LAT WORKFORCE DEVELOPMENT BOARD, INC.
REGION 3, LWDA #31 – 4 YEAR WORKFORCE PLAN
SIGNATURE ATTESTATION
LAT WORKFORCE DEVELOPMENT BOARD, INC.

WDBA #31

Submitted for Review to
Louisiana Workforce Commission/Office of Workforce Development

CHIEF ELECTED OFFICIAL

Signature

Date

07/07/2021

Gordon E. Dove, Parish President – Terrebonne Parish Consolidated Government, Houma, LA
Typed Name and Title/City or Parish

LWDB CHAIR

Signature

Date

6-24-21

E. A. Angelloz, E. A. Angelloz Architect – Lafourche Parish
Typed Name and Title/City or Parish
OVERVIEW/PLAN SUMMARY

The Local Workforce Development Board, Inc., (LWDB) of Lafourche, Assumption and Terrebonne Parishes within Region 3 are engaged in a Regional Plan that incorporates a Local Plan for LWDA #31. LWDB will continue to respond to the needs of the employers by drawing on strong partnerships between workforce, economic development, and education providers to promote a healthy economy where all customers of Region 3 are on a path to meaningful employment and a family sustaining wage; and all employers are able to fill jobs in demand. The LWDB’s focus is to build innovative workforce solutions that support economic development strategies in Region 3, LWDA #31.

CHAPTER 1:

ECONOMIC and WORKFORCE ANALYSIS – REGIONAL COMPONENT

STRATEGIC PLANNING ELEMENTS

ECONOMIC, WORKFORCE, and WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

A. Analysis

1. Economic Conditions include existing and emerging in-demand industry sectors and occupations.

According to the Economic and Workforce Analysis, the State Plan, the Labor Force Statistics Forecast and the Labor Market Information provided by the Louisiana Workforce Commission both the three-parish Houma region and two-parish Houma MSA reflect the negative repercussions of declining oil prices and COVID 19. Unemployment has risen to and all time high but is decreasing as businesses begin to reopen however, the Houma region is one of two regions anticipating continued negative growth due to falling oil prices and the unexpected COVID 19 pandemic. As of July 2020, the unemployment rate for the region was 8.5%.

Based on the current data from RMLA – Region 3, the Health Care and Social Assistance industry – a backbone of the state’s economy – is the largest contributor to long term growth, accounting for 21.6% percent of total forecasted growth in the region through 2026. It is estimated that the healthcare job growth will add approximately 1211 jobs in the near future. Demand is still at its highest but there is still a shortage of job seekers.

Health Care and Social Assistance in 2018 annual average weekly wage of $339, below the regional average. Health Care and Social Assistance accounted for 14% percent of the region’s total employment in 2018 and the industry is further highlighted in High Demand Industry Sectors and Occupations below.
The Houma region employment levels declined throughout 2016 and 2017 and slightly rebounded in 2018 and 2019, however in 2020 with the continued decline of oil prices and COVID 19, unemployment dipped to an extreme low.

Although slow to recover Region 3 has seen many industries go back to work, however the oil prices have not increased, and the economy has not rebounded from COVID 19 closures.
In 2018 the total labor force in Region 3 was 67,842 and has slowly risen to 95,654 through June 2019. Transportation and Warehousing is in 3rd largest industry by employment in the Houma RLMA and offers the second-highest average weekly wage. Manufacturing also boasts competitive wages and high levels of employment and has also gained in employment in the last few years adding 6,815 jobs since 2017, Quarter 1.

Top industry projections for the Houma RLMA through 2026.

<table>
<thead>
<tr>
<th>Industry Title</th>
<th>NAIC</th>
<th>2016 Average Employment</th>
<th>2026 Projected Employment</th>
<th>Employment Change Through 2026</th>
<th>Share of Total Growth Through 2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care and Social Assistance</td>
<td>62</td>
<td>11,993</td>
<td>13,204</td>
<td>1,211</td>
<td>21.6%</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>72</td>
<td>7,405</td>
<td>8,230</td>
<td>825</td>
<td>14.7%</td>
</tr>
<tr>
<td>Other Services, Except Public Adm.</td>
<td>81</td>
<td>7,280</td>
<td>7,821</td>
<td>541</td>
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<tr>
<td>Retail Trade</td>
<td>44-45</td>
<td>11,434</td>
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<tr>
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<td>4,950</td>
<td>5,476</td>
<td>526</td>
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</tr>
<tr>
<td>Educational Services</td>
<td>61</td>
<td>6,717</td>
<td>7,093</td>
<td>376</td>
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</tr>
<tr>
<td>Administration and Waste Services</td>
<td>56</td>
<td>4,131</td>
<td>4,448</td>
<td>317</td>
<td>5.7%</td>
</tr>
<tr>
<td>Transportation and Warehousing</td>
<td>48-49</td>
<td>10,773</td>
<td>11,025</td>
<td>252</td>
<td>4.5%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>31-33</td>
<td>7,815</td>
<td>7,979</td>
<td>164</td>
<td>2.3%</td>
</tr>
<tr>
<td>Government</td>
<td>90</td>
<td>5,027</td>
<td>5,177</td>
<td>150</td>
<td>2.7%</td>
</tr>
</tbody>
</table>
All nine MSAs and eight regions are making strides to put the state on target to reach its projected employment of just over 2 million jobs through 2019. The continually declining unemployment rate in all MSAs is another positive sign that the state is slowly regaining the ground lost to falling oil prices and COVID-19.

### RLMA 3 Labor Force Consumption by Industry 2018
Total Labor Force of 87,842

<table>
<thead>
<tr>
<th>Industry</th>
<th>2018 Employed</th>
<th>Percentage Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care and Social Assistance</td>
<td>12,668</td>
<td>14%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>10,919</td>
<td>12%</td>
</tr>
<tr>
<td>Transportation and Warehousing</td>
<td>9,247</td>
<td>11%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>7,384</td>
<td>8%</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>7,450</td>
<td>9%</td>
</tr>
<tr>
<td>Total Other Industries</td>
<td>40,174</td>
<td>46%</td>
</tr>
<tr>
<td>Total</td>
<td>87,842</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

The occupations within RLMA 3 with high demand on a projected basis are reflected in the chart below. The chart also reflects that the highest paying demand jobs are found in the Maritime, Manufacturing, Sales, Medical and Management industries.

### Top High-Demand Occupations Long Term by Employment

<table>
<thead>
<tr>
<th>Star Rating</th>
<th>Occupational Title</th>
<th>2018 Employment</th>
<th>2026 Projected Employment</th>
<th>Annual Total Openings</th>
<th>2018 Annual Average Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Captains, Mates, and Pilots of Water Vessels</td>
<td>2,480</td>
<td>2,540</td>
<td>260</td>
<td>$96,257</td>
</tr>
<tr>
<td>5</td>
<td>Registered Nurses</td>
<td>1,819</td>
<td>1,970</td>
<td>120</td>
<td>$58,925</td>
</tr>
<tr>
<td>5</td>
<td>General and Operations Managers</td>
<td>1,379</td>
<td>1,640</td>
<td>140</td>
<td>$112,950</td>
</tr>
<tr>
<td>5</td>
<td>Welders, Cutters, Solderers, and Brazers</td>
<td>1,370</td>
<td>1,510</td>
<td>160</td>
<td>$48,455</td>
</tr>
<tr>
<td>5</td>
<td>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products</td>
<td>1,340</td>
<td>1,480</td>
<td>150</td>
<td>$62,415</td>
</tr>
<tr>
<td>5</td>
<td>First-Line Supervisors of Office and Administrative Support Workers</td>
<td>1,097</td>
<td>950</td>
<td>100</td>
<td>$50,592</td>
</tr>
<tr>
<td>5</td>
<td>Accountants and Auditors</td>
<td>618</td>
<td>650</td>
<td>60</td>
<td>$67,936</td>
</tr>
<tr>
<td>5</td>
<td>Financial Managers</td>
<td>177</td>
<td>230</td>
<td>20</td>
<td>$116,957</td>
</tr>
<tr>
<td>5</td>
<td>Construction Managers</td>
<td>395</td>
<td>200</td>
<td>20</td>
<td>$98,637</td>
</tr>
<tr>
<td>5</td>
<td>Sales Manager</td>
<td>103</td>
<td>200</td>
<td>20</td>
<td>$103,067</td>
</tr>
<tr>
<td>4</td>
<td>Sailors and Marine Oilers</td>
<td>2,050</td>
<td>2,060</td>
<td>240</td>
<td>$50,776</td>
</tr>
<tr>
<td>4</td>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
<td>1,720</td>
<td>1,830</td>
<td>200</td>
<td>$41,363</td>
</tr>
<tr>
<td>4</td>
<td>Elementary School Teachers, Except Special Education</td>
<td>1,420</td>
<td>1,530</td>
<td>120</td>
<td>$47,996</td>
</tr>
<tr>
<td>Star Rating</td>
<td>Occupational Title</td>
<td>2018 Employment</td>
<td>2026 Projected Employment</td>
<td>Annual Total Openings</td>
<td>2018 Annual Average Wage</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------</td>
<td>----------------</td>
<td>--------------------------</td>
<td>-----------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>4</td>
<td>First-Line Supervisors of Retail Sales Workers</td>
<td>1,350</td>
<td>1,440</td>
<td>150</td>
<td>$34,767</td>
</tr>
<tr>
<td>4</td>
<td>Maintenance and Repair Workers, General</td>
<td>1,190</td>
<td>1,280</td>
<td>130</td>
<td>$40,336</td>
</tr>
<tr>
<td>4</td>
<td>Bookkeeping, Accounting, and Auditing Clerks</td>
<td>1,020</td>
<td>1,000</td>
<td>110</td>
<td>$34,712</td>
</tr>
<tr>
<td>4</td>
<td>Elementary School Teachers, Except Special education and Career/Technical Education</td>
<td>1,450</td>
<td>1,530</td>
<td>1,200</td>
<td>$50,132</td>
</tr>
<tr>
<td>4</td>
<td>Property Real Estate and Community Association Managers</td>
<td>364</td>
<td>363</td>
<td>10</td>
<td>$58,366</td>
</tr>
<tr>
<td>3</td>
<td>Computer Network Support Specialists</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>$45,980</td>
</tr>
<tr>
<td>3</td>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>750</td>
<td>760</td>
<td>50</td>
<td>$38,994</td>
</tr>
<tr>
<td>3</td>
<td>Operating Engineers and Other Construction Equipment Operators</td>
<td>680</td>
<td>760</td>
<td>90</td>
<td>$44,401</td>
</tr>
<tr>
<td>3</td>
<td>Secretaries and Administrative Assistants, Except Legal, Medical, and Executive</td>
<td>1,780</td>
<td>1,650</td>
<td>170</td>
<td>$29,720</td>
</tr>
<tr>
<td>3</td>
<td>Construction Laborers</td>
<td>990</td>
<td>1,080</td>
<td>110</td>
<td>$29,095</td>
</tr>
<tr>
<td>3</td>
<td>Riggers</td>
<td>850</td>
<td>920</td>
<td>90</td>
<td>$33,869</td>
</tr>
<tr>
<td>3</td>
<td>Light Truck or Delivery Services Drivers</td>
<td>850</td>
<td>930</td>
<td>100</td>
<td>$30,713</td>
</tr>
<tr>
<td>3</td>
<td>Customer Service Representatives</td>
<td>700</td>
<td>730</td>
<td>90</td>
<td>$29,507</td>
</tr>
</tbody>
</table>

2. **Employment Needs of Employers in existing and emerging in-demand industry sectors and occupations.**

RLMA 3's economy has had a long history of dominance by those industries engaged in the oil and gas and maritime sectors, however due to declining oil prices this industry's statistics anticipate a negative growth in the future. At this time, the Healthcare & Social Assistance, in addition to the Retail and Transportation industries have made a significant entry in the Region.

3. **Knowledge and Skills Needed to meet employment needs of the employers in the Region, including employment Needs in -in-demand industry sectors and occupations.**

The Houma Region has a focus on three industries – Health Care and Social Assistance, Retail Trade and Transportation and Warehousing. The charts below provide projections on what industries are expected to experience the greatest growth by 2026. The aging of the baby boom generation will necessitate more people working to care for this segment of the population. Specifically, these projections show the Health Care and Social Assistance Industry growing by 1,211 through 2026.
Below are the top industry projections for the Houma RLMA through 2026. Health Care and Social Assistance is projected to add the most jobs with a growth of 1,211, comprising 21.6 percent of new job growth. Accommodation and Food Services is projected to contribute the second most jobs during this timeframe by adding 825 jobs, contributing 14.7 percent of new jobs during this timeframe.

