

populations.

The overall goal is expressed in the **Goodness of Fit Model of Services:**

Employee Skills FIT Employer's Job Needs	Creates a satisfied employee & satisfied employer	Satisfaction produces better services & better products	Better Products & Services Produces greater profit	Higher Profit Provides for company growth, more hires & more companies	Translates to Job security, increased pay and a better life for all
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(B) Goals for meeting the skilled workforce needs of employers.

Employers should have input into the training curriculum offered at the various schools to assure that the participants are learning what the companies need. This should include the development of career ladders. This is accomplished at SOWELA Technical Community College through the utilization of active program advisory committees which are comprised of industry representatives.

The Southwest Louisiana Craft Users has conducted a needs list for the various crafts for all of the Economic Expansion projects in Region 5

Lake Area Industry Alliance (LAIA) 2015 WORKFORCE PROJECTIONS

Type	2014 Actual Hired	Present	2016 Estimate	2017 Estimate	2018 Estimate
MAINTENANCE					
Millwright	30	120	10	20	10
Machinist	10	165	10	10	10
Pipefitter	10	120	5	5	15
Welder	10	95	5	5	5
Boiler Maker	5	40	15	20	15
Electrician	20	145	10	5	10
Instrument Tech	35	240	20	20	20
TOTAL	120	925	75	85	85
OPERATIONS					
Process Operator	180	2300	180	615	25
Lab Tech	10	225	40	75	60
TOTAL	190	2525	220	690	85
PROFESSIONAL					
Engineers	115	560	60	60	35
Accounting/Finance	5	65	5	5	10
Environmental/Health Safety	15	120	15	10	5
TOTAL	135	745	80	75	50
GRAND TOTAL	445	4195	375	850	220

(3) Performance Goals. Using the table provided in Appendix 1, include the Local Workforce Development Area's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to Title 1-B programs.)

The table in Appendix 1 has been completed using the numbers from Louisiana's State Plan. These measures will be negotiated locally and are subject to change each year.

(c) Regional Strategy. The Combined Plan must include the Regional strategies to achieve its strategic vision and goals. These strategies must take into account the Regional economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

One issue impacting regional strategy is that all of the partners do not serve all 6 parishes in the region. WIOA is responsible for serving all 6 parishes.

- (1) **taking into account analyses described in subparagraphs (a)(1), a strategy to work with the entities that carry out the core programs to align resources available to the local area, to achieve the strategic vision and goals described in subparagraph (b)(1)(2);**

In order to work with the entities that carry out the core programs, partners have developed a Memorandum of Understanding that outlines services to be provided in the One Stop Center as well as the method of covering the infrastructure and direct costs of operating the Center. Partners will meet at least annually to review the MOU and be sure that all programs are aligned properly. The One Stop Operator will be responsible for assuring that the services specified are being carried out in the Center.

- (2) **a description of the workforce development system in the local area that identifies the programs that are included in that system and how the local board will work with the entities carrying out core programs and other workforce development programs to support alignment to provide services, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C.2301et seq.), that support the strategy identified in the State plan under section 102(b)(l)(E);**

The local Workforce Development Board will work with entities carrying out the Core programs by: monitoring & negotiating performance measures for both employers and WIA participants, receiving regular reports on workforce activities carried out in the Business & Career Solutions Center, monitoring the progress of participants attending training on the Eligible Training Provider List including completion rate, placement rate and average wage at placement.

- (3) **a description of how the local board, working with the entities carrying out core programs, will expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment, including how the local board will facilitate the development of career pathways and co-enrollment, as appropriate, in core programs, and improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable);**

The local board will work with entities to expand access to employment, training, education and supportive services, especially individuals with barriers to employment by making policies to improve the relationships with the partners.

A flowchart will be developed indicating the provision of Core services.

Meetings will be called with employers to discuss barriers to employment and orient them in services through the Business & Career Solutions Center. Services are free of charge and the Workforce Development Board can assist in these presentations. In addition the Board will assist with Job Fairs and Career Fairs. The Board will also assist in the development of feeder occupations.

The local Board will facilitate the development of career pathways and co-enrollment in core programs by providing the opportunity for employers to work with educators to develop career paths such as exist in the health care industry. Beginning with the board members themselves and working first, with these demand occupations as a result of these expansion projects appears to be a logical starting point for developing career ladders.

The Local Board will improve access to activities leading to a recognized postsecondary credential by working with employers and educators to establish the skills associated with recognized credentials and determining which board or industry can approve the credential such as the apprenticeship programs for the National Center for Construction Education & Research (NCCER) . The Board may convene such meetings to begin discussions on such matters.

4) a description of the strategies and services that will be used In the local area-

(A) in order to-

- (i) facilitate engagement of employers, including small employers and Employers in in-demand industry sectors and occupations, in workforce development programs;

In order to facilitate the engagement of employers of in-demand occupations, the WDB will reestablish the Partnership with the Education & Workforce Development Committee. Board members may serve as emissaries to other employers to obtain their input. Contacts with pre-established boards and committees to engage employers will be utilized to engage employers. Board members themselves represent in-demand occupations and they will be called upon to report on the status of work in their occupations.

The Construction and Petro-Chem Industry have been engaged. An on-line application has been developed and is used by job seekers. Great success has been experienced in the petro-chem industry through working with top-quality employers in the Region. The healthcare industry has been engaged through the Southwest Louisiana Economic Development Alliance. Through the Education and Workforce Development Committee, there are task forces that have been developed to work with the high growth industries including the Healthcare and Construction industries. WDB Staff also participate in the Industrial Relations Committee made up of the Human Resource professionals from the industries. Also, Staff participate in, and have made presentations to the Imperial Calcasieu Human Resource Management Association (ICHRMA), a group of HR professionals that meet monthly and conduct an annual Seminar.

- (ii) support a local workforce development system that meets the needs of businesses in the local area;

ASSESSMENT OF WORKFORCE NEEDS BY EMPLOYERS:

The Southwest Louisiana Economic Development Alliance administered a survey to employers a few years ago, and the following needs were indicated by Chamber members. Members of the Education & Workforce Development Board with the Alliance SWLA said that these needs do not usually change, so the survey need not be repeated too often.

Responses to needs are as follows:

- (1) To the question "considering your current workers, how well do their skills meet your current needs," 54% of the respondents said "fairly well" and 43% said "very well." Considering anticipated needs in 2 years, 58% of the respondents said "fairly well" and 36% said "very well."
- (2) To the question "What Basic Skills do your employees need?" 80% said "reading and writing" and 70.5% said "math and computations."
- (3) To the question "What computer skills do your employees need?" 85.8% said "Basic Computer skills," 31.7% said "Computer Operations" and 29.4% said "Applications Software."
- (4) To the question "What need for Professional skills do you experience in your workplace." 84.5% of the respondents said "Teamwork," 80.9% said "Customer Service," and 78.5% said "Communications."
- (5) To the question "What need for soft skills/life skills do you experience in your workplace?" 87.7% of respondents said "Self Motivation/Work with little or no supervision," 81.7% said "Positive Attitude/Motivation/Energy/Passion," 74.3% said "Getting Along with Others/Interpersonal," and 74.3% said "Dependability/Reliability/Responsibility," 73.1% said "Flexibility/Adaptability/Multitasking," 71.9% said "Task Completion," 70.7% said "Attendance," and 70.7% said "Caring Attitude," 69.6% said "Honesty/Integrity/Morality"

- (6) To the question "What need for Labor Market Information do you have?" 48.5% of respondents said "Information on Local Economy," 47.1% said "Creating Customer Loyalty," and 44.2% said "Workforce Development."
- (7) To the question "have you ever administered a questionnaire to your employees to find out training needs?" 65.8% said "NO."
- (8) To the question "Do you utilize an Employee Personnel Manuel when you orient new employees so they can have a record of your company policies?" 77.6% said "Yes" and 21.1% said "No."
- (9) To the question "Does your company experience employee turnover?" 45.8% of the respondents said "Yes."
- (10) When asked "Are you willing to commit work-time at your facility for your employees to obtain the training you have identified?" 87.0% said "Yes."

