipends and incentive payments documentation must be included in the participants file for successful completion of the activity or accomplishment that allows the incentive to be paid.

WIOA Youth Incentives: Incentive Payments

20 CFR § 681.640 states that “incentive payments to youth participants are permitted for recognition and achievement directly tied to training activities and work experience. The local program must have written policies and procedures in place governing the award of incentives and must ensure that such incentive payments are tied to the goals of the specific program; outlined in writing before the commencement of the program that may provide incentive payments; align with the local program's organizational policies; and are in accordance with the requirements contained in 2 CFR part 200.” Incentives must not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment.

Each WIOA eligible youth will be eligible incentives earned for participation in activities. Incentives are not considered supportive services and will not be included in total participant maximum payment of \$6,000/program year.

Incentive payments must be “reasonable” and reflect accomplishments made to “earn” the incentive by accomplishing a goal or outcome of the program. Complete documentation to provide justification of incentive payments is required in a participant's file and is listed below.

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

KentuckianaWorks

Addressing societal and economic inequities is one of key priorities for the KentuckianaWorks Board and Staff; everything the agency does is done with an equity lens in mind. To that end, the KentuckianaWorks Board held a day-long Strategic Planning session in October 2020 to better focus its efforts and resources on serving priority of service populations.

KentuckianaWorks has developed a policy addressing the Priority of Service for Adults that incorporates the conditions set forth in WIOA sec.134 (c)(3)(E). The One Stop Operator is required to assure that program service providers receive training regarding Board policies. The priority status of all adult participants is determined during the initial eligibility review and the priority level is recorded in the participant file and data record.

KentuckianaWorks' Labor Market Intelligence team has also been diving into specific racial, geographic, and socioeconomic data of KentuckianaWorks programs, building upon the well-received SummerWorks annual report that provided the data for that specific program. This racial equity dashboard will be introduced to the KentuckianaWorks Board of Directors in early 2021.

In recent months, KentuckianaWorks has worked diligently on increasing the connections of employers with immigrants and refugees; for example, a full-time staff member was brought on, there have been multiple (virtual) meetings connecting manufacturers with refugee service providers, and vice versa. One of KentuckianaWorks' key partners in this arena is the Louisville Metro Office for Globalization.

SIW:

Southern Indiana Works's focus under WIOA is to ensure that individuals with barriers have access to quality services and opportunities to increase skills, education, and employment. Our priority target populations are outlined in local Priority of Service Policy, and as defined in WIOA sec.134(c)(3)(E) as recipients of public assistance, low-income individuals, and individuals who are deficient in basic skills. Programs and services are promoted to an active network of one-stop partners to ensure availability and access to these priority populations.

SIW has identified two additional populations to include in adult services under WIOA. SIW understands that digital literacy has become a fundamental skill needed by all local and regional business. These skills are as vital as math and reading in the 21st century global economy. SIW and our partners will assess individuals for digital literacy and those who fall below a literate level will be considered adult priority.

In addition underemployed adults that are working but not meeting economic levels that provide for self-sufficiency or those who have taken emergency transition jobs that underutilize their knowledge, skills, and abilities are a populations identified by SIW to target as adult priority.

Some key partnerships include, but are not limited to adult education, vocational rehabilitation, Community Action Southern Indiana, and New Albany Housing Authority (HUD). Some of these partners have established on-site access to services; however, all are part of our community referral network. Program outreach is also conducted with area faith-based networks, as well as community shelter and food assistance programs. Our one-stop network hosts monthly virtual meetings which provides a forum for promotion of policies, initiatives and program services to a wide array of community partners. Our data is reviewed monthly to track goals of achieving priority of service targets.