### Industry and Occupational Projections

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<td>Government</td>
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<td>5,027</td>
<td>5,1777</td>
<td>150</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

The following table from the Labor Market Information on the Louisiana Workforce Commission website shows the greatest increase (1000 or more) and the greatest decrease (1000 or more) in the projections of employment by industry for Region 3.

### Short Term and Long-Term Projections for Top Industries in the Houma Region

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total, All Industries</td>
<td>99,806</td>
<td>93,362</td>
<td>-3.7%</td>
<td>103,062</td>
<td>6.4%</td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>11,893</td>
<td>12,668</td>
<td>0.9%</td>
<td>13,204</td>
<td>21.6%</td>
</tr>
<tr>
<td>Retail Trade</td>
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<td>10,993</td>
<td>-3.9%</td>
<td>11,963</td>
<td>4.6%</td>
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<tr>
<td>Transportation and Warehousing</td>
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<td>9,716</td>
<td>-9.8%</td>
<td>11,025</td>
<td>2.3%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>7,815</td>
<td>7,296</td>
<td>-6.6%</td>
<td>7,979</td>
<td>2.1%</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>7,405</td>
<td>7,377</td>
<td>-1.0%</td>
<td>8,230</td>
<td>11.14%</td>
</tr>
</tbody>
</table>
Below is a breakdown of the educational, training, experience and licensing requirements for each of the demand industries within RLMA 3.

In the Health Care and Social Assistance Industry, 1 out of the 4 demand jobs requires an associate degree. The remaining 3 jobs require some post-secondary training without degree attainment.

**HEALTH CARE AND SOCIAL ASSISTANCE**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Educational Requirements</th>
<th>Experience</th>
<th>Job Training</th>
<th>Lic. Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurses</td>
<td>Associates degree</td>
<td>None</td>
<td>None</td>
<td>Lic. Required</td>
</tr>
<tr>
<td>Licensed Practical and Licensed Vocational Nurses</td>
<td>Postsecondary non-degree award</td>
<td>None</td>
<td>None</td>
<td>Lic. Required</td>
</tr>
<tr>
<td>Nursing Assistants</td>
<td>Postsecondary non-degree award</td>
<td>None</td>
<td>None</td>
<td>Cert. Available</td>
</tr>
<tr>
<td>Medical Assistants</td>
<td>Postsecondary non-degree award</td>
<td>None</td>
<td>None</td>
<td>Cert. Available</td>
</tr>
</tbody>
</table>

In the Retail Industry, only supervisors require some post-secondary training without degree attainment. Cashiers and salespersons require short-term on the job training and some licenses are required.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Educational Requirements</th>
<th>Experience</th>
<th>Job Training</th>
<th>Lic. Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cashiers</td>
<td>High School diploma or equivalent</td>
<td>None</td>
<td>Short-Term on the job training</td>
<td>Lic. Req.</td>
</tr>
<tr>
<td>Retail Salespersons</td>
<td>High School diploma or equivalent</td>
<td>None</td>
<td>Short-Term on the job training</td>
<td>Lic. Req.</td>
</tr>
<tr>
<td>First-Line Supervisors of Retail Sales Workers</td>
<td>Postsecondary non-degree award</td>
<td>Less than 5 years</td>
<td>Occupational Specific Training</td>
<td>None</td>
</tr>
</tbody>
</table>

In the Transportation and Warehousing Industry there is a license requirement for most of the demand occupations.

**TRANSPORTATION AND WAREHOUSING**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Educational Requirements</th>
<th>Experience</th>
<th>Job Training</th>
<th>Lic. Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captains, Mates and Pilots of Water Vessels</td>
<td>Bachelor's Degree</td>
<td>Occupational Specific</td>
<td>None</td>
<td>Lic. Req.</td>
</tr>
<tr>
<td>Sailors and Marine Oilers</td>
<td>Post-Secondary Non-degree award</td>
<td>None</td>
<td>Moderate term - On the Job Training</td>
<td>Lic. Req.</td>
</tr>
<tr>
<td>Heavy and Tractor-Trailer Drivers</td>
<td>Post-Secondary Non-degree award</td>
<td>None</td>
<td>Short term on the Job training</td>
<td>Lic. Req.</td>
</tr>
<tr>
<td>Laborers and Freight, Stock</td>
<td>Less than High school</td>
<td>None</td>
<td>Short term on the Job training</td>
<td>None</td>
</tr>
</tbody>
</table>
With regard to the Accommodation and Food Service Industry, only people engaged in occupations as cooks require some post-secondary educational training. The remaining 3 occupations only require on-the-job training.

### ACCOMMODATION and FOOD SERVICE

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Educational Requirements</th>
<th>Experience</th>
<th>Job Training</th>
<th>Lic. Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooks, Restaurant</td>
<td>Postsecondary non-degree award</td>
<td>Less than 5 years</td>
<td>Moderate – Term on the job training</td>
<td>None</td>
</tr>
<tr>
<td>Janitors and Cleaners, Except Maids and Housekeeping Cleaners</td>
<td>Less than high school</td>
<td>None</td>
<td>Short-term on-the-job training</td>
<td>None</td>
</tr>
<tr>
<td>Waiters and Waitresses</td>
<td>Less than high school</td>
<td>None</td>
<td>Short-term on-the-job training</td>
<td>None</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>Less than high school</td>
<td>None</td>
<td>Short-term on-the-job training</td>
<td>None</td>
</tr>
</tbody>
</table>

in the Manufacturing industry most occupations require a postsecondary non-degree award.

### MANUFACTURING

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Educational Requirements</th>
<th>Experience</th>
<th>Job Training</th>
<th>Lic. Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welders, Cutters, Solderers, and Brazers</td>
<td>Postsecondary non-degree award</td>
<td>None</td>
<td>Moderate – Term on the job training</td>
<td>Certificate Available</td>
</tr>
<tr>
<td>Machinists</td>
<td>Post-Secondary non-degree award</td>
<td>None</td>
<td>Moderate – Term on the job training</td>
<td>None</td>
</tr>
<tr>
<td>Team Assemblers</td>
<td>High School diploma or equivalent</td>
<td>None</td>
<td>Moderate – Term on the job training</td>
<td>None</td>
</tr>
<tr>
<td>First Line Supervisors of Production and Operating Workers</td>
<td>Post-Secondary non-degree award</td>
<td>Less than 5 years</td>
<td>Occupational Specific</td>
<td>None</td>
</tr>
</tbody>
</table>

The Houma region has numerous occupations with high demand (3, 4, or 5 stars) and high base year employment (employment greater than or equal to 500). The table below shows the star ratings, ten-year growth, and education levels required of each occupation.

### ALL HIGH EMPLOYMENT INDUSTRIES

**High Employment, High Demand Occupations in the Houma Region**

<table>
<thead>
<tr>
<th>Star Rating</th>
<th>Occupational Title</th>
<th>10 Year Growth</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Captains, Mates, and Pilots of Water Vessels</td>
<td>260</td>
<td>Bachelor’s Degree</td>
</tr>
<tr>
<td>5</td>
<td>Registered Nurses</td>
<td>120</td>
<td>Associates Degree</td>
</tr>
<tr>
<td>5</td>
<td>Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products</td>
<td>140</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>5</td>
<td>Plumbers, Pipefitters, and Steamfitters</td>
<td>60</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>5</td>
<td>General and Operations Managers</td>
<td>130</td>
<td>Bachelor’s degree</td>
</tr>
<tr>
<td>5</td>
<td>Accountants and Auditors</td>
<td>50</td>
<td>Bachelor’s degree</td>
</tr>
<tr>
<td>Star Rating</td>
<td>Occupational Title</td>
<td>10 Year Growth</td>
<td>Education</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Electricians</td>
<td>50</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>5</td>
<td>First-Line Supervisors of Office and Administrative Support Workers</td>
<td>40</td>
<td>Associates Degree</td>
</tr>
<tr>
<td>5</td>
<td>First-Line Supervisors of Mechanics, Installers, and Repairers</td>
<td>50</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>4</td>
<td>Elementary School Teachers, Except Special Education</td>
<td>110</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>4</td>
<td>First Line Supervisors of Retail Sales Workers</td>
<td>90</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>4</td>
<td>Maintenance and Repair Workers, General</td>
<td>90</td>
<td>High school diploma or equivalent</td>
</tr>
<tr>
<td>4</td>
<td>Operating Engineers and Other Construction Equipment Operators</td>
<td>80</td>
<td>High school diploma or equivalent</td>
</tr>
<tr>
<td>4</td>
<td>Industrial Machinery Mechanics</td>
<td>70</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>4</td>
<td>Carpenters</td>
<td>50</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>4</td>
<td>First-Line Supervisors of Construction Trades and Extraction Workers</td>
<td>50</td>
<td>High school diploma or equivalent</td>
</tr>
<tr>
<td>4</td>
<td>Painters, Construction and Maintenance</td>
<td>40</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>4</td>
<td>Secondary School Teachers, Except Special and Career/Technical Education</td>
<td>30</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td>4</td>
<td>Inspectors, Testers, Sorters, Samplers, and Weighers</td>
<td>10</td>
<td>High school diploma or equivalent</td>
</tr>
<tr>
<td>3</td>
<td>Construction Laborers</td>
<td>100</td>
<td>Less than high school</td>
</tr>
<tr>
<td>3</td>
<td>Riggers</td>
<td>60</td>
<td>Postsecondary non-degree award</td>
</tr>
<tr>
<td>3</td>
<td>Helpers—Installation, Maintenance, and Repair Workers</td>
<td>60</td>
<td>High school diploma or equivalent</td>
</tr>
<tr>
<td>3</td>
<td>Customer Service Representatives</td>
<td>30</td>
<td>Postsecondary non-degree award</td>
</tr>
</tbody>
</table>

4. Regional workforce considering current labor force employment and unemployment data, information on labor market trends, and educational and skill levels of the workforce, including individuals with barriers to employment.

(i) EMPLOYMENT and UNEMPLOYMENT. An analysis of current employment and unemployment data, including labor force participation rates, and trends in the Regional/Local.

The Houma RLMA has an increase in the unemployment rate up to 5.3 percent in June 2019 and as high as 8.7 in June 2020. This is attributed to the decline in the oil industry and the COVID 19 pandemic. Data continues to reflect that this shrinkage is due to workers leaving the area due to a decline in jobs in those industries engaged in the oil and gas sector which previously dominated the region’s economy. As of June 2019, the seasonally adjusted nonfarm employment level was 84,100 which represents a 3.0 percent decrease from January 2018.
Seasonally-adjusted Total Nonfarm Employment January 2019 – August 2020

Louisiana and Houma Region Employed to Unemployed Ratio, January 2015 to October 2018

Source: Employment and Unemployment data produced by the Local Area Unemployment Statistics (LAUS) Program
While the labor force participation rate in Louisiana is below the national level, it mimics the overall trends found nationally. Similarly, Louisiana’s unemployed ratio which compares the rate at which they are being separated, reflects the national trend but at a higher level. While the US reached its high of 26.2% in September 2018, Louisiana employment to unemployment ratio remains below the 21.5 in March 2018 as shown in the chart below.

![Table](image)

The region is committed to expanding access for targeted populations, especially the long-term unemployed, person with disability, out-of-school youth and veterans. Regionally the partners will work to establish partnerships and collaborate with community organizations in order to serve the job seeker customers to access the services that they need in order to be able to acquire the job skills that will lead to employment.

(II) LABOR MARKET TRENDS: Provide an analysis of key labor market trends, including across existing industries and occupations.

Region 3 is still anticipated to be one of the two areas with negative growth through 2026. However, this region is working diligently with the several industries to attempt to add more employment sectors.

Projections on industries expected to experience the greatest growth by 2026. The highest growth occupation according to those projections will be the Health Care and Social Assistance industry. The aging of the baby boom generation will necessitate more people working to care for this segment of the population. Specifically, these projections show the Health Care and Social Assistance Industry growing by 1,211 through 2026. This growth is broken down further into the Ambulatory health services, Hospitals, Nursing and residential care facilities, and Social assistance industries. Nearly three quarters of the growth is attributable to Hospital workers and emergency care professionals. The number of job vacancies in this sector also show strong demand for workers in the Education and Health Services Sector.

<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>Employment Growth</th>
<th>Percent Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation and Food Services</td>
<td>825</td>
<td>14.7%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>529</td>
<td>9.4%</td>
</tr>
<tr>
<td>Management of Companies and Enterprises</td>
<td>64</td>
<td>10.7%</td>
</tr>
<tr>
<td>Construction</td>
<td>526</td>
<td>9.4%</td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>1,211</td>
<td>21.6%</td>
</tr>
<tr>
<td>Educational Services</td>
<td>376</td>
<td>6.7%</td>
</tr>
<tr>
<td>Administrative and Waste Services</td>
<td>317</td>
<td>5.7%</td>
</tr>
</tbody>
</table>
(iii) **EDUCATION and SKILL LEVELS of the WORKFORCE.** Provide an analysis of the educational and skill levels of the workforce.