In conjunction with the SWLA Economic Development Alliance the following responses to the Employer Questionnaire are being addressed in the following manner:

- (1) To the question "What Basic Skills do your employees need?" 80% said "reading and writing" and 70.5% said "math and computations."
- (2) To the question "What computer skills do your employees need?" 85.8% said "Basic Computer skills," 31.7% said "Computer Operations" and 29.4% said "Applications Software."
- (3) To the question "What need for Professional skills do you experience in your workplace." 84.5% of the respondents said "Teamwork," 80.9% said "Customer Service," and 78.5% said "Communications."
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A team has been assembled and have been tasked with determining how to address each area. In general, an electronic brochure will be developed that outlines the availability of services that are already available in the region. The brochure will be sent to all participants in the survey and to the general public. The brochure will contain the name of the agency, the contact information, location, and other data determined to be pertinent.

Other needs identified by employers are being addressed by conducting seminars at the Chamber. These seminars may also be conducted at other locations or even on the job as employers express the need. The WDB may also develop training and the Calcasieu Parish Police Jury IT Department will assist in making the training available on a 24/7 basis through the Internet. A certificate indicating that the training has been received will be provided at the completion of the PowerPoint sessions developed by the WDB and WDB Staff. It is the intent of the WDB to make these courses available at no charge to the public. However, if funding becomes a bigger issue, a small fee may be considered and utilized for these services. Any funds received would be devoted to providing WIOA services and would be handled by the Fiscal agent.

- (iii) better coordinate workforce development Programs and economic development; and

In order to better coordinate workforce development programs and economic development, the Board keeps abreast of the many expansion projects underway in southwest Louisiana.

SWLA Projects Report 2016 Updated 6/8/16

Compiled by the Southwest Louisiana Economic Development Alliance, this report reflects projects that are still active or not completed as of April 2016. Some of these projects may have been announced or started in prior years. All information in this report is either provided by the company themselves, from LED Fastlane, IMCAL or from press releases provided through media. This is not an exhaustive list of all projects in SWLA as some companies are in phases where they are not ready to publicly share information about their projects.

Projects Under Construction

Parish	Project	Cap EX \$\$\$	Construction Jobs	Permanent Direct Jobs	Permanent Indirect Jobs	Permanent Induced Jobs
Beauregard	Beauregard Courthouse	12,000,000				
	Total	12,000,000				
Calcasieu	AAR	878,345		500	170	218
	Axiall/Lotte Chemical	3,000,000,000	3000	250	1200	1000
	Belle Savanne	270,000,000				
	Big Lake Fuels (G2X)	1,600,000,000	2500	150	465	470
	Crying Eagle Brewery	4,600,000	100	20		
	Delta Downs Casino Hotel	45,000,000				
	Golden Nugget	85,000,000				
	Indorama Ventures	175,000,000	600	125	240	241
	Juniper GTL	135,000,000	125	29	57	55
	Lake Charles Memorial Health	29,024,996				
	Lake Charles Regional Airport	1,818,364				
	Lakes @ Morganfield	495,000,000				
	L' Auberge	20,000,000				
	McNeese State University	54,914,830				
	PLC - Calcasieu Ship Channel	10,000,000				
	Sasol - Ethane Cracker	11,000,000,000	5000	500	925	904
	Sowela Aviation Training Facility	3,700,000				
	Sowela Industrial Training Facility	20,000,000				
	Sowela Student Success Building	8,000,000				
	Undisclosed Project Numbers		2,700			
	West Calcasieu Port	2,300,000				
	Westlake Chemical	330,000,000	1000	25	83	81
	Total	17,290,236,535	15,025	1,599	3,140	2,969
Cameron	Cheniere LNG Phase 1 & 2 <i>(Note #3)</i> <i>Total Project including Phase 3 \$20 Billion</i>	16,000,000,000	4500	580	909	888
	Cameron LNG	10,000,000,000	3000	190	204	199
	Undisclosed Project Numbers		1,800			
	Total	26,000,000,000	9,300	770	1,113	1,087
Jeff Davis	Sowela Jennings Campus Facility	10,400,000				
	Metalplate Galvanizing	9,750,000	50	104	125	120
	Total	20,150,000	50	104	125	120
	Subtotal	43,322,386,535	24,375	2,473	4,378	4,176

Announced Projects Pending Final Approval

Parish	Project	Cap EX \$\$\$	Construction Jobs	Permanent Direct Jobs	Permanent Indirect Jobs	Permanent Induced Jobs
Calcasieu	ART	135,000,000	190	30	48	40
	Dongsung Finetec	5,000,000	300	250	686	685
	Entergy Louisiana	187,000,000				
	Lake Charles LNG/BG Group	10,000,000,000	4000	250	240	235
	Lake Charles Memorial Health	14,500,000				
	Live Oak LNG	2,000,000,000	1000	100	200	185
	Magnolia LNG	4,354,000,000	1000	70	100	75
	Matheson TriGas	130,000,000	350	27	54	50
	McNeese State University	11,800,000				
	National Hurricane Museum	70,000,000				
	Oak Grove	14,500,000				
	Sasol GTL - <i>Project estimates \$11 to \$14 Billion</i>	11,000,000,000	2000	753	1392	1360
	Sears Residential Housing	21,065,000				
	VA Hospital	2,600,000				
	Total	27,945,465,000	8,840	1,480	2,720	2,630
Cameron	Cameron Fisheries Facility	4,700,000				
	Cheniere LNG Phase 3 <i>(Note #3)Total Project including Phase 1 & 2 \$20 Billion</i>	4,000,000,000				
	Port Cameron , LLC	1,500,000,000				
	Cameron Access	310,000,000				
	G2 LNG	11,000,000,000	3500	250		
	SCT&E LNG	9,250,000,000	2000	200	310	303
	Venture Global LNG	4,250,000,000	1500	100	176	150
	Commonwealth (Waller Point) LNG	200,000,000	300	45		
	Total	30,514,700,000	7,300	595	486	453
Jeff Davis	Jeff Davis Jail	10,000,000				
	Total	10,000,000	0	0	0	0
	Subtotal	58,470,165,000	16,140	2,075	3,206	3,083
Total	Underway & Pending	101,792,551,535	40,515	4,548	7,584	7,259

LED1 Expansions

Parish	Project	Cap EX \$\$\$	Construction Jobs	Permanent Direct Jobs	Permanent Indirect Jobs	Permanent Induced Jobs
Allen	2013	3,425,238	60			
Beauregard	2012	16,794,000	236			
	2013	13,902,308	934			
	2014	5,092,527	270			
Calcasieu	2012	67,840,000	634	32	18	17
	2013	100,953,240	1978	49		
Cameron	2012	104,305,155		5	8	8
Jeff Davis	2012	1,550,000	20	4		
	2013	7,611,797		112		
	LED	321,474,265	4,132	202	26	25

IMCAL2 Transportation Improvements

Parish	Project	Cap EX \$\$\$	Construction Jobs	Permanent Direct Jobs	Permanent Indirect Jobs	Permanent Induced Jobs
Allen	2012	6,680,234				
	2013	51,400				
Beauregard	2012	19,883,344				
	2013	214,959				
Calcasieu	2012-2014	318,122,928				
	2015	929,745				
	2016	2,452,117				
	2017	2,543,145				
	2018	3,532,919				
	2019	29,706,479				
Cameron	2013	375,000				
Jeff Davis	2012	13,101,304				
	2013	196,000				
	IMCAL	397,789,574				

Completed Projects 2012-2015

Parish	Project	Cap EX \$\$\$	Construction Jobs	Permanent Direct Jobs	Permanent Indirect Jobs	Permanent Induced Jobs
Allen	Allen Parish Jail	8,300,000				
	Seven Clans Hotel @ Coushatta	60,000,000	1000	150	40	58
Beauregard	Packaging Inc. of America (Boise)	111,000,000	600	54	100	90
Calcasieu	Chennault Hanger	21,000,000				
	Farmers Rice Milling	13,400,000	50	10	24	13
	Golden Nugget	700,000,000	1800	1500	395	570
	Heritage Square	1,500,000				
	IFG Port Holdings	59,500,000	200	36	12	17
	Lake Charles City Court	5,000,000				
	McNeese State University	10,200,000				
	Northrup Grumman	3,600,000				
	PLC - Rail Improvements	22,000,000				
	SW Beverage	15,000,000				
	SEED Center	12,900,000				
	Sowela Nursing/Health Facility	8,800,000				
	West Calcasieu Event Center	10,000,000			8	2
Jeff Davis	BP Biofuels	400,000,000		88	284	234
	LA Spirits	5,650,000		25	25	22
	Porocel	2,000,000		15		
	Zagis Expansion	4,000,000		30	39	31
	Total	1,463,650,000	3,650	1,916	921	1,037

Compiled by the Research Director of the Southwest Louisiana Economic Updated 06.08.16 rbs

Permanent Indirect Jobs: The indirect impact is the value of inputs purchased in subsequent rounds of spending by the supporting industries. So the indirect jobs result from the supporting industries related to each project.