A review of the educational and skills level of the workforce in WFDA 31 shows that over 77% of the population between the ages of 16 and 24 has earned a high school diploma or higher level of education and over 76% of those older than 25 years have earned a high school diploma or higher level of education.

![Population 18 to 24 years and Percent](image)

A review of the projected Annual Openings in WFDA 31 shows that most require some postsecondary training.

(iv) **SKILLS GAP**

Region 3, will continue to foster a dynamic, integrated and market driven workforce development system that identifies demand occupations in our area and targets the necessary education and skills needed to meet the changing needs of the local area.

Education and training for the ten (10) year growth preparation will be based upon strong collaboration and coordination from the Partners. All programs, either directly or indirectly will address the needs of the workforce to increase the percentage of students graduating with a high school diploma.
(v) **SPECIAL POPULATION**

The one-stop system in Region 3 serves a broad spectrum of employers and customers. Population at-large of the job-seekers, special needs students, youth ages 16-24, dislocated workers, people with disabilities, recipients of public assistance, ex-offenders, out of school youth, Veterans, economically disadvantaged individuals as well as other low income individuals and the employer community, both current and those identified by economic development. Partner programs/agencies are a part of the system design.

**B. Describe the development and implementation of sector initiatives for in-demand industry sectors or occupations for the planning region.**

1. **How will the workforce partners convene employers, foundations and regional institutions to help lead sector partnerships and make coordinated investment.**

   Strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the workforce system, and education partner, community colleges for the purpose of continuously identifying workforce challenges and developing solutions to targeted industries’ workforce challenges. Due to the impact of the COVID 19 Pandemic changes have been implemented to ensure the safety of the staff and customer i.e., Zoom meetings, Webinars, Conference Calls.

2. **Identify the established and active industry sector partnerships in the region.**

   1. Allied Health Programs (Cardiopulmonary care science, nursing, practical nursing, and patient care technician);
   2. Skilled Craft (Electrical, Welding, Pipelayers and Steamfitters, HVAC);
   3. Transportation and logistics (automotive, warehousing and marine diesel programs);
   4. STEM (Integrated production technologies and drafting & design technology programs).

3. **What other sector-based partnerships exist in the region? If any exist, are they business led and what is their role in planning?**

   The local Community College partners with other community and technical colleges, universities and secondary school districts in addition to local private entities to offer quality technical and academic programs aligning with the WIOA concept. The Partnership will focus efforts towards career clusters to create the greatest impact for the use of the Perkins funds within Region 3.

   These programs promote economic diversity, thereby promoting economic growth with a climb in personal income and a more efficient labor exchange and training system. A key ingredient will be the system’s intelligent deployment of educational and training resources in efforts such as technical education and worker continuing education.
4. What other public-private partnerships exist in the region? If any exist, are they business led and what is their role in planning?

The LWDB initiatives will focus on garnering and utilizing input from businesses to customize services and be designed to grow relationships with the top industries in Region 3. This can be accomplished by networking with business organizations such as South-Central Industrial Association, Chamber of Commerce and Bayou Society of Human Resources, and coordinating efforts with economic development and regional higher education entities.

The spirit of collaboration and coordination improve the services to both business and job seeker customers.

5. What neutral conveners with the capacity to help establish sector partnerships exist in the region and what is their role in planning.

- Houma-Terrebonne Chamber of Commerce – the Chamber advocates on behalf of members of business-friendly legislation and offers programs, services and networking opportunities to help make local business thrive and grow.
- Lafourche Chamber of Commerce - the Chamber advocates on behalf of members of business-friendly legislation and offers programs, services and networking opportunities to help make local business thrive and grow.
- Assumption Parish Chamber of Commerce - the Chamber advocates on behalf of members of business-friendly legislation and offers programs, services and networking opportunities to help make local business thrive and grow.
- TEDA (Terrebonne Parish Economic Development Agency)
- South Central Planning
- Workforce Board in our Region – these business led boards are ideally situated to convene employers for development of Sector Initiatives. Members come from the industries that are being targeted in our region.
- Any business that is planning to expand could be considered a neutral convener. Their role could be determining skill levels for various occupations, assisting the developing training/curriculum that would train skilled workers, participating on advisory councils or
- Workforce boards and providing equipment or skill training at their business location.
- Partners are utilizing One-Stop referrals to refer job seekers to business and other services offered through partners of the One Stop as shown in the Memorandum of Understanding
CHAPTER 2:

STRATEGIES FOR SERVICE INTEGRATION – REGIONAL COMPONENT

A. Provide an analysis of workforce development activities, including education and training in the region. This analysis must include the strengths and weaknesses of workforce development activities and capacity to provide the workforce development activities to address the education and skill needs of the workforce, including the individuals to employment, and the employment needs of employers.

1. Analyze the Strength & Weaknesses of workforce development activities in the region.

Strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the workforce system, and education partners, community colleges for the purpose of continuously identifying workforce challenges and developing solutions to targeted industries' workforce challenges. Due to the impact of COVID 19 we have somewhat changed our proactive to include zoom meetings/calls, webinars and conference calls.

As part of partnership cohesiveness and strength of the workforce system, the Memorandum of Understanding illustrates the workforce activities to be administered in Region 3. Continued collaboration is still in place in bringing partners together in identifying skills and resources needed by both the job seeker and employer.

Strengths:

- The system recognizes that there is a need for employers to come to the table so that the workforce can prepare the job seeker to fulfill their need;
- The majority of jobs in Region 3 can be obtained without a college degree;
- Placement in occupations which are trending upward in Region 3 only require some form of credential on a non-degree level;
- Memorandum of Understanding with various mandated partners to make themselves and their services available for public access through the One-Stop system.
- The Education system through "Jumpstart" is addressing those soft skills that are needed to secure and maintain employment.

Weaknesses:

- More postsecondary skills training needed, however, greatly improved over the last two (2) years with additional short-term training.
- Most graduating out of high school lack soft skills to acquire/maintain employment;
- Rural area customers are often difficult to reach due to additional barriers not being addressed.
2. **Analyze the capacity of the regional partners to provide workforce development activities to address the education and skill needs of the workforce including individuals with barriers to employment.**

The Region is well-positioned to provide services to individuals with barriers to employment, including underemployed/unemployed, ex-offenders, Low Skill / literacy Levels Individuals with Disabilities, Substance Abuse, Older Americans, Out-of-School Youth, Adults who lack a high school Diploma, Veterans, Homeless, ESL Individuals, Single Parents and Displaced Homemakers.

Region 3's intent is to expand access to employment, training, education and supportive services by identifying with the Demand Occupations of the Region and the educational skills necessary to secure employment and perform jobs leading to self-sufficiency. As a result of the Board’s composition, awareness of industries in need of skilled labor is broadened.

Region 3 has the educational capacity via college, community colleges and other training instructions which have the capability to train customers in demand occupations. Three (3) Business and Career Solutions Center, American Job Centers are housed in each of the Parishes of Lafourche, Assumption and Terrebonne for the purpose of assisting with funds to enroll at an eligible training provider institution.

Strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the workforce system, and education partner, community colleges for the purpose of continuously identifying workforce challenges and developing solutions to targeted industries’ workforce challenges.

Through continuous collaboration and coordination with the education system, with primary focus being on Demand Occupations, more training enrollment is encouraged. Coordination of benefits is done through one stop partners. This coordination through the Business and Career Solutions Center, American Job Centers will avoid duplication of services.

The LWDB will support the enrollment of clients in identified career pathways and co-enrollment activities.

Co-enrollment is considered when there is a need/barrier in completing a chosen program. The customer’s educational goals and education-related cost (training and supportive services) are keys to completing and achieving their goals.

Region 3 supports the customers’ needs to assist with barriers which may otherwise hinder the customer from achieving postsecondary credentials or certifications.

Open communication among key partners is essential. Open communications among employers and economic development for continuation of economic growth, economic diversification and efficient labor exchange are also important. Through joint efforts with emphasis on Demand Occupations, Region 3 will work continually to identify whether or not the system of industry/business continuously meets the demand of the local area.

3. **Analyze the capacity of the regional partners to provide activities to address the needs of employers:**

LWDA has a Local Industry Coordinator, along with Business Service staff that networks with employers to assess the industry needs for training opportunities. The Business Service staff
continues to engage with sector-partnership. LWDB will continue to place emphasis on the importance of the One Stop System to impact the economic growth in the region.

Strategies to support a local workforce development system are implemented by virtual and personal visits to businesses operating within the identified demand industries in the region. Businesses are educated on the use of tax credits, reimbursement programs such as On-the-Job Training Programs (OJT), Incumbent Workers Training Programs (IWTP), classroom training programs (CRT), customized training programs and job fairs, labor market information, and federal labor laws.

LWDA has established open communication with Economic Development to coordinate services through workforce development programs that effectively meet the needs of businesses. The Business Service staff along with economic development and the one stop system will identify employers that are not currently utilizing the HIRE System to fill vacancies.

LWDA Business Service Representative engages in local and virtual job fairs, connect with employers participating in job fairs, and match the unemployed claimant customer with available openings. The one stop center staff also assists the customer with pre-employment skills to enhance necessary skills for re-entry into the labor market system. The Veteran customers are a priority in having first preference to listings.

4. How well do existing training programs in the region and local areas prepare job seekers to enter and retain employment with regional businesses?

The LWDB initiatives will focus on garnering and utilizing input from businesses to customize services and be designed to grow relationships with the top industries in Region 3. This can be accomplished by networking with business organizations such as South-Central Industrial Association, Chamber of Commerce and Bayou Society of Human Resources, and coordinating efforts with economic development and regional higher education entities.

Program partners meet to implement strategies to utilize the referral process to help enhance the capability of job seekers to prepare for sustained employment.

5. Summarize the commitments of each partner program partner to implement the selected strategies.

Services provided may include assisting employers in utilizing their HIRE account to post jobs and search for resumes, referring qualified applicants, customized recruiting events, On-The-Job training consultation and referrals, providing information on the Incumbent Worker Training Program (IWTP), Small Business Employee Training (SBET), Apprenticeship, and Regional Labor Market Information (LMI). Regular employer visits and/or virtual visits are scheduled and conducted at the employer's convenience and location to accomplish these goals.

Business engagement can be more successful by understanding that businesses are the source of our economy's funding and provide the jobs that drive the economy. This is made effective by providing services promptly and efficiently, especially to the industries which employ the occupations in high demand in Region 3 under the existing programs that would help prepare job seekers to retain employment.
Services provided may include assisting employers in utilizing their HIRE account to post jobs and search for resumes, referring qualified applicants, customized recruiting events, On-The-Job training consultation and referrals, providing information on the incumbent Worker Training Program (IWTP), Small Business Employee Training (SBET), Apprenticeship, and Regional Labor Market Information (LMI). Regular employer visits and/or virtual visits are scheduled and conducted at the employer's convenience and location to accomplish these goals.

B. Describe how transportation and other supportive services are coordinated within the region.

1. What regional organizations currently provide or could provide supportive services.

<table>
<thead>
<tr>
<th>Supportive Service</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare</td>
<td>WIOA Title I (if funds are available)</td>
</tr>
<tr>
<td></td>
<td>State of Louisiana Childcare Assistance</td>
</tr>
<tr>
<td>Clothing</td>
<td>Catholic Social Services</td>
</tr>
<tr>
<td></td>
<td>Salvation Army</td>
</tr>
<tr>
<td>Food</td>
<td>Catholic Social Services</td>
</tr>
<tr>
<td></td>
<td>Good Samaritan Food Bank</td>
</tr>
<tr>
<td></td>
<td>Lafourche Food Bank</td>
</tr>
<tr>
<td></td>
<td>Assumption Food Bank</td>
</tr>
<tr>
<td></td>
<td>Salvation Army</td>
</tr>
<tr>
<td></td>
<td>Terrebonne Parish CSBG</td>
</tr>
<tr>
<td>Health</td>
<td>Terrebonne Parish CSBG</td>
</tr>
<tr>
<td></td>
<td>Louisiana Medicaid</td>
</tr>
<tr>
<td>Housing</td>
<td>Terrebonne Parish CSBG</td>
</tr>
<tr>
<td></td>
<td>Catholic Charities</td>
</tr>
<tr>
<td></td>
<td>Lafourche Parish Community Action</td>
</tr>
<tr>
<td></td>
<td>Salvation Army</td>
</tr>
<tr>
<td></td>
<td>Veterans Affairs</td>
</tr>
<tr>
<td>Transportation</td>
<td>Terrebonne Parish CSBG</td>
</tr>
<tr>
<td></td>
<td>Good Earth Transportation</td>
</tr>
<tr>
<td></td>
<td>Council on Aging</td>
</tr>
<tr>
<td>Utilities</td>
<td>Terrebonne Parish CSBG</td>
</tr>
<tr>
<td></td>
<td>Catholic Charities</td>
</tr>
<tr>
<td></td>
<td>Lafourche Parish Community Action</td>
</tr>
<tr>
<td></td>
<td>Assumption Parish</td>
</tr>
</tbody>
</table>

Coordination of transportation in Region 3 whereby eligible WIOA customers may receive assistance if appropriate funds are available. Two (2) of the three parishes have public transportation whereby Assumption does not. Region 3 is currently working with rural areas to coordinate and provide transportation services. Supportive services are offered to eligible WIOA customers based
upon availability of funds. They are also coordinated with partner programs for those who are co-enrolled to avoid duplication.