Permanent Induced Jobs: The induced impact (*this impact is often called the household-spending effect*) is the value of goods and services purchased by all workers whose earnings are affected by the final-demand change. The induced jobs come from the increased spending of the workers that are in the directly impacted project and the supporting industries to that project.

The indirect jobs and the induced jobs are shown separately because there must be an assumption that the additional household spending is occurring in the area of the project. *Source: LED RIMS II Projection Models*

1 Louisiana Economic Development (LED) – Fastlane Report with project start dates of January 2012 – July 2013

2 Imperial Calcasieu Regional Planning and Development (IMCAL) - 2012 and 2013 Comprehensive Economic Development Strategy (CEDs) Reports

3 Cheniere LNG

A portion of these permanent jobs are attributed to Phase 3. They are reported in aggregate until the numbers are attributed to each phase by the company.

(iv) strengthen linkages between the one-stop delivery system and unemployment insurance programs; and

In order to strengthen linkages between the One Stop delivery system and the unemployment insurance programs, the State LWC might provide a list of common problems for the call center. The most frequent complaint is that the callers cannot get anyone to talk to. Local Staff will be consistent with the new Re-Employment Services & Eligibility Assessment (RESEA) that the State has implemented to assist the unemployed to return to gainful employment. Local staff will provide case management to RESEA clients which should increase their chances of finding employment.

(B) that may include the implementation of initiatives such as incumbent

worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies, designed to meet the needs of employers in the corresponding region in support of the strategy described in paragraph (I)(F);

Strategies that will be used in the local area to implement the initiatives include:

- Incumbent worker training programs providing information on the incumbent worker training programs to employers
- On-the-Job-Training (OJT) programs and Customized Training programs are currently in progress utilizing a Memorandum of Understanding with LWDA 40& 41 for enrolling dislocated workers into the Job Driven National Emergency Grant program here in LWDA51. LWDA51 will provide for the training costs for the participants.
- Industry and Sector Strategies include a study by Market Street's evaluation of southwest Louisiana several years ago. One of the first steps in the campaign is the increase Southwest Louisiana's competitiveness through the development of "SWLA on the Move!—Creating Prosperity Together" which outlined goals and programs designed to strengthen the region's business base and increase Southwest Louisiana's attractiveness to new and existing companies and potential residents and workers. Targeting certain clusters of economic activity has been implemented as is obvious in this Plan which targets the 5 high demand, high growth occupations. Identification of these sectors with the greatest potential to create new jobs, retain existing jobs, and create wealth in the region is the overall goal in southwest Louisiana. The strategy is to "stabilize, grow, maintain, and diversify the southwest Louisiana economy.
- Career pathways currently career pathways exist in the Healthcare industry beginning with the Certified Nursing Assistant (CNA), the Licensed Practical Nurse (LPN), the Associate Degree Nurse (ADN) and the Bachelor of Science Nurse (BSN) and construction. The National Center for Construction Education and Research (NCCER) follows levels simply 1-5 OR the Apprenticeship programs which follow the Apprentice, Journeyman to Master with numerous certifications at the journeyman level.
- Utilizing effective business intermediaries may begin with the identification of such individuals who put buyers and sellers together without taking ownership of the product, service or property. Serving as go-betweens, they possess the skill, knowledge, experience and a network that the buyer or seller may not have. Vernon Parish is now a certified Work Ready Community. Allen & Beauregard parishes have begun the process to become Work Ready Communities. After recognizing the ACT National Career Readiness Certificate, employers can find the right employee with the right skill set. This initiative will help employers gain access to a qualified pool of workers..

(5) a description of how the local board will coordinate workforce investment activities carried out in the local area with economic development activities carried out in the region in which the local area is located (or planning region), and promote entrepreneurial skills training and microenterprise services;

The local Board will coordinate workforce investment activities with economic development activities by keeping abreast of the progress of the expansion projects announced for the Region. This information is posted on the website for the SWLA Alliance.

The local Board will promote entrepreneurial skills training and microenterprise services by utilizing the services of the Seed Center where both the Small Business Administration and the Business Incubator are located. Training is provided in

III. OPERATIONAL PLANNING ELEMENTS

The Combined Regional/Local Plan must include an Operational Planning Elements section that supports the Regional strategy and the system-wide vision described in Section II(c)- Regional Strategy cited above. Unless otherwise noted, all Operational Planning Elements apply to Combined Regional/Local Plan partner programs included in the plan as well as to core programs. This section must include-

(a) **Regional/Local Strategy Implementation.** The Combined Regional/Local Plan must include-

(1) a description of the one-stop delivery system in the local area, including-

(A) a description of how the local board will ensure the continuous improvement of eligible providers of services through the system and ensure that such providers meet the employment needs of local employers, and workers and jobseekers;

The local Board will ensure continuous improvement of eligible providers by: administering surveys to users of the center – both job seekers and employers, developing a plan for reviewing and taking action on surveys and conducting Focus groups to gather information.

(B) a description of 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;

The local Board will ensure access to one-Stop services including remote areas through the use of technology such as online registration, access of job openings, list of eligible training providers along with their curricula, links in HiRE that provided self-accessed training in Microsoft applications. There is also a section in HiRE where an individual can conduct a self-interest assessment to determine which career path should be taken.

The One Stop Operator will provide assistance in remote areas. Arrangements will be made with public buildings or employer sites to establish areas where services are not easily accessible such as libraries, Community Action Agencies or other public buildings.

Efforts are underway to set up an office again in Vernon parish for one-stop services to the residents of that parish. This opportunity will provide services locally and will keep clients from having to travel to another parish for services.

(C) a description of how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with section 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101et seq.) 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; and

Section 188 of the ADA provides a checklist of actions that must be taken to be in compliance with the Act and Include: designation of Equal Opportunity Officer (Ms. Jazelle Jones serves in that position for the Center), Notice and Communication (posters are on display in the Center(s), Assurances, Universal Access (equipment has been provided to assure universal access), Obligation not to discriminate on the basis of disability (equal opportunity and disability tag-line appear on all printed documents originating from the LWDA51), data and information collection and maintenance (information in the participants folders in maintained in a private office overseen by the MIS Specialist), monitor for compliance (Ms. Jones monitors the programs at least once per year and submits reports to the WDB Director for any corrective action), Complaint

Processing Procedures (which are in place in the form of a WDB Policy) and Corrective Actions/Sanctions.

The One Stop Operator will be required to meet the requirements of ADA

- (D) a description of the roles and resource contributions of the one-stop partners;

A Memorandum of Understanding has been developed between the Calcasieu Parish Police Jury, the Workforce Development Board and each of the core, required and optional partners. A Cost Allocation Plan has been developed outlining both out-of-pocket and in-kind funding contributions to the operations of the Center based on the maximum funding the Governor could stipulate in the event consensus is not reached. It is the goal of the Partnership that no checks ever have to be written, but all costs can be leveraged with in-kind contributions from each of the partners. However, in the event no in-kind contributions are provided, the agencies will write a check which will not exceed the amount provided in WIOA.

- (2) a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area;

All public and private schools are invited to submit their information to the Louisiana Workforce Commission to determine if they qualify to be an eligible training provider. Once the State approves the school, each curricula must meet specified performance standards (such as Completion rate, placement rate and average wage rate) in order to be considered a subsequent eligible training provider. Initial training providers (schools with no established performance criteria) may be approved. However, when the first class graduates, students must be tracked to determine the performance. Currently, the following schools that are physically located in Region V, are on the eligible training provider list: Sowela, McNeese, Electrical JATC, Local 106 Plumber, Pipefitter, Welder training, CLTCC at Lamar –Salter & Oakdale campuses. The WDB does have Training agreements with these and other schools in the state to provide training.

- (3) a description of 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);

From Sec 134(a)(2)(A) in the Law: "Statewide rapid response activities, carried out in local areas by the State or by an entity designated by the State, working in conjunction with the local boards and the chief elected officials for the local areas; and provision of additional assistance to local areas that experience disasters, mass layoffs, or plant closing, or other events that precipitate substantial increases in the number of unemployed individuals, carried out in local areas by the State, working in conjunction with the local boards and the chief elected officials for the local areas."

Rapid Response activities to dislocated workers will be supported and coordinated with State Rapid Response as follows:

The State's Rapid Response team begins intervention efforts within 48 hours of a layoff notification. To better meet local need, the State Rapid Response staff lead and manage activities and notify locals of the need for rapid response activities, and to provide customized responses to businesses and workers within their regions. The LWC makes initial contact with the employer and gathers information regarding the cause of the layoff, demographics of the affected workers, immediate needs of the workers, etc. If the layoff is suspected to be trade affected, the LWC files the petition for investigation. Intervention services and aversion strategies are designed based on the immediate needs of the employer. To accommodate worker schedules and enable more employees to access services every effort is made to negotiate on-site services and paid time-off. When possible, Workers Transition Centers are established on-site. Statistics have proven that when

services are on-site and during company time, it increases participation and morale, while maintaining productivity.

The State's Rapid Response team works with the Louisiana Human Resource Development Institution (LHRDI), to provide reemployment workshops through the Worker Transitional Centers. These workshops address the most immediate needs of dislocated workers. LHRDI has developed a standard set of reemployment and crisis intervention workshops. The workshop topics are selected by the worker group to ensure they meet the needs and that the process ensures customer-choice. Services include: workshops tailored to the specific dislocation event, providing information regarding the use of the call centers and/or Internet to file UI claims, job search, career counseling, career assessment, career testing, job and training fairs, referrals to community and faith-based resources, and labor management information. Exit interviews/surveys are also completed to determine customer satisfaction.

To ensure seamless service delivery, the affected workers are transitioned to their local One-stop center as appropriate where they receive the full array of services.

- (4) a description and assessment of the type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities, which description and assessment shall include an identification of successful models of such youth workforce investment activities;

Youth programs follow the initiatives of the LWC regarding the service to youth by providing the right intervention at the right time to help youth. The LWDA51 follows the 8 Guiding principles by requiring that each proposer address how they will provide each of the 8 guiding principles. During the procurement process, the proposer actually earns points for stipulating how they will deliver the 8 guiding principles.

Consistent with the State Plan: a Handout including the following information is included in the Youth Procurement Package giving Information on each of the 8 guiding principles.

A System Dedicated to the Success of Young People.

All young people will have access to a wide range of "youth-friendly" services and activities which provide "just-in-time" service interventions, training and supports which guarantee successful transition into adulthood. Youth will have positive interactions with peers and knowledgeable, caring adults in success-oriented environments which foster holistic educational, leadership, and employment skills development.

1. A System Designed by Young People.

Young people are active partners in the design of the system and feel a keen sense of ownership in their community. Youth are empowered to take leadership roles in defining the full range of services which are responsive to both their needs and wants.

2. A System that Includes an Emphasis on Out-of-School Young People.

For those young people who complete high school or drop out of school, we will establish a rapid attachment to work for not only their first job, but also their second job, third job and beyond. Including service interventions which assist young people to attain, retain, and advance to better jobs. The system will design fast track interventions which provide employability and skills training to succeed at each step of a young person's career development.

3. A System that is Locally Driven.

To transform our current system into the millennium, we will develop progressive programming strategies within each of the defined workforce development areas. Pro-active Workforce Development Boards and Youth Committees will spearhead the governance of the system by taking a clear, no-nonsense approach to identifying and addressing youth issues. These governing bodies will oversee the system by convening partners and advocating strong youth policy and quality programming practices.

4. A System of Committed Partners.

Increasing our investment in youth now will ensure economic and individual success

in the 21st Century. No single agency or system partner can single-handedly achieve our vision. It will require all youth-oriented programs and providers to rally together in support of our vision. All partners must come to the table with their expertise in youth programming, putting aside individual interests. We must develop strong linkages among partners to optimize human and financial resources, create a continuum of service interventions and leverage funds to ensure a variety of educational, developmental, and employment-related activities and service interventions are accessible to all youth.

5. A System Responsive to Business Needs.

In order for our system to lead to quality employment outcomes, local business participation in the design and delivery of programming activities is essential. Business can greatly benefit the system by articulating the skills young people need for success in the work world, share with education and training providers how those skills are used in real work situations, and help us understand the opportunities available to first-time job seekers and the skills needed for next jobs as young people develop their individual career paths.

The Youth Program will encourage the work experiences aspect of the elements so that businesses may train individuals specifically what they need in their workplace.

6. A System Built on Promising Practices.

Louisiana has invested a great deal in changing the way we do business as it relates to youth education and development. From education reform efforts to Tech Prep to School-to-Work to employment and training activities, many innovative designs and practices have proven successful. Our goal now is to bring together all the quality programming practices of Louisiana's emerging workforce investment system as well as build new on lessons learned from other states and communities.

7. A System Committed to Continuous Improvement.

The needs of young people and the needs of business are constantly moving targets. What we develop as a system today will not be the system of tomorrow. Partners in the system must have a commitment to collecting feedback from its customer groups (young people and business), using customer feedback to make modifications to program design and service interventions, and responding to economic and environmental variables. We must start with the best of what we know about youth development today and make it even better for the future.

In keeping with the Workforce Innovation & Opportunity Act, all youth services are procured through a Request for Proposal Process. An agency must be a "going concern" and able to provide for its own finances and submit a request for reimbursement to the WDB except for the Grant Recipient who may pay costs outright.

Youth Elements: In regard to the provision of elements, a provider must directly provide at least one of the Youth elements. They may provide all fourteen. However, they are allowed to mix and match. If they do not directly provide the element, they must enter into some kind of an agreement with the provider agency (according to their procurement policy) for the provision of the services. If any funds are to be exchanged between the comprehensive youth provider and the entity delivering the element, we do ask them to have a written agreement in place for the exchange of funds.

The following steps are taken to procure youth providers:

Procurement Process

1. Develop a list of potential providers. Send them a personal letter advising of the Request for Proposal.
2. Because the American Press has circulation in all 6 parishes, it serves as the Official Journal of the Region. A legal notice is placed in that publication at least one month before the proposal is due. Proposals not submitted by the date and time deadline will be returned to the proposer.
3. Conduct two bidders conferences to go over the information requested in the proposal. Give the date due.
4. The WDB appoints a proposal review team from the WDB Members and the Youth Committee Members.

5. Evaluate the proposals: There are several phases of evaluation. The Review Committee conducts the technical evaluation worth 165 points each. They apply a numerical score to each of the points designated in the RFP. The points awarded by each evaluator are averaged for the technical evaluation score.
 6. The planner conducts a cost analysis score. Using a mathematical tool called Sum of Lease Squares, the past actual costs and actual numbers served is calculated to determine the cost-per-participant. A standard deviation is applied to the average cost to ascertain the range of costs. This range is then divided into 5 equal segments (if the low end of the range is a negative number, the range starts at zero). When the RFP is submitted, the total funds requested are divided by the number of participants expected to serve. This yields a "cost per participant." This number is then located on the table in order to derive the number of points scored for that provider. A total of 20 points is possible and the provider can earn 100%, 80%, 60%, 40% 20% of the points which are calculated in the overall rating.
 7. The Administrative Director and the Fiscal Director each have up to 15 points that they can award. Based on the operation of the programs and the submission of timely, accurate fiscal information, these two individuals can award the total points. However, if there have been issues with the provider, the issue must be stipulated and the individual can deduct points. The final points are also calculated into the final rating score.
 8. Traditional cut-off score. Over the years of procuring services, the traditional cut-off score is 70%. Thus after the three evaluations are conducted, the final rating must reach 70% for the program to be considered for funding. Non-funded programs have the opportunity to appeal.
 9. Programs are awarded by the WDB at the June meeting. Awards are contingent upon meeting performance and upon successful negotiations with WDB staff. New programs are negotiated prior to July 1, the start of the new program year. Renewed programs enter into an interim agreement between WDB Staff and the program staff that enables them to continue services uninterrupted until the new contract is in place. A cap is placed on their spending and the document must be signed and notarized and returned to the WDB office by June 30, the close of the program year.
- Program awards in June include only the WDB Allocations and it is not uncommon that the funds requested are not covered by the allocation. Therefore, when the amount of unobligated funds is known, the WDB takes action to allow the providers to request additional funds to complete the services outlined and negotiated in their contracts.