LWDB ensures that customers who are seeking workforce activities are routed to the nearest Business and Career Solutions center housed in Lafourche, Assumption and Terrebonne parishes. Transportation issues in the rural areas still remain a problem for those customers seeking employment or enrollment in training. The older worker utilizes the Council on Aging transportation system and individuals with disabilities utilize the South Louisiana Transportation and Planning Organization. As a collaborative effort, the LWBD continues to explore ways to resolve this major issue so that rural area customers will receive workforce activities more readily.

2. What policies and procedures will be established to promote coordination or supportive services delivery?

A copy of the Supportive Service Policy approved by the LAT Workforce Development Board, Inc, dated June 25, 2020 is attached as Attachment #1.

C. Describe the coordination or services with regional economic development services and WIOA service providers.

1. What economic development organizations, WIOA service providers or businesses are actively engaged in regional planning.

- TEDA (Terrebonne Economic Development Authority) - provides site location assistance, business-skills training opportunities, mediation with other governmental agencies, technical assistance when planning a new business venture or expansion, Economic and population data, identification of business-incentive and employee training programs, Recruitment of new business and industry and marketing.

- Lafourche Parish Economic Development - works with small and large business owners, non-profit groups and individual citizens to expand the local economy and address "quality of life" issues. Economic and community development are "broad concepts" that require addressing a variety of issues (public infrastructure, workforce development, public safety, housing, education, etc.) in order to impact the parish's economy and community amenities.

- Assumption Parish Policy Jury Economic Development - provides site location assistance, technical assistance when planning a new business venture or expansion and recruitment of new business and industry and marketing.

- SLEC (South Louisiana Economic Council) is a not for profit economic development agency providing assistance in the Parishes of Lafourche, governments. These services include long-range planning, state and federal liaison, current issues, membership services and services to businesses.
2. What economic development organizations, WIOA service providers or businesses were invited to participate but declined?

None of the invited economic development organizations or business declined to participate.

D. Describe the coordination of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate (679.510(a)(1)(v)).

The regional partners participate in a local MOU and have developed appropriate cost sharing arrangements that are consistent with our strategies for service integration and coordination as outlined in plan.

The LAT Workforce Development Board, Inc., will collaborate on regional projects and pool administrative funds when appropriate. Our goal is to respond to regional needs by utilizing resources from all partners. This pooling of funds will eliminate any duplication and will highlight strong partnerships within the region.
CHAPTER 3:

VISION, GOALS AND IMPLEMENTATION STRATEGIES – (REGIONAL COMPONENT)

This section will outline how the Local Board(s) will coordinate the regional workforce, education and economic development activities with regional activities that are carried out in the local areas. The responses must ensure alignment with other plans as well as illustrate that businesses, education, and workforce development stakeholders have provided input and are involved in the development of the strategies.

A. Describe the local strategic vision to support state and regional economic growth (§ 679.560(a)(5)). Describe how this aligns with the State of Louisiana’s vision and principles (page 1).

Vision - In compliance with the State’s strategy and vision, the LAT Workforce Development Board, Inc. (LWDB) will continue working towards a skilled workforce in a demand driven business environment to improve the quality of life for all job seekers.

Region 3 will also foster a workforce development system that supports the needs of individuals and businesses to ensure Region 3 has a skilled workforce to effectively compete in a global economy. This includes our commitment to:

- Developing and maintaining strong partnerships with Business
- Building Pathways to Careers of Today and Tomorrow
- Engaging in cross agency collaboration and connections among the partners
- Promoting Integrated Service Delivery
- Ensuring equitable access and opportunity for all populations
- Continued Progress and Success of Programs
- Maintaining a focus on continuous improvement and innovation.

B. Describe the local goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment) and goals relating to the performance accountability measures based on performance indicators (§ 677.155(a)(1)).

Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations.

- Provide services to businesses and job seekers which will be locally driven and focused on high demand occupations and high paying jobs;
- Prioritizing services will be given to adults on public assistance, youth, low income individuals, Veterans and other special populations;
- Build on an integrated staff system solution approach in alignment across Partner programs;
- Barriers will be addressed as they relate to undeveloped areas of the current system’s delivery of employment and training services in the Local Workforce Development Area;

The majority of short-term/long-term training is ranging from six (6) weeks to two (2) years.
Goals for meeting the skilled workforce needs of employers.

- Enforce a seamless integrated system consisting of both educational opportunities to match that required by business and industry;
- Leverage Partner resources through the one-stop system to maximize services to businesses;
- Empower job seekers to gain skills required in demand occupations;
- Ensure a continuum of education and training opportunities toward achieving self-sufficiency that supports a locally driven economy.

The Local Workforce Development Board Partners will work together to achieve the vision for Region 3 and the One-Stop System.

Performance Goals

The LWC submits to the LWDB a performance accountability report. This report allows the LWDB to see, at a glance, if performance goals are being met. Region 3 also measures the success of its Youth Programs by using an internal database to track performance of clients that are unemployed or underemployed. They are offered job search services to become re-employed. Our main focus is to help clients to achieve employment and to keep them employed, it is always LWDB’s intent to either meet or exceed performance.

C. Provide a description of the regional and local strategies that will achieve the vision and principles. This must include a description of the strategies and services that will be used in the local areas:

1. To facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations (§ 679.560(b)(3)(i));

Region 3 will work to create strategies for employer engagement and to lead engagement efforts for specific industries, particularly for the primary targeted sectors.

Region 3 will continue to bring together key workforce development players in the region, which includes business and industry economic development, education and the workforce system to continuously identify the workforce challenges facing the region.

2. To support a local workforce development system that meets the needs of businesses in the local area (§ 679.560(b)(3)(ii));

Region 3 will work with Chambers of Commerce and Economic Development organizations to coordinate outreach to employers. The focus of this effort will be to identify and target industries and occupations within the region that are high growth, high demand and vital to the regional economy.

Business Service Staff will also coordinate engagement to employers. The focus of this effort will be oriented toward responding to the specific workforce needs of individual employers.
Region 3 has also developed a good working relationship with the community and Technical Colleges, Universities, Louisiana economic Development, local industry and the Prison Retrty Program to provide successful Job Fairs.

3. **To better coordinate workforce development programs and economic development** (§679.560(b)(3)(iii));

LWDB will continue to coordinate the Workforce Innovation activities with our local Economic Development Partners and have a relationship which will continue to strengthen coordination. As partnership relations strengthen awareness of new businesses locating in the Region, the union between employers and the One-Stop Centers will greatly improve. The Region will know, in advance, information regarding jobs, inclusive of non-traditional training opportunities and will improve on the delivery of information regarding services available to all job seekers, as well as to special populations.

Region 3 will work with Chambers of Commerce and Economic Development organizations to coordinate outreach to employers. LWDB will coordinate the delivery of services to businesses with other entities in the region including economic development, chambers of commerce and education to ensure non duplication of services.

LWDB is inviting businesses and Economic Development agencies to come to the Center to recruit new employees and, at the same time, have an opportunity to learn about the services and programs available in the One-Stop Center. Region 3 will continue to collaborate and match customers to employers to meet the employer’s need.

4. **To strengthen linkages between the one-stop delivery system and unemployment insurance programs** (§ 679.560(b)(3)(iv));

Region 3’s Comprehensive Vision of Integrated Service Delivery is to strengthen the linkage between the one-stop delivery system and the unemployment insurance program which provides delivery of service through the WIOA system. Region 3 is co-housed and integrating delivery of services with the area partners to be in compliance with WIOA. Wagner Peyser will provide unemployment and job seeking services. By co-housing, coordination is maximized, and more clients are receiving service in the process.

Services provided through the one stop delivery system improve the State’s employment service activities under Wagner-Peyser and gives the customer informed choices about other core programs. The center offers staff assistance, skills development, labor market information, Career Counseling, basic career services, training and individualized services, and direct placement.

As a result of mandated co-housing, WIOA services are ever present in the one stop system. Wagner-Peyser presence in the one stop system allows for both staff an avenue to work both sides of the programs. The One Stop System in Region 3 is strengthened by training staff. LWDA will continue to support the partnerships of Wagner-Peyser, Unemployment Insurance and Veterans services. Cross Training is the key. The local board continues to address issues of Wagner-Peyser restrictions on doing work as it relates to other activities offered by the Business and Career Solutions Center, American Job Center. 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 co-housing of the programs in the One-Stop Center.

Region 3 will also continue to encourage business customers to post their listings for job openings and offer space at the one-stop center to conduct job interviews and provide space for businesses to conduct assessments for placement opportunities.

5. To promote entrepreneurial skills training and microenterprise services (§ 679.560(b)(4)); and

LWDB will continue to coordinate the Workforce Innovation activities with our local Economic Development Partners and have a relationship which will continue to strengthen coordination. As partnership relations strengthen awareness of new businesses locating in the Region, the union between employers and the One-Stop Centers will greatly improve. The Region will know, in advance, information regarding jobs, inclusive of non-traditional training opportunities and will improve on the delivery of information regarding services available to all job seekers, as well as to special populations. The One-Stop centers in Region 3 will continue to collaborate and match customers to employers to meet the employer's need of jobs.

The LWDB is committed to working with the local economic development partners to meet the needs of local businesses and industries. LWDB will work with economic development to fill job orders with the most qualified job seekers. The workforce system and economic development will continue to identify the challenges of job seekers to address the needs of business and industries.

Region 3 and related partners are currently researching possible entrepreneurial skills training at this time.

6. To implement 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 regional employers (§ 679.560(b)(3)(v)).

Region 3 meets with its regional partners to discuss how they can continue to support regional sector strategies to identify and find the needs of regional employers. This allows the partners to leverage the limited resources and provide a menu of work based training learning opportunities to area businesses, including 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 regional employers.

The partners continue to examine possible Regional Career Pathways in order to identify opportunities for expansion and access to existing career pathways as well as the skill needs of employers that may be addressed through the development of new career pathway programs or modifications of existing pathways.

The partners will focus on hi-demand occupations and industries.
D. Describe regional strategies that will increase apprenticeship and other work-based learning opportunities.

Region 3 will continue working with the Industry Sector Liaison to determine possible apprenticeship programs in our area. The plumbing occupation has addressed the development in the field, however, there has not been any concrete strategy to implement the program. At the present time, there are no apprenticeship programs in Region 3.

E. Describe initiatives to shorten the time from credential to employment and address how the area will work with the education system to begin putting training opportunities in place to meet this strategy.

The region has undertaken initiatives that are intended to shorten the time from credential to employment, in collaboration with its community college. The Community colleges have more short-term training programs allowing the credential to be received in timely manner. The school awards increment credentials upon completion of industry recognized courses. Upon completion participants are provided opportunities for employment through Industry contract Liaisons, job postings in the HIRE system, the Career Center and job fairs, and the Community College Placement Centers.

Region 3 will assist as a funding source along with providing supportive services; Recruitment and referrals to enroll in short term training; Assist with working closely with employers to determine the need of participants; Increase capacity for job openings; and on the job training and any other needs that are identified.

The Community colleges have more short-term training programs allowing the credential to be received in timely manner.

- AWS – Welding – 8-weeks
- NCCER Core/Electrical Level I – 12 weeks
- CNA – 1 semester
- Line Worker – 16 weeks
- CDL – 2 – 8 weeks
- EMT – 1 semester

E. Describe the steps that will be taken to support the state’s efforts to align and integrate education, workforce and economic development including:

1. Fostering the improvement and expansion of employer-driven regional sector partnerships to increase the focus on critical in-demand occupations in key sectors that are the engine of economic growth for the state and its regions.

The region will foster the improvement and expansion of employer-driven regional sector partnerships to increase the focus on critical in-demand occupations in key sectors through the following efforts.

Region 3 will identify local employers willing to provide strategies to our sector initiatives and will continue to work with economic development partners within our region to identify existing partnerships and/or new partnerships and initiatives with employers in our key sectors;
2. Expanding career pathway opportunities through more accelerated and work-based training and align and integrate programs of study leading to industry-recognized credentials and improved employment and earnings.

Through collaboration with the educational system, the LWDA should be able to identify which Career Pathways will align with the demands of industries in Region 3. In the MOU priorities and vision will be predicted. LWDA envisions that core partners will jointly develop priority pathways, including entry, transition, and exit points. Through the Individual Employment Plan (IEP) Case Managers assist eligible WIOA customers with identifying and recognizing their career pathway.

3. Expanding career services and opportunities for populations facing multiple barriers to close the gap in educational attainment and economic advancement through career pathways and improved career services and expansion of bridge programs.

Individuals with barriers to employment have access to a one-stop Business and Career Solutions Center in all three parishes of Lafourche, Assumption and Terrebonne. Through electronic resources and HIRE, access to job listings, job search, and all one-stop center programs and information sources are available. Staff is available to help individuals use the services from the Business and Career Solutions Center and in part through Wagner-Peyser. Dislocated Workers, Veterans, Adult and Youth services are also available in Region 3. All applicable Core services are available at the three locations.

4. Expanding information for employers and job seekers to access services to support the alignment and integration of economic development, workforce development and education initiatives for supporting partnerships and career pathways sector.

LWDA services economically disadvantaged, Veterans, disabled individuals, individuals returning to work, individuals on public assistance, youth, as well as the universal population seeking or interested in employment opportunities. The LWDA will encourage reaching out to those individuals residing in Rural areas of the Region who are not just economically disadvantaged, but those persons in need of basic academic education, basic workplace skills, labor market information and intensive job search assistance. Partnership with Vocational Rehabilitation will link those individuals to WIOA service who are in need of training accommodations. Educational skills and work skills are a must to achieve a robust workforce in Region 3. Priority occupational areas and industry sectors will be identified for Region 3 in collaboration with Core Partners and local providers.

LWDA is currently engaged with partner agencies to solidify the MOU. Partners will be able to specifically work with their clients in registering for work, screening available job openings, reviewing eligibility criteria for both training and other services, and labor market information. The affiliate partners currently housed in the one stop centers consist of Wagner Peyser, Adult Education, Louisiana Vocational Rehabilitation, LWC – DVOP, Incumbent Worker Program that works strongly with business, industry and training providers; assisting them with the development of skills of existing employees; Business and Career Solutions Centers, which services adults, youth and dislocated workers, offers a wide range of services, including but not limited to pre-employment and supportive services and placement in training activities; Wagner Peyser offers job seeker services and employer services on a delivery approach of self-service, facilitated self-help and staff assisted.
OPERATING SYSTEMS AND POLICIES – LOCAL COMPONENT

This chapter provides an overview of all the operating systems and policies within the Local Workforce Development Areas (LWDAs). LWDAs must incorporate key documents into the plan that describe the one-stop delivery system and the services provided by the workforce partners.

A. Coordination of Planning Requirements: The plan will incorporate the Memorandum of Understanding and Service Integration Action Plan and include the following statements in this chapter:

- The Local Workforce Development Area 31 Memorandum of Understanding provides a description of the one-stop delivery system, and other information that is essential to the establishment and operation of effective local workforce development systems as required by the WIOA Rule (20 CFR Part 678.705). The Memorandum of Understanding and any subsequent modifications is incorporated by reference into this plan.

Description of the one-stop delivery system in the local area.

- Region 3’s position as it relates to a one stop system is a work in progress. Continuous improvements are ongoing and partner awareness is an essential part of this process. As a result of WIOA requirement for mandated partnership and their commitment to participate in the operation of the system, Region 3 has mandated partners currently in the Comprehensive One-Stop Center. (Wagner Peyser, Adult Education, Louisiana Vocational Rehabilitation and LWC – DVOP)

- The one-stop system in Region 3 serves a broad spectrum of employers and customers. Population at-large of the job-seekers, special needs students, youth ages 16-24, dislocated workers, people with disabilities, recipients of public assistance, ex-offenders, out of school youth, Veterans, economically disadvantaged individuals as well as other low income individuals and the employer community, both current and those identified by economic development. Partner programs/agencies are a part of the system design.

- Customers are registered through the HIRE (Helping Individuals Reach Employment) System. Access is available in all offices of Region 3 located in Lafourche, Assumption and Terrebonne Parishes.

- Development of MOU amongst WIOA mandatory partners have been identified in the local one stop system. Currently the center houses Wagner-Peyser services, Veteran Representative (DVOP), Job Corps, MET Representative, Louisiana Rehabilitation Services, Adult Education, STEP, Incumbent Worker Training Program (IWTP), and Title I service for Adults, Dislocated Workers and Youth.

- The Local Workforce Development System for Region 3, LWDA #31 consists of WIOA Board members, from both public and private industries. Representatives from each core program are also members of the Local Workforce Development Board. The following describes the alignment:

  - Adult Program (Title II)
  - Dislocated Worker Program (Title 1)
  - Youth Program (Title 1)
• Alignment of WIOA services at the One Stop centers are procured through an RFP process. The local board approves contracts that render a holistic system which offers both businesses and job seekers access to a full range of workforce development services and benefits. Regional and local residents are eligible to utilize the WIOA Career services through the one-stop system. The Business and Career Solutions centers also offer training services to eligible WIOA customers. Satellite sites are available throughout Region 3 in both Lafourche and Assumption Parishes. The system allows customer’s access to basic career services, telephone access, publications and other media resources and information and services through the HIRE System, providing information about the labor market and unemployment insurance, as well as information about Partner Programs. The customer engages in a Self-Service System which allows for a broader customer choice.

• The Local Workforce Development Area 31 Service Integration Action Plan provides a description of how local workforce partners will align and coordinate services as required by the State of Louisiana Integrated Service Delivery Policy (OWD 2-23.1). The Service Integration Action Plan and any subsequent modifications is incorporated by reference into this plan.

B. Provide information regarding the use of technology in the one-stop delivery system, including a description of:

1. How the workforce centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA (§ 679.560(b)(20)).

Through the HIRE System, the Louisiana Workforce Commission has made technology possible to deliver one stop system services to all customers. Each Business and Career Solutions Center, American Job Center has user friendly computers which allows for self-registration and serves as the foundation for WIOA information and programs. Due to successful collaboration, Wagner-Peyser and the Business and Career Solutions Center, American Job Center staffs work with a common goal to get the unemployed customers (whether Youth, Adults, Dislocated Workers, or Displaced Homemakers), the disabled customers, Veteran customers, low income customers, TANF customers and all other special populations into retaining, maintaining and/or securing employment into the labor force. Additionally, the one-stop center along with partner agencies have developed a common referral form and upon assessment of participant they are referred to the appropriate partner agencies as needed.

2. 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 other means (§ 679.560(b)(5)(ii)).

LWDB will facilitate continuous improvement of access to the one stop system services by advertising with flyers, Facebook, websites, advertising, onsite job fairs, and working with other public agencies. Also, inclusive in the one stop centers are computers, phones, faxes and conference rooms available for employers.

C. Describe how the Local Board will support the strategies identified in the Combined State Plan and work with entities carrying out core programs, including a description of (§ 679.560(b)(1)(ii)):

1. Expanding access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment (§ 679.560(b)(2)(i));
The Local Workforce Development Board will continue to work closely with education, business and with other Partners to identify the potential workforce shortage. The workforce system Partners continue to collaborate to determine the services that are needed and how each partner should assist business and job seekers in improving the education and training skills that will help overcome barriers to employment.

Region 3’s intent is to expand access to employment, training, education and supportive services by identifying with the Demand Occupations of the Region and the educational skills necessary to secure employment and perform jobs leading to self-sufficiency. As a result of the Board’s composition, awareness of industries in need of skilled labor is broadened.

Through continuous collaboration and coordination with the education system, with primary focus being on Demand Occupations, more training enrollment is encouraged. Coordination of benefits is done through one stop partners. This coordination through the Business and Career Solutions Center, American Job Centers will avoid duplication of services.

2. **Scaling up the use of Integrated Education and Training models to help adults get their GED and work on other basic skills and English language acquisition while earning credential and industry-recognized credentials that lead to in-demand occupations;**

The local board will coordinate workforce investment activities with the regional/local adult education programs by sharing information, personnel, and programming. Adult education literature will be distributed to all partner sites, and adult education staff members will conduct informational sessions for partner staff members to acquaint them with the activities offered through Adult Education. Students who indicate they are seeking employment while they are enrolled in the adult education classes will be referred to the One-Stop Center for workforce services. An adult education representative will be present at the One-Stop Center on a scheduled basis to meet with those clients who indicate a need for further education, either to earn an equivalency diploma or to remediate underperforming academic skill levels. In return, the adult education center will assist in recruiting their students for adult workforce or youth programs. In all cases the adult education staff will assist with educational assessments on a requested basis.

3. **Using the insights and lessons learned from successful dual credit programs to scale up similar efforts in other sectors and regions;**

Dual enrollment with Adult Education and Fletcher Technical and Community College has been in effect for the past ten years. During this time, several productive activities have been noted. First, communication between the educational entities, as well as Workforce and business partners, is essential. Optimally, a steering committee will meet several time per year to assess the positive aspects of the initiative as well as those that needed revision. This committee may also generate additional goals and settings for dual enrollment. Next, braided funding efforts are effective to provide needed financial support for student training. For example, state and federal funds can pay for tuition and fees while workforce funding can supply tools. Last, transition activities that provide students with program information, assistance with admission forms and financial aid documents, and general orientation to the education/training setting, help to assure that students do not become discouraged with these
processes. In addition, continued guidance and monitoring during the first semesters of students’ enrollment will provide further support for their success.

4. **Determining the most effective marketing methods and messages for informing college and university students about Prior Learning Assessments:**

Region 3 will educate partners and staff on the opportunities and materials that are currently being utilized in the workforce area. Additional methods include:

- HIRE System
- Fax/Email
- Workshops and Presentations
- Social media
- Participate in regional group settings
- Attend Chamber and Economic Development Functions
- Flyers/Brochures and Pamphlets in Schools and Libraries
- Advertisement and Public Service Announcements
- Word of Mouth

5. **Investigating how targeted marketing can identify segments of the labor force, such as mature workers and the underemployed, who may not require extensive education or training to qualify for jobs in high demand occupations:**

Job seekers will all receive information on education and training for high-demand job and occupations.

6. **Facilitating the development of career pathways and co-enrollment, as appropriate, in core programs (§ 679.560(b)(2)(ii)); and**

Co-enrollment is considered when there is a need/barrier in completing a chosen program. The customer's educational goals and education-related cost (training and supportive services) are keys to completing and achieving their goals.

Region 3 will continue to explore, develop and expand career pathways with education partners that may include co-enrollment in core programs.

7. **Improving access to activities leading to a recognized post-secondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable) (§ 679.560(b)(2)(iii)).**

Region 3 supports the customers' needs to assist with barriers which may otherwise hinder the customer from achieving postsecondary credentials or certifications.

Open communication among key partners is essential. Open communications among employers and economic development for continuation of economic growth, economic diversification and efficient labor exchange are also important. Through joint efforts with emphasis on Demand Occupations, Region 3 will work continually to identify whether or not the system of industry/business continuously meets the demand of the local area.
D. Provide information regarding the local coordination strategies with state (including the Combined State Plan), regional and local partners to enhance services and avoid duplication of activities, including a description of:

1. Adult, Dislocated Worker and Youth employment and training activities under WIOA Title I (§ 679.560(b)(6)).

The Adult and Dislocated Worker employment and training activities are assessed on a measurement of performance standards negotiated between the local board and the Louisiana Workforce Commission. The local board strives to encourage the Business and Career Solutions Center, American Job Center securing the contract to either accomplish or exceed the set measurements. These program activities are made available in the Region 3 consisting of Lafourche, Assumption and Terrebonne Parishes. The activities are inclusive of both career and training services as required by WIOA.

Adult and Dislocated Worker activities consist of Basic Career Services, Individualized Services and Training Services.

Training Services:

- Occupational skills training
- On-the-job Training
- Incumbent worker training
- Workplace training including cooperative education programs
- Private Sector training programs
- Skills upgrading and retraining
- Entrepreneurial training
- Transitional jobs
- Job Readiness training
- Adult education and literacy including English language acquisition
- Customized training by an employee to employ an individual upon completion of the training.
- Pre-Apprenticeships and Apprenticeships that may include some of the above-stated services but that are focused on participation a long-term training program including all the features of an Apprenticeship.