Individual Training Account/Scholarship for Youth

In accord with the requirements of the Plan at WIOA sec. 134(c)(3)(F)(iii), a description of the local ITA system and procedures for ensuring exceptions to the use of ITAs.

The ITA for youth is capped at \$6000 for tuition for a period of one year. The duration of training is not limited. Availability of funds in the youth contracts will determine the funds available to pay for tuition and other related costs.

When WIOA pays for training through the ITA, the participant is required to attend a school that is on the eligible training provider list. The WDB has taken action to stipulate that if the training provider is on the State's list, and it has met the performance (unless there has been a waiver granted), then it is approved. Training agreements are entered into with the individual schools when participants desire to enter training at the school. The agreements are not for a specified sum of money, but for the training as stipulated on the Eligible Training Provider list. There is language in the agreements that makes this connection.

When WIOA does not pay for the tuition, and another entity such as Pell or a scholarship, WIOA does not require that the school be on the Eligible Training Provider list. However the occupation must be classified as in-demand to be eligible for supportive service funding.

Coordination with Job Corps and other youth programs will occur.

1. Agencies make referral to Job Corps.
2. Job Corps provides services in the One Stop on a regular basis on the 3RD Monday of every month.

The LWDA will provide comprehensive services to youth in accordance with Title I of WIOA

and with the vision, goals and emphasis areas in line with Louisiana's Vision for Youth as well as ETA's vision for youth. The youth system in the Workforce area is closely aligned to the labor market and provides participants with a comprehensive set of service strategies. It is based on several key elements: integrated academic and vocational education; integrated work-based and classroom-based instruction; effective connections to intermediaries with strong links to the job market and employers; and intensive private-sector involvement. By working together, our local systems provide youth with skills that include a knowledge of the work world, academic skills linked to occupational learning, and both employability and attitudinal capabilities that will enable them to enter and advance in the job setting.

Region V is committed to a fully integrated system of education, training, skill development and employment opportunities for all youth. This commitment is based on its vision of creating a regional system that provides that right intervention at the right time, ensuring youth acquire the necessary skills for success in education and employment, and businesses gain a skilled workforce. Local boards utilize current labor market and occupational forecasting data on demand occupations

Youth program design

In keeping with the Act, Section 129 (c) (from WIOA) programs will be delivered to eligible youth as follows:

Funds allocated to the local area for eligible youth shall be used to carry out programs that

- provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability interests, aptitudes, (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants. A new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program.
- develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described, and that shall identify career pathways that include education and employment goals (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted except that a new service strategy for the participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program
- provide activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential; preparation for postsecondary educational and training opportunities; strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials; preparation for unsubsidized employment opportunities; and effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.
- at the discretion of the Board, implement a pay-for-performance contract strategy for elements described below for which the local board may reserve and use not more than 10% of the total funds allocated to the local area.
- Tutoring, Study Skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent or for a recognized postsecondary credential

Youth receive basic skills to achieve HiSET/High School Diploma.

- Alternative Secondary School Services, or dropout recovery services

WIOA will work with the local school systems to identify true dropouts and provide the needed service strategies to help the dropout recovery.

- Paid and unpaid work experiences that have as a component academic and occupational education which may include (1) Summer Employment Opportunities (2) pre-apprenticeship programs (3) Internships and job shadowing and (4) on-the-job training opportunities

Work Experiences are used as a linkage between academic and occupational learning as an entry point for out-of-school youth to serve as a dropout recovery option. Summer Employment has served as an excellent recruitment tool to attract youth to the program. Internships will be encouraged to provide the link between skills needed by the employer and the training to achieve those skills.

- Occupational Skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria.
Occupational skill training is linked to high growth/high demand occupations in the region. Where feasible, occupational skill training is linked with Internships to ensure relevance. On-the-Job-Training (OJT) will also be a focal point especially for older youth.
Youth may be served using either the Eligible Training Provider List with an Individual Training Account or they may be served through appropriate funds in the service providers contracts for this training option.
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
These activities will include Job Readiness Skills and Life skills training.
- Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors .

Youth are provided opportunities to participate in leadership roles and develop leadership and team building skills needed in the workplace.

Leadership development opportunities for youth may include the following:

- Exposure to postsecondary educational opportunities;
- Community and service learning projects;
- Peer-centered activities, including peer mentoring and tutoring;
- Organizational and team work training, including team leadership training;
- Training in decision-making, including determining priorities;
- Citizenship training, including life skills training such as parenting, work behavior training, and budgeting of resources;
- Positive Social behaviors and Civic engagement activities which promote the quality of life in a community; and
- Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.
- The 8 SCANS Competencies can also be used for Leadership Development.

The Regs at § 681.530 define Social and Civic Behaviors. Positive social and civic behaviors are outcomes of leadership opportunities, which are incorporated by local programs as part of their menu of services. Positive social and civic behaviors focus on areas that may include the following:

- Positive attitudinal development
- Self-esteem building;
- Openness to work with individuals from diverse backgrounds;
- Maintaining healthy lifestyles, including being alcohol- and drug-free;
- Maintaining positive social relationships with responsible adults and peers, and contributing to the well-being of one's community, including voting'
- Maintaining a commitment to learning and academic success;
- Avoiding delinquency

(h) Postponing parenting and responsible parenting, including child support education

(i) Positive job attitudes and work skills and

(j) Keeping informed in community affairs and current events.

- Supportive Services

A Policy has been developed for ensuring that youth receive the supportive services necessary to achieve their career goals. One goal is the development of a system of committed partners that bring strong linkages and a continuum of service interventions accessible to all youth.

- Adult Mentoring up for the period of participation and a subsequent period, for a total of not less than 12 months

The WDB has defined Adult mentoring as follows: A person who is at least 21 years of age who has some level expertise or personal competence in such tasks as setting goals, action plans and navigating barriers that exist in their immediate environment that may broaden the participant's network, reduce isolation, increase self-confidence, increase ability to perform their role, grow in self-awareness, clarify career direction, develops skill and knowledge, helps avoid making mistakes and develops organizational knowledge. Mentors listen, share lessons learned and mistakes made, create a safe and confidential place, acts as a sounding board, train and teach, challenge and nurture, open doors to new experiences and professional contacts, reflect and evaluate the ongoing mentoring process, discourage dependency, work within their area of personal competence, have excellent self-management skills, accept and enjoy differences in people, and are non-judgmental and maintain confidentiality. (website citehr.com).

- Follow-up Services for not less than 12 months after the completion of participation
Twelve months of follow-up services are provided to youth who exit the program.

The intensity of this follow-up will be dependent upon the service strategy needed by the youth. The youth are connected to the system to assist the youth attain, retain, and advance in both post secondary education and employment to meet their career goals. This includes linkage to the One Stop Centers to connect to employment and training assistance and to lifelong learning. Supportive services may be provided to youth during the 12 month follow-up period.

- Comprehensive Guidance and Counseling which may include drug and alcohol abuse counseling and referral:

The WDB has defined Guidance and Counseling as follows: a highly skilled intervention focused on helping individuals address underlying psychological problems. Counseling helps an individual to improve performance by resolving situations from the past. The goal is to help people understand the root causes of long-standing performance problems or issues at work. Counseling may involve short-term interventions, but can last for longer time periods due to the breadth of issues to be addressed. Counseling supports the individual with their emotional concerns and need in a safe and trusting relationship. A Counselor should be licensed (such as a LPC or certified school counselor) or certified (such as a teacher). There are 4 components of a Comprehensive Counseling and Guidance Program: Guidance Curriculum where the counselor provides structured groups, classroom instruction, and leadership and consultation; Individual planning where the counselor provides assessment, planning and placement, individual conference planning, implementation and assessment; Responsive Services where the counselor provides individual and small group crisis and developmental counseling, consultation, referral; and System Support where the counselor provides leadership, facilitative and organization skills in program management and leadership and consultation.

- Financial Literacy education

Board members have volunteered their accountant to provide Financial Literacy. In

addition, the Junior Achievement program provides this training as well as the Calcasieu Police Jury Human Services Department.

- Entrepreneurial skills training
The SEED Center at McNeese State University provides both Microenterprise training and houses the business incubator for newly formed businesses. The Small Business Association that assists clients with procuring small business loans and developing documents to present to the banks for the loans. In addition marketing and other business skills are provided.
- Labor Market and employment information about in-demand industry sectors or occupations available in the local area, such a career awareness, career counseling and career exploration services
The Louisiana Workforce Commission Department of Research and Statistics develops a wonderful amount of information which is provided statewide or by region. Participants will be kept abreast of the information, especially the in-demand work opportunities, career paths, wages, etc. so that they can make a truly informed decision on a career.
- Activities that help youth prepare for and transition to postsecondary education and training.
The Youth providers will assist with online research. Field trips to the schools with orientation meetings and tours may also soothe any reluctance to attend postsecondary school. Guest speakers from the schools can be invited to speak to the youth and provide a PowerPoint presentation on the amenities of the school. The SWLA Alliance has a variety of careers on DVD that youth can access to get insight for a variety of careers.

- (5) a description of how the local board will coordinate education and workforce investment activities carried out in the local area with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services;

The local board will coordinate education & workforce investment activities with secondary and postsecondary education programs by encouraging employers to coordinate and collaborate with education programs to assure that skills needed on the jobs are the skills being taught in the classroom, encouraging educators to keep abreast of newly developing careers and seek to provide the training locally. In addition, the educators will work with the employers to develop career ladders for the highest growing occupations in the Region, then the highest demand occupations in the Region. It is to these occupations that participants will be encouraged to consider enrollment into training. However, based on customer choice, other occupations in demand may be utilized as long as there is a bright outlook for that particular occupation.

As far as avoiding duplication of services, The training provided must be on the LWC's Eligible Training Provider List (ETPL). The participant has the choice of schools and may be determined by the ability to reside with a family member to attend classes out of area, may not have as long to spend in the classroom when the same courses are taught using varied time frames, or other reasons that a participant may opt for one course of training over another. Therefore, the Region does not limit the number of schools on the ETPL. However, even though an education facility is approved on the ETPL, the Board can limit enrollment at a particular school based on cause. For the workforce area to expend funds to a training provider, they are required to be listed on the ETPL, a Training Agreement must be signed by both WIOA Staff and the school's legal signatory, and arrangements for payments is established between the school and WIOA accounting staff.

- (6) a description of how the local board will coordinate workforce investment activities carried out under this title in the local area with the provision of transportation,

including public transportation, and other appropriate supportive services in the local area;

The Workforce Development Board has adopted a Policy on the provision of Support services which include: Child Care, Transportation, Meals, Housing, Books & Supplies, Tuition, Tools, Uniforms, Work-appropriate clothing, license & testing, drug testing, relocation assistance, dental, & glasses. In addition, the Board has entered into an agreement with the public transit system through the Human Services Department of the Calcasieu Parish Police Jury. The policy stipulates maximum amounts and maximum numbers of times the various items included can be requested.

For a person to be allowed to receive any supportive service, they must document, in writing the need for the service as well as attempts to locate the service through some other agency. A letter from the participant stating the need and the search is to be retained in the participant's file. The accounting clerk receives notice from the case manager regarding the approval of the receipt of the requested services and the service is paid accordingly. Some payments may be outright to the provider and others may be reimbursed to the participant (such as testing for a license).

- (7) a description of plans and strategies for, and assurances concerning, maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and services provided in the local area through the one-stop delivery system, to improve service delivery and avoid duplication of services; Maximizing coordination of services provided by the Employment Service under Wagner-Peyser through the one-stop delivery system to improve service delivery and avoid duplication of services is achieved through cohousing of the programs in the One Stop Center. Information on each of the various programs including Wagner-Peyser, UI., TAS/NAFTA and Jobs for Vets is available at the Center. Assessments, Job Search Assistance, Resume preparation, Outreach & Recruitment, Job Fairs, Hiring events and occupational skills training can all be accessed at the One-Stop Center.
- (8) a description of how the local board will coordinate workforce investment activities carried out under this title in the local area with the provision of adult education and literacy activities under title II in the local area, including a description of how the local board will carry out, consistent with subparagraphs (A) and (B)(i) of section 107(d)(11) and section 232, the review of local applications submitted under title II;

The Board will coordinate workforce investment activities with the provision of adult education and literacy services provided by the Literacy Council in the One-Stop Center. The Literacy Council conducts Basic Computer classes at the Business & Career Solutions Center. In addition, referrals are made for HiSET preparation. Work Ready U classes are conducted through the Literacy Council including adult basic education, English as a second language, co-enrollment and college and career readiness in Calcasieu, Cameron, Beauregard and Jeff Davis. Vernon, Beauregard, Allen and Lamar Salter provides adult education & Literacy.

Adult Education services are provided by the CLTCC-Lamar Salter campus in Vernon parish and the CLTCC-Oakdale campus in Allen parish. The SW LA Literacy Council housed at the First Street School provides adult education services for Beauregard parish. HiSET referrals are made and received through these agencies.

- (9) Describe the privacy safeguards incorporated in the one-stop delivery system, across partners, related to sharing and protecting personally identifiable information. This includes safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

Privacy safeguards incorporated in the one stop system related to protecting personally identifiable information include the requirement that any information being published

regarding a participant must be preceded by a signed release of information from the participant. Staff is regularly advised that any document that bears any personal information be shredded rather than just thrown away. In addition, participants who enroll in the HiRE system utilize their own unique username and password that the participant him- or herself establishes.

The Board will develop a policy regarding the protection of personally identifiable information. Staff have all signed a statement regarding the commitment to never release any personal information such as name, phone, address, email, photograph, disability unless the participant has signed a waiver for such information and a signed copy is on file.

- (10) Describe how the Local Area will implement and monitor the priority of service provision for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. Local Areas should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

The local area will implement and monitor the priority of service for veterans to ensure that services prescribed in the U.S.C. will be carried out. A veterans search is conducted when individuals apply for jobs in order to quickly identify veterans. When Job Fairs are held (quarterly), the veterans receive a pass to allow them to enter the job fair before all others for a period of at least 30 minutes. If there is only sufficient funding for one person for a service and a veteran and a non-veteran are both applying for the service (which includes a job), then it goes to the veteran. If there is a waiting line in the career services department, the veteran is called to the front and is served first. The Board has adopted a policy on Priority of Service to Veterans which identifies the individuals who are considered eligible for such services.

All staff have been trained to provide Priority of Service to Veterans and yearly training is conducted to ensure policy is followed. As customers enter the center, they will sign in and identify if they are a veteran by checking the appropriate box on the sign in sheet. All new customers will complete the triage form which asks veterans status questions and other questions to determine if they have a significant barrier to employment (SBE). If the customer is a Veteran, staff ensures that the individual will be served first and the Veteran Priority of Service placard posted in the center is pointed out to them for their information. Staff refers the veteran should they have an SBE to the local Veterans Representative for more in-depth assistance. The Veterans Representative can provide more intensive services and case management assistance.

In the Beauregard Business & Career Solutions Center, staff references the Veterans Board in the center, so they can be apprised of current area information and events that are Veteran related. Various job listings are also posted and those listings where veterans are given preference are identified. Various training information is also posted. Computers are available in the Skills Development area of the center that can be used specifically by Veterans when needed. This provides them a quieter area where they may work and more direct staff-assisted services by center staff, if requested.

- (11) Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

The One-Stop staff and partners will assure the needs are met of those individuals who need special services to access opportunities provided through the One Stop Center through identification of needs & identification of providers through the WDB Disability Committee or other staff. Currently, the One Stop Center has a contract with the Southwest Louisiana Independence Center (SLIC) to provide sign-language interpreters for the hearing impaired.