2. Adult education and literacy activities under WIOA Title II. This description must include how the Local Board will carry out the review of local applications submitted under Title II consistent with WIOA Secs. 107(d)(11)(A) and (B)(i) and WIOA Sec. 232 (§ 679.560(b)(12)).

Partnerships with Adult Education & Family Literacy Act Program and Employment Services have been long term and continuous over the years. Through an MOU Agreement, partners meet to establish what services each partner offers to avoid duplication in coordinating both Career and Training Services. For those services not offered through the One-Stop System, a referral process is in place to facilitate addressing the needs of the customer. A copy of the Memorandum of understanding can be reviewed at our office located at 911 Bond Street, Houma, Louisiana.

All Perspective partners will submit applications consistent with the criteria solicited.
3. **Wagner-Peyser Act (29 U.S.C. 49 et seq.) services (§ 679.560(b)(11)).**

This program is in-house with the Business and Career Solutions Center. As an in-house entity, Wagner-Peyser collaborates and coordinates by engaging the employers with the employee. The Business & Career Solutions Center Staff identifies the potential job seeker easily by working with the customer from the beginning of entry into the center. Because of an effective integrated practice and strong collaboration, the referral process is seamless.

With continued oversight and guidance from the LWDB continued improvement is in place to enhance and improve operations in the Business and Career Solutions Center.

4. **Vocational Rehabilitation service activities under WIOA Title IV (§ 679.560(b)(13)).**

Louisiana Rehabilitation Services (LRS) provide a wide range of services to empower people with disabilities to achieve their employment goals, independent living, and self-reliance. Rehabilitation counselors are required to have a Master’s Degree in Rehabilitation Counseling or a related field to perform the duties as a counselor. LRS services are provided to individuals with disabilities in order to assist them in obtaining and maintaining employment. Services are individualized and are different for each consumer, but can include:

**Vocational Guidance and Career Counseling**

- Physical or Mental Restoration
- College or Technical School Training
- Assistive Technology
- Occupational Tools and Equipment
- Supported Employment Services
- Work Readiness Training
- On-the-job Training
- Individualized Job Development and Placement

Louisiana Rehabilitation Services collaborates with Workforce Development Board and Business and Career Solutions Center, American Job Centers to expand the reach into the employer network. LRS has a fairly large network of placement and support providers who know employers and their needs, develop new relationships, and are available to provide direct on-the-job support. The Region IV office has a Rehabilitation Employment Specialist that provides job development and placement assistance to consumers which may include direct job placement, job shadowing, work experience, on-the-job training or customer solutions. They are housed one day a week in the one-stop center however contact with this agency can be made at any time for assistance.

5. **Relevant secondary and post-secondary education programs and activities with education and workforce investment activities (§ 679.560(b)(9)).**

Region 3 will continue to support the effort of new training and career pathways with area community colleges, truck driving training facilities, vocational schools, and other service providers who have developed customized programs for employers in the community.

6. **How the Local Board will support the state strategies identified under § 676.105 and work with the entities carrying out core programs and other workforce development programs, including programs of study and career pathway programs under the Strengthening Career**
and Technical Education for the 21st Century Act authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) to support service alignment and needs identified in regional or local level assessments including the Perkins Comprehensive Local Needs Assessment (§ 679.560(b)(1)(ii)).

The local Community College partners with other community and technical colleges, universities and secondary school districts to offer quality technical and academic programs aligning with the WIOA concept. The Partnership will focus efforts towards a three-year plan on three (3) major career clusters and waivers to create the greatest impact for the use of the Perkins funds within Region 3. The waivers concentrate on creating high wage, high demand, and high skill. The identified mutual clusters are:

- Allied Health Programs (Cardiopulmonary care science, nursing, practical nursing, and patient care technician);
- Skilled Craft (Electrical, Welding, Pipefitters and Steamfitters);
- Transportation and logistics (automotive, warehousing and marine diesel programs);
- STEM (integrated production technologies and drafting & design technology programs).

These programs promote economic diversity, thereby promoting economic growth with a climb in personal income and a more efficient labor exchange and training system. A key ingredient will be the system’s intelligent deployment of educational and training resources in efforts such as technical education and worker continuing education.

With the acquisition of new and advanced equipment, supplies and technologies, the students’ skill attainment and engagement in the focused programs, this will advert the Perkins awarded allocation not to exceed by 50 percent.

The Local Workforce Development Board will continue to work closely with education, business and with other Partners to identify the potential workforce shortage. The workforce system Partners continue to collaborate to determine the services that are needed and how each partner should assist business and job seekers in improving the education and training skills that will help overcome barriers to employment.

7. Provide a copy of the local supportive service policies and describe how the Local Board will coordinate the provision of transportation and other appropriate supportive services in the local area (§ 679.560(b)(10)) and include information on the supportive services by each local program as appropriate.

Region 3 Supportive Service Policy is attached as Attachment #1. Coordination of transportation in Region 3 whereby eligible WIOA customers may receive assistance if appropriate funds are available, two (2) of the three parishes have public transportation whereby Assumption does not. Region 3 is currently working with rural areas to coordinate and provide transportation services. Supportive services are offered to eligible WIOA customers based upon availability of funds. They are also coordinated with partner programs for those who are co-enrolled to avoid duplication.

LWDB ensures that customers who are seeking workforce activities are routed to the nearest Business and Career Solutions center housed in Lafourche, Assumption and Terrebonne parishes. Transportation issues in the rural areas still remains a problem for those customers seeking employment or enrollment in training. The older worker utilizes the Council on aging transportation system and individuals with disabilities utilize the South Louisiana Transportation and Planning Organization. As a collaborative effort, the LWBD continues to explore ways to resolve this major issue so that rural area customers will receive workforce activities more readily.
E. Provide a description of how the local area will provide adult and dislocated worker employment and training activities including:

1. A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area (§ 679.560(b)(6)).

Cross training to assure individuals with barriers to employment, including individuals with disabilities occurs between partners. Louisiana Rehabilitation Services provides a case manager at the One-Stop Center one time a week. Partners work cooperatively to assure that services are accessible.

Assessment of Adults and Dislocated Workers interested in training includes determining basic skills levels in Reading and Math. The Test of Adult Basic Education (TABE) is administered to determine if educational levels are met for the approved training program. Case Managers provide occupational labor/market information and address suitability issues which may affect the individual’s ability to successfully complete training and earn a credential.

Occupational training is provided through ITAs. Work based learning includes Work Experience and On-the-Job Training (OJT) and is an option for individuals that can benefit from learning on the job rather than a classroom setting. A variety of post-secondary and vocational training programs exist in Region 3. Approved training by the State’s Eligible Training Provider List is focused on jobs openings in the area and customers are trained in the targeted sectors where jobs are in demand.

2. A description of how the Local Board will coordinate workforce development activities carried out in the local area with statewide rapid response activities (§ 679.560(b)(7)).

Section 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 the State Rapid Reposes system.

LWDB strongly supports the Rapid Response activities in Region 3. Once employers file with the Louisiana Workforce Commission, Louisiana Human Resource Development Institute (LHRDI) notifies the locals, inclusive of the Business and Career Solutions Center, American Job Center of the reduction in workforce or closures. The Business and Career Solutions Center, American Job Centers, with other Partners within the core structure of mandated Partners, offer services to place the individual back into the workforce or receive assistance through the Wagner Peyser system.
F. Provide a description of how the local area will provide youth activities including:

1. 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 must include an identification of successful models of such activities (§ 679.560(b)(8)).

The LWDB will continue to identify barriers which may hinder the youth, ages 16 – 24, from advancing in the increasing of basic skills levels, moving to the next grade or receiving training or credentials.

For the WIOA eligible customer, the youth is 1st assessed with an Objective Assessment and/or Pre- TABE assessment and/or Workkeys and/or any other WIOA approved assessment identified by LWC as being a WIOA approved assessment measurements. Region 3’s main focus is to provide pre-employment skills training. Seventy-five percent (75%) of funds for youth activities will be utilized by the WIOA eligible Out of School. All WIOA eligible in school youth will address the WIOA required Program Elements.

Currently, the Business and Career Solutions Center, American Job Center in Region 3 makes available the following either in-house or by referral to Partner Agencies or online through Success Training Institute (STI).

- Tutoring, Study Skills and Dropout Prevention Strategies
- Alternative Secondary School Offerings
- Occupational Skills Training Services
- Leadership Development
- Supportive Services
- Adult Mentoring (no less than 12 months)
- Paid and Unpaid Work Experience and Employment Opportunities
- Comprehensive Guidance and Counseling
- Follow-Up Services (no less than 12 months after program completion)
- Financial Literacy Education
- Entrepreneurial Skills Training
- Labor Market and Employment Information about Demand Occupations
- Education with Workforce Preparation Activities and Occupation-Specific Training
- Post-Secondary Education and Training Transition Activities

Youth services begin with a systematic approach to gathering information about strengths, weaknesses, needs/barriers challenges, and interests and goals. Assessments shall be used to determine program eligibility and subsequently guide the development of individualized plans and all other Case Management activities. Youth shall be co-enrolled as necessary in any programs under WIOA funding which included but is not limited to Adult Education, Vocational Rehabilitation and Children and Family Services based on their need. Youth will be simultaneously co-enrolled in any and all programs under which they are eligible for and receiving services. This will allow access to other Youth programs and coordinate the best combination of services from different funding streams.

The paid Youth work experience through WIOA is so far the Region’s most year-round successful model. This program allows for enrollment in Work Experience Program allows for attainment of skills necessary for employment opportunities. Region 3 is exploring Work Experience with Successful Training Institute (STI) by utilizing virtual Work Experience.

The Youth in Region 3 encompasses offenders, homeless, runaway, in foster care or aged out of the foster care system; pregnant or parenting; individuals with a disability; person(s) who requires additional assistance to enter or complete an educational program or to secure and hold employment; school
dropouts; youth within age of compulsory attendance but has not attended for at least the most recent complete school year calendar quarter, youth holding a secondary school diploma or recognized equivalent and is low-income and is basic skills deficient or an English language learner; those youth subject to the juvenile or adult justice system; eligible for assistance under the Social Security Act, or in out-of-home placement.

A Youth who meets the eligibility barrier of "requires additional assistance", is low income and meets at least one of the following conditions may be considered for additional assistance to enter or complete an educational program or secure and hold employment:

a. Is at risk of dropping out of school, as defined by the following.
b. Is in the 11th or 12th grade and has not yet passes the required standardized testing, if any; or
c. Are at least two semester classes behind the rate required to graduate on time with their high school; or
d. Has a cumulative grade point average less than 2.0; or
e. Has repeated at least one secondary grade level; or
f. Previously dropped out of school, but has since returned to high school; or
g. Has missed significant time in school due to truancy, illness, family situations such as continual relocation, homelessness, caring for younger siblings, family emergency or severe trauma within a family unit.
h. Has aged out of foster care.

2. A description of how local areas will meet the minimum expenditure rate for out-of-school youth.

Funding for training in Region 3 prepares youth to enter into high demand and high growth occupations. Region 3 has focused efforts on out-of-school youth for the past several years and has met or exceeded the 75% expenditure level for out of school youth.

Currently the youth of Lafourche, Assumption and Terrebonne are allotted the luxury of attending Adult Education Programs that provide guidance towards employability and essential skills along with the opportunity to achieve the Hi-SET. The local Community Colleges also provide short-term trainings for youth to address the needs of local businesses.

Youth are also allowed the opportunity for year-round Work Experience to garner the work ethic of obtaining and retaining a job.

The Career Center also sets aside space for Job Corp, Adult Education, Vocational Rehabilitation representatives to interview and target youth in Region 3. Other services are identified, and information is made available to assist the youth participant in post-secondary education, skills training, one stop services, faith based/community based organization and appropriate agencies that could meet the need of youth in the region.

Brochures, programs working with Youth Elements as well as other materials available to assist youth in identifying their goals are also readily available. Region 3 works with other partner agencies to address the needs for youth in our area. Supportive Services are available to youth as funding permits.
G. Provide a description of how the local area will provide services to individuals with barriers to employment\(^1\) as outlined in the Combined State Plan:

1. Describe how the local workforce area will ensure equitable access to workforce and educational services through the following actions:

LWDA services economically disadvantage, Veterans, disabled individuals, individuals returning to work, individuals on public assistance, youth, as well as the universal population seeking or interested in employment opportunities. The LWDA will encourage reaching out to those individuals residing in rural areas of the Region who are not just economically disadvantaged, but those persons in need of basic academic education, basic workplace skills, labor market information and intensive job search assistance. Partnership with Vocational Rehabilitation will link those individuals to WIOA services who are in need of training accommodations. Educational skills and work skills are a must to achieve a robust workforce in Region 3. Priority occupational areas and industry sectors will be identified for Region 3 in collaboration with core partners and local providers.