There is an English Language Line in the Center for use by those in need of such service. The center is equipped with assistive technology equipment (such as the ability to enlarge words), there are TDDY phones for the hearing impaired. Staff is trained on all of these services with the exception of the sign language provided by SLIC. Another provider that may be drawn into the system is LaFamilia, and organization that works with those who speak Spanish to translate brochures on services at the Center into Spanish.

For other disabilities, staff may refer participants to various partners. Signage may be provided. The individual may stipulate their needs, and will be matched with cross-trained staff to address those needs. Signs will encourage participants to ask staff for help.

- (12) a description of the replicated cooperative agreements (as defined in section 107(d)(11)) between the local board or other local entities described in section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(II)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of such Act (29 U.S.C. 720 et seq.) (other than section 112 or part C of that title (29 U.S.C. 732, 741) and subject to section 121(f)) in accordance with section 101(a)(11) of such 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;

The LWDA will comply with Section 107(d)(11) of WIOA which outlines the coordination with education providers. This coordination will include reviewing applications to provide adult education & literacy activities under title II for the local area; making recommendations to the eligible agency to promote alignment with plans and replicating cooperative agreements in accordance with section 101 (a)(11) of the Rehabilitation Act of 1973 and implementing cooperative agreements in accordance with that section with the local agencies administering plans under title I of that Act and with respect to efforts that will enhance the provision of services to individuals with disabilities and 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.

The workforce area will implement the State's common intake form and the common/integrated referral form sharing information. LRS provides services in the One-Stop on the 2nd and 4th Wednesday every month. Business & Career Solutions Center and Louisiana Rehabilitation Services staff will be cross-trained in services. The Business & Career Solutions Center and Louisiana Rehabilitation Services staff will work to promote OJT and the Work Opportunity Tax Credit that is available to employers who hire certain individuals.

Louisiana Rehabilitation Services representative visits the Beauregard center at least on a monthly basis and they visit the Allen center on an as needed basis.

- (13) an identification of the entity responsible for the disbursement of grant funds described in Section 107(d)(12)(B)(i)(III), as determined by the chief elected official or the Governor under section 107(d)(12)(B)(i);

The Region is comprised of 6 parishes. The CEOs from those parishes have entered into a Multi-Jurisdictional Agreement naming the Calcasieu Parish Police Jury (naming them as what??). The grant recipient will disburse funds for workforce investment activities at the direction of the local board. The funds shall be disbursed immediately on receiving such direction. All payments through the Calcasieu Parish Police Jury are approved at one of the two meetings held each month. Invoices are submitted to the Local Workforce Development Board Staff for verification of appropriate back-up documentation as well as verification of all calculations. Once these are satisfied, the invoice is submitted to the Calcasieu Parish Police Jury for Payment. Issuing checks by Police Jury staff begins the day after the Police Jury meeting. Payments continue to be issued until all that have been completed.

- (14) a description of the competitive process to be used to award the sub-grants and contracts in the local area for activities carried out under this title;

The local workforce board staff utilizes the Calcasieu Parish Police Jury competitive bids process in order to award sub-grants and contracts in the local area. This process includes the following activities:

1. Development of an updated request for proposal
2. Development of a list of potential bidders.
3. Development of a timeline approved by the Workforce Development Board indicating the timeframe from notice to award, to program operation.
4. Legal notice placed in the American Press to advertise the procurement. The American Press has circulation in all 6 parishes of the LWDA 51 Consortium, therefore it is not necessary to place the notice in the official journal in each parish.
5. Send personal letter to potential bidders inviting them to consider applying.
6. Conduct a Bidder's Conference to review the information requested with interested Bidders.
7. Offer one-on-one workshops with any interested bidder.
8. Receive and date-stamp Proposals received in appropriate date & time frame.
9. Return proposals not received in timely manner. Submit to Evaluation Committee.
10. Prepare Evaluation Forms which include Technical Evaluation (worth 165 points) conducted by the Evaluation Committee, Cost-per-participant (worth 20 points) conducted by WDB staff, and Contractor Responsibility for renewal programs (worth 30 points) conducted by the WDB Director and the WDB Fiscal Director OR Contractor responsibility for new programs to include a pre-award survey.
11. Calculate overall rating of the possible 215 points (traditional cutoff point is 70%)
12. Submit final ratings to Evaluation Committee who reports to the Workforce Development Board and recommends award at its regular meeting.
13. Workforce Development Board takes action to award program and to allocate funds
14. Notify all respondents of final outcome
15. Programs refunded enter into an interim agreement allowing continued program operations with limitation on spending based on the Board's award until a final contract can be negotiated, signed and returned.
16. Enter into negotiations with new providers prior to July 1 to establish Statement of Work, Enrollment, and Spending which cannot begin until new programs Contracts are negotiated, signed and returned. No Interim agreement is provided for new agencies.
17. July 1 (or other designated date) begin program operations.

- (15) a description of the local levels of performance negotiated with the Governor and chief elected official pursuant to section 116(c), to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under subtitle B, and the one-stop delivery system, in the local area;

The performance measures for the outcomes of participants and businesses have been entered from the State's Performance Chart. These will be negotiated at the local level and are subject to change every year. Performance for the Eligible Training Providers will be established by the Workforce Investment Council for the Louisiana Workforce Commission and will be levied upon each workforce area. Currently, those measures are: Completion Rate: 30%; Placement Rate: 50%; and Average Wage at Placement: \$8.00per hour.

- (16) a description of the actions the local board will take toward becoming or remaining a high performing board, consistent with the factors developed by the State board pursuant to section 101(d)(6);

Consistent with section 101(d)(6), the board will take the following steps toward becoming and remaining a high-performing board. Review and compliance with policies developed at

the State affecting the coordinated provision of services through the One-Stop Center including the development of

- objective criteria and procedures for use by local boards in assessing the effectiveness and continuous improvement of one-stop centers
- guidance for the allocation of one-stop center infrastructure funds under section 121(h) which stipulates the maximum percentage of administrative federal funds allocated to each partner agency and
- policies relating to the appropriate roles and contributions of entities carrying out one-stop partner programs within the one-stop delivery system, including approaches to facilitating equitable and efficient cost allocation in the system

- (17) a description of how training services under chapter 3 of subtitle B will be provided in accordance with section 134(c)(3)(G), including, if contracts for the training services 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;

Training agreements will be utilized for the training providers. In order for an individual to attend training paid for by WIOA funds, the school/provider must be on the State Eligible Training Provider List. When an applicant identifies a school where they have been assessed to have the aptitude and interest to undertake a curriculum, the Workforce Board enters into a Training Agreement with the school. The Training Agreement contains a clause that ties the Agreement to the information provided through the HiRE program in the State's MIS. The applicant is provided with an Individual Training Account (ITA) Scholarship outlining the tuition or fees associated with the curricula. Business & Career Solutions Center Staff maintain contact with appropriate staff regarding the submission of invoices for payment of tuition. Training must be in a demand occupation for any costs to be paid on behalf of the applicant regardless if the costs are for tuition or for supportive services. The school/provider may submit invoices at any time during training. Schools are required to follow their refund policy regarding any students who may drop out prior to completion of training.

- (18) a description of the process used by the local board, consistent with subsection (d), to provide an opportunity for public comment, including comment by representatives of businesses and comment by representatives of labor organizations, and input into the development of the local plan, prior to submission of the plan;

In order to provide the opportunity for public comment, the draft plan is submitted to the Board for approval. Following the approval, a notice is placed in the official journal of Calcasieu Parish which is the American Press. The WDB Staff place a notice on the Calcasieu Parish Police Jury's website regarding the development of the plan with a request for comment and input. The legal notice inviting public comment is placed in the American Press at least 30 days prior to the final date the plan is due. Letters are sent to appropriate individuals such as Small Business Administration, Minority business representatives, unions, all partners, all school boards, etc. to give notice of the availability of the plan and a request for comment. Previously, a copy of the plan with a sign inviting comments has been placed in various libraries and Police Jury Offices with request for comments. Any comments received whether by written notice, email, voice mail, etc. are collected and are submitted to the Louisiana Workforce Commission with the Plan. Since WIOA is a new law, a public forum may also be conducted to review the plan publicly and invite comments. This may be conducted at the Calcasieu Parish Police Jury meeting room located at 1015 Pithon Street in Lake Charles.