The local board will utilize the partnership of regional/local adult education programs to inform clients of educational opportunities and programs through enrollment in foundational and secondary education preparation classes, as well as English as a Second Language instruction.

Region 3 supports the customers' needs to assist with barriers which may otherwise hinder the customer from achieving employment, postsecondary credentials or certifications.

2. Disaggregating data by race, gender and target population to reveal where disparities and inequities exist in policies and programs.

The region is committed to expanding access for targeted populations, especially the long-term unemployed, person with disability, out-of-school youth and veterans along with priority populations. Regionally the partners will work to establish partnerships and collaborate with community organizations in order to serve the job seeker customers to access the services that they need in order to be able to acquire the job skills that will lead to employment.

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\(^1\) The term "individual with barrier to employment" means one or more of the following populations: displaced homemakers, low-income individuals, Indians, Alaska Natives, and Native Hawaiians, individuals with disabilities, including youth who are individuals with disabilities, older individuals, ex-offenders, homeless individuals, or homeless children and youths, youth who are in or have aged out of the foster care system, individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers, eligible migrant and seasonal farmworkers, individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act, single parents, including pregnant single women, long-term unemployed individuals, and such other groups as the Governor determines to have barriers to employment (WIOA Sec. 3(24)).
a. Developing equity goals in conjunction with the education system and prepare action plans to achieve them.

Region 3 will continue to support the effort of new training and career pathways with area community colleges, truck driving training facilities, vocational schools, and other service providers to provide quality services to all customers including priority populations.

b. Exposing more high school students, particularly young women and minorities, to careers in science, technology, engineering and math fields.

Region 3's intent is to expand access to employment, training, education and supportive services by identifying with the Demand Occupations of the Region and the educational skills necessary to secure employment and perform jobs leading to self-sufficiency. As a result of the Board's composition, awareness of industries in need of skilled labor is broadened.

Region 3 has the educational capacity via college, community colleges and other training institutions which have the capability to train customers in demand occupations. Three (3) Business and Career Solutions Center, American Job Centers are housed in each of the Parishes of Lafourche, Assumption and Terrebonne for the purpose of assisting with funds to enroll at an eligible training provider institution.

Strategies are in place to promote and develop ongoing and sustained strategic partnerships that include business and industry, economic development, the workforce system, and education partner, community colleges for the purpose of continuously identifying workforce challenges and developing solutions to targeted industries' workforce challenges.

Through continuous collaboration and coordination with the education system, with primary focus being on Demand Occupations, more training enrollment is encouraged. Coordination of benefits is done through one-stop partners. This coordination through the Business and Career Solutions Center, American Job Centers will avoid duplication of services.

c. Exploring how effective mentor programs can be expanded to adults, particularly those who are displaced and moving to a new career.

Currently, the Business and Career Solutions Center, American Job Center in Region 3 makes available the following mentoring strategies either in-house or by referral to Partner Agencies or online through Success Training Institute (STI).

- Study Skills
- Alternative Secondary School Offerings
- Occupational Skills Training Services
- Supportive Services
- Adult Mentoring (no less than 12 months)
- Paid and Unpaid Work Experience and Employment Opportunities
- Comprehensive Guidance and Counseling
- Financial Literacy Education
• Labor Market and Employment Information about Demand Occupations
• Education with Workforce Preparation Activities and Occupation-Specific Training
• Post-Secondary Education and Training Transition Activities

d. Providing training to workforce program staff on data-driven approaches to address equity gaps.

By engaging the Adult, Dislocated Worker, Youth Programs, Adult Education & Family Literacy Act Program, Wagner Peyser Act and Vocational Rehabilitation Programs as a unit, as opposed to separate entities, the local board will continue to maintain an open line of communication regarding eligibility issues and ensure connection to the appropriate entity on behalf of assisting the customer in reaching goals towards self-sufficiency. Cross training of staff in all programs will also enhance continuous improvement of services offered to the employers, workers and job seekers.

LWDB will continue to ensure that all agencies (private and public) are eligible to receive WIOA services. These provisions can be done by meeting the State or local demand criteria.

e. Enduring workforce services are strategically located in relation to the populations in most need.

Adult and Dislocated Worker, provisions are available through to job seekers, those seeking employment opportunities and labor market information, those in need of retraining and those engaged in intensive job search assistance on finding suitable jobs out of the local area.

For new entrants and returning workers, labor market information, career guidance or assistance in tailoring job search are available.

The Public assistance recipients who need information about the labor market, job training, career guidance, case management services or transition assistance can take advantage of the services in the one stop system as well.

The one stop system can accommodate the Older workers who often need retraining, skills enhancement, work experience and job search assistance.

The Youth customer is provided with information to assist with career and school decisions that require an understanding of career possibilities and training requirements. The information may include career exploration and training, basic work skills, and making the transition from school to work.

Servicing Youth and Summer Employment Opportunities and/or Work Experience as well as information on educational services that not only provide academic and social skills but also prepare students for the workforce.

The local board will utilize the partnership of regional/local adult education programs to inform clients of educational opportunities and programs through enrollment in foundational and secondary education preparation classes, as well as English as a Second Language instruction.
These programs promote economic diversity, thereby promoting economic growth with a climb in personal income and a more efficient labor exchange and training system. A key ingredient will be the system's intelligent deployment of educational and training resources in efforts such as technical education and worker continuing education.

With the acquisition of new and advanced equipment, supplies and technologies, the students' skill attainment and engagement in the focused programs, this will advert the Perkins awarded allocation not to exceed by 50 percent.

The goals of the one stop system partners are to make available equipment, career counseling, job services, soft skills, work with customers with disabilities and other special populations, transition opportunities for those postsecondary career and technical programs, improve outcomes, promote preparation in non-traditional training, provide supportive services and target marketing materials towards non-traditional populations.

LWDA will align with high-impact sector partners more closely. This can be done by working closer with the workforce, public schools and technical colleges to develop flexible and responsive career pathways for both youth and adults. This will provide workers multiple entry and exit steps along the career ladder and cultivate the talent pipeline for employers.

H. Provide a description of training policies and activities in the local area, including:

1. How local areas will meet the annual Training Expenditure Requirement (OWD-4-14);

Region 3 will continue to support the effort of new training and career pathways with area community colleges, truck driving training facilities, vocational schools, and other service providers who have developed customized programs for employers in the community. On-the Job Training and Work Experience are also used to meets the needs of customers in Region 3 that also allows for the attainment of the expenditure requirement.

2. How local areas will encourage the use of work-based learning strategies, including the local area goals for specific work-based learning activities and proposed outcomes related to these activities;

Work based activities (OJT and Work Experience) has increased over the years. Open communication among key partners is essential. Open communications among employers and economic development for continuation of economic growth, economic diversification and efficient labor exchange are also important. Through joint efforts with emphasis on Demand Occupations, Region 3 will work continually to identify whether or not the system of industry/business continuously meets the demand of the local area.

A description of the strategies and services that will be used in the local area:

(i) LWDA has a Local Industry Coordinator, along with Business Service staff that networks with employers to assess the industry needs for training opportunities. The Business Service staff continues to engage with sector-partnership. LWDB will continue to place emphasis on the importance of the One Stop System to impact the economic growth in the region.
(ii) Strategies to support a local workforce development system are implemented by virtual and personal visits to businesses operating within the identified demand industries in the region. Businesses are educated on the use of tax credits, reimbursement programs such as On-the-Job Training Programs (OJT), Incumbent Workers Training Programs (IWTP), classroom training programs (CRT), customized training programs and job fairs, labor market information, and federal labor laws.

(iii) LWDA has established open communication with Economic Development to coordinate services through workforce development programs that effectively meet the needs of businesses. The Business Service staff along with economic development and the one stop system will identify employers that are not currently utilizing the HIRE System to fill vacancies.

(iv) LWDA Business Service Representative engages in local and virtual job fairs, connect with employers participating in job fairs, and match the unemployed claimant customer with available openings. The one stop center staff also assists the customer with pre-employment skills to enhance necessary skills for re-entry into the labor market system. The Veteran customers are a priority in having first preference to listings.

(v) Business engagement can be more successful by understanding that businesses are the source of our economy's funding and provide the jobs that drive the economy. This is made effective by providing services promptly and efficiently, especially to the industries which employ the occupations in high demand in Region 3.

(vi) The LWDB initiatives will focus on garnering and utilizing input from businesses to customize services and be designed to grow relationships with the top industries in Region 3. This can be accomplished by networking with business organizations such as South Central Industrial Association, Chamber of Commerce and Bayou Society of Human Resources, and coordinating efforts with economic development and regional higher education entities.

(vii) Services provided may include assisting employers in utilizing their HIRE account to post jobs and search for resumes, referring qualified applicants, customized recruiting events, On-The-Job training consultation and referrals, providing information on the Incumbent Worker Training Program (IWTP), Small Business Employee Training (SBET), Apprenticeship, and Regional Labor Market Information (LMI). Regular employer visits and/or virtual visits are scheduled and conducted at the employer's convenience and location to accomplish these goals.

3. Provide a copy of the local Individual Training Account Policy and describe how training services outlined in WIOA Sec. 134 will be provided through the use of individual training accounts, including, if contracts for training services 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 (§ 679.560(b)(18)); and

A copy of the LAT Workforce Development Board, Inc., Individual Training Account (ITA) Policy is attached at Attachment #2.
The Louisiana Workforce Commission has established policy that outlines the eligibility requirements and process for eligible training providers. In order for an individual to attend training paid for by WIOA
funds, the school/provider/ Employer must be on the State Eligible Training Provider List and the school curriculum/and employer-based training be a demand occupation in the area.

4. Provide a copy of the local training provider approval policy and procedures. Describe how the Local Board will ensure the continuous improvement of eligible providers of services through the system and that the providers will meet the employment needs of local employers, workers and jobseekers.

A copy of the ITA Policy and Procedure (Attachment #2) is attached along with a copy of the Flow-Chart (Attachment #3)

i. Describe if the local workforce board will authorize the transfer of WIOA Title IB workforce funds, including the maximum dollar amount and/or percentage that is authorized to be transferred on an annual basis:

1. To transfer funds between the adult and dislocated worker funding streams.

Region 3 has typically transferred funding from dislocated worker to the Adult funding stream for many years in order to meet the need of Adults requesting services. Unemployment in our area has seen a level of low rates with the exception of COVID 19 this past year, however funds will continue to be transferred to Adults from the Dislocated Worker funds due to previous years predictions whereby Dislocated Worker population lacks changes and is not inclined to be trained.

2. To use funds for incumbent worker training as outlined in WIOA Sec. 134(d)(4)(A)(i).

Region 3 can expend up to 20% of the WIOA funds can be used for Incumbent Worker training to promote current workers to increase skills and allow for advancement. Incumbent worker is a partner agency that collaborates with Region 3 through a MOU.

3. To use funds for transitional jobs as outlined in WIOA Sec. 134(d)(5).

Region 3 may use up to 10% No funds were allocated for transitional jobs at this time; however, this may be an option in the future.

4. To use funds for pay for performance contracts as outlined in WIOA Sec. 133(b)(2-3).

No funds were allocated for pay for performance contracts.
CHAPTER 5:

PERFORMANCE GOALS AND EVALUATIONS – LOCAL COMPONENT

The plan must include information on the actions the Local Board will take toward becoming or remaining a high performing board, consistent with the factors developed by the State Board (WIOA Sec. 101(d)(6)) and (§ 679.560(b)(17)).

A. Provide information regarding the local levels of performance negotiated with the Governor and chief elected official consistent with WIOA Sec. 116(c), to be used to measure the performance of the local area and to be used by the Local Board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I Subtitle B and the one-stop delivery system (core and required partners as applicable) in the local area (§ 679.560(b)(16)).

1. WIOA Performance Measures
   The performance measures for the outcome of participants and businesses have been provided from the State’s performance Chart. These are negotiated at the local level each year.

   LWDA 31 Performance Chart – See Attachment #4 attached.

2. Additional State Performance Measures
   The local Performance measures negotiated between the State and local area are the only measures that Region 3 has to adhere to.

B. Provide a description of the current and planned evaluation activities and how this information will be provided to the local board and program administrators as appropriate.

1. What existing service delivery strategies will be expanded based on promising return on investment?

   The LWDB will continue to improve on the quality of service and the delivery strategies within the workforce system by coordinating WIOA activities to ensure that performance either meets or exceeds required performance measures. The coordination of services and strategies will empower individuals to best utilize the full array of WIOA activities through the one stop system. LWDB will remain a high performing board by making available labor market information, assist the customer in their job search or career planning, focus on training in demand occupations within Region 3 and identifying the proper training providers, both locally and State deemed, to upgrade individual occupational skills.