- (19) a description of how one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under this Act and programs carried out by one-stop partners.

One-Stop Centers are transitioning to an integrated, technology-enabled intake & case management information system by utilizing the common intake form available in the LWC Website laworks.net at HiRE. HiRE is becoming the centralized system that houses information. It provides easy access for entering and developing reports.

In addition, staff use social media to promote Job Fairs, etc. Plans are underway to establish a WDB Facebook page. The Calcasieu Parish Police Jury has a website and information on both the Workforce Development Board and Business & Career Solutions Center is contained in the website. Access to the Board is at www.cppj.net/wdb. Entry of this information in the menu-bar will bring an inquirer directly to the WDB information where the agenda's, minutes, Board Roster of members, the Plan etc. are available in pdf format for public view or downloads.

The Beauregard Business & Career Solutions Center has a Facebook page which is used to promote job fairs and other hiring events and provides a daily update of job openings for Allen, Beauregard and Vernon parishes.

IV. COORDINATION WITH REGIONAL/LOCAL PLAN PROGRAMS.

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Combined Plan.

A Planning Committee including the Workforce Development Board staff, the WDB Executive Committee, Youth Committee and Disability Committee as well as any other partner program have been designated to develop the Regional/Local Combined Plan. Two prior workforce areas have since merged to become the one Local Workforce Development Area 51 encompassing the parishes of Allen, Beauregard, Calcasieu, Cameron, Jeff Davis and Vernon. The LWDA 51 plan will provide access to high risk populations in locations that are represented by individuals who serve on the Workforce Development Board. Business and Career Solutions Centers exist at this time in Calcasieu, Beauregard, Allen and Vernon Parishes. Cameron and Jeff Davis will be added in order to provide services to those applicants who may not be able to travel to Lake Charles.

Planning & Partnering with the agencies who currently serve individuals with barriers to employment is underway. Staff and Partners came together at a meeting on June 9 & 16, 2016 to develop the Regional/Local

Combined Plan. Actions that will be undertaken for joint planning include the following: (most of the items are adopted from the State's Plan pages 103-106).

- Create a plan to reach high risk populations and locations.
- Refine the list of eligible training providers.
- Define the flow of jobseekers from entry points in any of these agencies through:
 - A series of assessments (TABE, SAGE and WorkKeys, including employment needs and eligibility for services in any agency
 - The provision of essential services to enroll them with training and/or employment
 - Placement in 3, 4, or 5-star jobs with good wages, existing openings and solid career prospects
- Determine which agencies or programs should/must co-locate. How will the infrastructure and technology costs be spread among the collaborating agencies?

The Region/Local area will abide by the State's directive on these issues.

Local Leadership and Governance (Strategic)

- Develop strategies to continuously improve and strengthen the workforce development system through innovation in, and alignment and improvement of, employment, training, and education programs to promote economic growth.
- Develop effective regional industry and sector partnerships that support employer utilization of the local workforce development system.
- Align workforce investment, education, and economic development systems (addressing career pathways, sector partnerships, and coordination between partners and local areas).

- Identify and promote best practices for meeting the needs and serving employers, workers and jobseekers/priority populations.

Local Leadership and Governance (Operational)

- Increase access and opportunities (particularly for those identified as priority populations).
- Provide workers with skills and credentials to secure and advance in employment with family sustaining wages and to provide America's employers with skilled workers
- Improve the structure and delivery of services to better address the employment and skill needs and improve the prosperity of workers and employers
- Develop strategies for using technology to maximize the accessibility and effectiveness of the local workforce development system

Local Leadership and Governance (Compliance)

- Align Local Board membership with members that possess optimum policy making authority in the organizations they represent and have the skills and practical knowledge to contribute fully to the strategic vision of the local area's workforce system.
- Establish by-laws, consistent with State policy, that help improve operations of the Local Board.

Performance and Data Management

- Develop effective on-going training and dissemination of information practices, across core programs, that promote quality and accuracy of data.
- Develop methods of reporting performance of the workforce system that promote transparency and accountability to all stakeholders

Service Delivery and Infrastructure

- Enhance and streamline operations through the integration of customer intake, case management, reporting, and fiscal and management accountability systems of one-stop partners.
- Increase access and opportunities to the workforce system, particularly for those with barriers to employment, both physical and virtual.
- Develop innovative workforce services and strategies for area employers, that include career pathways, skills upgrading, apprenticeship, and other effective initiatives for meeting the needs of area employers and workers.
- Ensure equitable funding of services and infrastructure costs of the one-stop delivery system.
- Strengthen professional development of providers and workforce professionals.

Other Collaborative Activities

The WDB may reinstitute the Lunch and Learn sessions to introduce the system and services to partners and to other interested entities.

The C-Gov channel is available to provide WIOA information on Job Fairs, Hiring Events, Youth Summit and the Lunch & Learn Sessions. In addition, special documentaries can be provided targeting success stories on participants and businesses who have received services through the One-Stop Center.

V. COMMON ASSURANCES (for all core programs)

Combined Plan must include assurances that: Required Policies for each local development area within a planning region must be included as part of the Combined Plan.

The Workforce Development Board will establish policies for each of the following Assurances below:

1. The Local Area has established a policy identifying circumstances that may present a conflict of interest for a Local Board or the entity or class of officials that the member represents, and procedures to resolve such conflicts;
2. The Local Area has established a policy to provide to the public (including individuals with disabilities) access to meetings of Local Boards and local boards, and information regarding activities of Local Boards, such as data on board membership and minutes;
3. The Local Area has established a policy on fiscal control and fund accounting procedures that are necessary to ensure proper accounting for, funds allotted to the local area (this applies to Title I and other discretionary funds allotted to the local area);
4. The Local Area has established a policy which describes action to secure compliance with uniform administrative requirements of this Act, including that the Local Area will annually monitor;
5. The Local Area has a policy taking the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable;
6. The Local Area has implemented a policy to ensure adult-program funds provide a priority in the delivery of career and training services and individualized career services to individuals who are low income, public assistance recipients or basic skills deficient; (The policy must align with State policy "Adult, Dislocated Worker and Youth Eligibility"- OWD 2-24).
7. The Federal funds received to carry out a core programs will not be expended for any purpose other than for activities authorized with respect to such funds under that core program. (Plan must include a statement attesting to this assurance).
8. The Local Area will not use funds received under WIOA Title I to assist, promote or deter union organizing in accordance with WIOA section 181(b)(7).

Appendix 1: Local Workforce Development Area Performance Goals

Include the local area's expected levels of performance relating to the performance accountability indicators of performance described in section of WIOA. The following performance goals have been developed at the State level. These goals will be negotiated with each local workforce area and are subject to change

Performance	Proposed/ Expected Level	Negotiated/ Adjusted Level	Proposed/ Expected Level	Adjusted Level
Employment (Second Quarter after Exit)				
Adults	60%		62%	
Dislocated Workers	65%		67%	
Youth	65%		67%	
Employment (Fourth Quarter after Exit)				
Adults	50%		52%	
Dislocated Workers	55%		57%	
Youth	55%		57%	
Median Earnings (Second Quarter				
Adults	\$6,000		\$6,200	
Dislocated Workers	\$7,000		\$7,200	
Youth	\$2,000		\$2,100	
Credential Attainment Rate				
Adults	65%		67%	
Dislocated Workers	70%		72%	
Youth	65%		67%	
Measurable Skill Gains				
Adults	B		B	
Dislocated Workers	B		B	
Youth	B		B	
Effectiveness in Serving Employers				
Adult	B		B	
Dislocated Workers	B		B	
Youth	B		B	

B=Baseline: A "baseline" indicator is one for which the local area will not propose an expected level of performance in the plan submission and will not come to an agreement with the U.S. departments on adjusted levels of performance. The State will subsequently issue local area guidance.

Local Workforce Development Area Business Metrics Performance Goals

	PY 15 Proposed Performance Levels	PY 15 Performance Range 80%	2016 Proposed Performance Levels	2016 Negotiated/ Adjusted Level
Overall Market Penetration	24%	19-24%	%	
Targeted Market Penetration	20%	16-20%	%	
Demand occupations Staff Referrals	45%	36-45%	%	
Repeat Customer	66%	53-66%	%	
Employer Based Training (EBT)	20%	16-20%	%	