   The LWDB will approve training providers who meet the criteria of an Eligible Training Provider in addition to working closely with employers, job seekers and educators as well as local needs to determine and
identify local demand through policies and procedures. The strategy of continuous training of staff of the latest developments will expand the service delivery to the customer. Proposer providers must meet the State performance criteria of successful Completion Rate, Employment Rate and Wage Rate.

2. **What existing service delivery strategies will be curtailed or eliminated based on minimal return on investment?**

The existing service delivery strategy is currently a satisfactory process to meet and exceed the performance measures in the local area.

3. **What new service strategies will be used to address regional educational and training needs based on promising return on investment?**

The local area service strategies will continue to identify short term training programs in high demand and high growth occupations.

Region 3 will continue to align new service strategies to address training and educational needs of the area by addressing common barriers such as:

1) Basic Skills deficiencies
2) Transportation
3) Coordinating services with partners to meet customer barriers

a. **What return on investment and qualitative outcome data for various education and training programs will be collected to identify barriers to enrollments?**

The local area will collect data and collaborate with MOU partners on previous performance of training providers, job placements, credentials and certification achievements in order to provide data that identifies possible barriers also.

b. **What are the most cost-effective approaches to taking down those barriers or helping residents overcome them?**

The most cost-effective approach to take down barriers or to help residents overcome them is to Coordinate and collaborate with the MOU partners to determine the needs and cost effectiveness for helping achieve customer goals. This will eliminate duplication of services, leverage of funding and identify appropriate services.
CHAPTER 6:

TECHNICAL REQUIREMENTS AND ASSURANCES – LOCAL COMPONENT

A. Fiscal Management

1. Identify the entity responsible for the disbursement of grant funds described in WIOA Sec 107(d)(12)(B)(i)(III) as determined by the chief elected official or the Governor under WIOA Sec. 107(d)(12)(B)(i) (§ 679.560(b)(14)).

The Workforce Innovative and Opportunity Act (WIOA) provides Lafourche, Assumption and Terrebonne (LAT) Parishes with funds administered through the local Workforce Development Board (LWDB). The Board members are representatives of business organizations, agencies or entities with policy making decision. The geographic area in which services are rendered is comprised of a tri-parish area of Lafourche, Assumption and Terrebonne Parishes. The use of these funds is for the purpose of providing Career and Training services to the eligible/qualified job seeker customer. Tools necessary to create and maintain a healthy workforce environment varies from technology usage to access the labor market, assessment of skills needed for self-sufficiency, and training to meet the needs for demand occupations of the business culture of Local Workforce Development Area #31 (LWDA) Region 3. (See Attachment #5)

2. Provide a copy of the local procurement policies and procedures and describe the competitive procurement process that will be used to award the sub grants and contracts for WIOA Title I activities (§ 679.560(b)(15)).

WDA competitive process in the awarding of contracts starts with the authorization of the Board to allow staff to publicly request a service to be performed by a service provider for a particular workforce activity. This is advertised through the media by soliciting “Request for Proposals”. The “Request for Proposals” is advertised in the media as a public notice detailing where services are to be performed throughout the Region, workforce training and performance outcome expected. The request includes specifications, where proposals packages can be obtained, deadline for submission, and the location where the proposal must be mailed or delivered. The meeting place and timetable of proposal review is also posted in the local advertisement.

The LWDB awards contracts contingent upon the availability of funds, successful negotiations and whether or not the services proposed align with WIOA required activities. (A copy of the Procurement Policy of the LAT Workforce Development Board, Inc., is attached (Attachment #6)

B. Physical and Programmatic Accessibility

1. Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with WIOA Sec. 188, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et 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 (§ 679.560(b)(5)(iii)).

Region 3 assures that the local Business Career Solutions Center, American Job Center will comply fully with the nondiscrimination and equal opportunity provisions of the following laws: Section 188 of the Workforce Innovation and Opportunity Act of 2014 (WIOA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizen/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I financially assisted program or activity; Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color, and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities; the Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age, and Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs. The Board also assures that it will comply with all other regulations implementing the laws listed above. This assurance applies to the operation of the WIOA Title I financially assisted program or activity, and to all agreements made to carry out the WIOA Title I financial assisted program activity.

C. Provide copies of executed cooperative agreements (as applicable) which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop system, with respect to efforts that will enhance the provision of services to individuals with disabilities (§679.560(b)(13)). This may include cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers and other efforts at cooperation, collaboration and coordination.

LWDB has a Cooperative Agreement between the Core WIOA Partners and Louisiana Rehabilitation Services which describes the terms, purpose, legal authority for the Agreement and responsibilities of the parties when it comes to performing the administration of workforce activities to customers with disabilities. The Agreement addresses how the LWDB Core Partners will assist customers with disabilities as well as what Louisiana Rehabilitation Services addresses. The Agreement also addresses consideration in that there is no exchange or provisions of a monetary value in any services. General provisions are addressed i.e. termination statement, amendment, indemnity/hold harmless, compliance with applicable law, confidentiality of customer/clients and third-party beneficiaries. It also addresses a merger clause and written notices to all parties engaged in the event of modifications. LWDB WIOA Core Partners are signatures on the Agreement. (See Attachment #7)

D. Plan Development and Public Comment

1. Describe the process used by the Local Board, consistent with WIOA Sec. 108(d), to provide a 30day public comment period prior to submission of the plan, including an opportunity to have input into the development of the local plan, particularly for representatives of businesses, education and labor organizations (§ 679.560(b)(19)).
The Local Workforce Development Board solicits public comments via advertising through the local newspaper and its website – The Courier (www.houmatoday.com) which covers all of Terrebonne Parish and the Comet which covers the parishes of Lafourche and Assumption. Advertising is also done through the website of the LAT Local Workforce Development Board of www.bayou regioncareers.com. The planning process looks to attract participation at the local level through core Partners of WIOA, those serving on the Local Workforce Development Board, as well as other key system stakeholders inclusive of representatives of labor, education, vocational rehabilitation, Community Service Provider Block Grants and other service provider community agencies.

Throughout the process, extensive communication has occurred with Local Workforce Development Board members and through meetings held to establish the Memorandum of Understanding (MOU).

Once the draft plan is submitted to the State, it will be made available to the public to gather further input from system customers, including business and labor, the service provider community and various interest groups.

2. Provide a summary of the public comments received and how this information was addressed by the CEO, partners and the Local Board in the final plan.

Measures were taken to allow for formal comments. The 30-day comment period for the Regional and Local plan was advertised in the local newspaper and was posted on the website. Comments and questions were welcome and considered. At this time there have been no public comments with regard to the plan.

3. Provide information regarding the regional and local plan modification procedures.

Once the draft plan is submitted to the State, it will be made available to the public to gather further input from system customers, including business and labor, the service provider community and various interest groups. The plan will be made available for a thirty-day period beginning September 25, 2020.

COORDINATION WITH REGIONAL/LOCAL PLAN PROGRAMS

Key Stakeholders throughout Region 3 have expressed priorities, goals and strategies on implementing the WIOA concept to providing workforce activities to all customers. Participants in this process include and will continue to include economic development, workforce development and education partners. LWDB will ensure the implementation of the local plan by involving all key participants through the planning session, working closely with Core Partners and the sharing of labor market data. This will enable the LWDB to determine which workforce needs must be developed system-wide to best prepare jobseekers to compete effectively in Region 3’s future economy. A copy of the preliminary plan documents distributed to all LWDB Members.
COMMON ASSURANCES:

1. Region 3 and the local Workforce Development Board assures that it will fully comply with the requirement as set forth by the Workforce Innovation and Opportunity at (WIOA) Board Composition and Certification Policy; LWDB Region 3 Board members have signed a conflict of interest statement as required by state law.

2. Region 3 and the local Workforce Development Board assures that it will conduct business in an open manner as required under Section 107 (e) of the Workforce Innovation and Opportunity Act and consistent with the Louisiana open Meeting Law (RS: 42:11 to 28).

3. Region 3 and the Local Workforce Development Board assures that it will establish fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, funds under WIOA.

4. Region 3 and the local Workforce Development Board assures that it and shall comply with the following OMB Circulars and/or Code of Federal Regulations as applicable;
   - 29CFR Part 97 – Uniform Administrative Requirements for State and Local Governments
   - 29CFR Part 95 – Uniform administrative requirements for Institutions of higher education, hospitals and other non-profit organizations. OMB Circular A-133 – Single audit act
   - OMB Circular A-87 – Cost principles for State, local and Indian Tribal governments
   - OMB Circular A-122 – Cost principles for non-profit organizations
   - OMB Circular A-21 – Cost Principles for Education Institutions
   - 45 CFR part 74, Appendix E, Principles for Determining Costs Applicable to Research and Development Under Grants and Contracts with Hospitals

5. Region 3 assures that the local Business Career Solutions Center, American Job Center will comply fully with the nondiscrimination and equal opportunity provisions of the following laws: Section 188 of the Workforce Innovation and Opportunity Act of 2014 (WIOA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizen/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I financially assisted program or activity; Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color, and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities; the Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age, and Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs. The Board also assures that it will comply with all other regulations implementing the laws listed above. This assurance applies to the operation of the WIOA Title I financially assisted program or activity, and to all agreements made to carry out the WIOA Title I financial assisted program activity.

6. Region 3 assures that it will comply and align with the State policy of Adult, Dislocated Worker and Youth Eligibility (OWD 2-24) 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;

7. Region 3 assures that its core program funding will be expended only for activities authorized under each of the respective core programs.

8. The LWDB Grant Recipient assures that no funds received under the WIOA will be used to assist, promote or deter union organizing.
ATTACHMENT

#1
# LAT WORKFORCE DEVELOPMENT BOARD, INC.

<table>
<thead>
<tr>
<th>POLICY NAME</th>
<th>WIOA Title 1 (Adult, Dislocated Worker and Youth) Supportive Services</th>
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<td>REVISED</td>
<td>June 25, 2020</td>
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<tr>
<td>DIRECTOR</td>
<td>SIGNATURE</td>
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<tr>
<td>FRANK LEWIS</td>
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## PURPOSE

To provide comprehensive guidance that ensures compliance with WIOA requirements for the provision of supportive services that are allowable, reasonable and necessary for WIOA eligible Adult, Dislocated Worker, and Youth participants in Local Workforce Development Area 31 (LWDA 31).

To provide an individual the supportive means necessary to participate in activities authorized under the Workforce Innovation and Opportunity Act or National Dislocated Worker Grant. Supportive service expenditures will be based on careful consideration of funding limitations and the availability of other community resources to leverage limited program resources to the greatest extent possible and to avoid duplication of services.

## DEFINITIONS/ACRONYMS

- A/DW – Adult and Dislocated Worker
- CFR – Code of Federal Regulations
- HIRE – Helping Individuals Reach Employment
- IEP – Individual Employment Plan
- ISS – Individual Service Strategy
- ISY – In School Youth
- LWDB – Local Workforce Development Board
- LWDA – Local Workforce Development Area
- NDWG – National Dislocated Worker Grant
- OSY – Out of School Youth
- TEGL – Training and Employment Guidance Letter
- WIOA – Workforce Innovation and Opportunity Act

## REFERENCES

- Workforce Innovation and Opportunity Act of 2014
- 20 CFR Parts 200, 618, 680, 681 and 683
- TEGL 19-16, Guidance on Services provided through the Adult and Dislocated Worker Programs under the Workforce Innovation and Opportunity Act (WIOA and the Wagner-Peyser Act Employment Service (ES), as amended by title III of WIOA, and for Implementation of the WIOA Final Rules, Issued March 1, 2017
- TEGL 21-16, Third WIOA Title 1 Youth Formula Program Guidance
- MIS Letter of Instruction (MLI) No. 02-17 Change 2
POLICY

In accordance with TEGI 19-16 & TEGI 21-16, supportive services for Adults, Dislocated Workers and Youth include, but are not limited to:

Adult and Dislocated Workers (A/DW)

- Assistance with transportation
- Assistance with child care and dependent care
- Linkages to community services
- Assistance with housing
- Needs related payments (as defined by WIOA)
- Assistance with educational testing
- Reasonable accommodations for individuals with disabilities
- Referrals to health care
- Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear
- Assistance with books, fees, school supplies, and other necessary items for students enrolled in post-secondary education classes
- Payments and fees for employment and training-related applications, tests and certifications
- Legal aid services

Supportive services may be made available to any A/DW participating in WIOA Title I career or training services that is unable to obtain supportive services through other programs providing such services. Additionally, the supportive service must be necessary to enable the individual to participate in career or training services. An A/DW who is only receiving follow-up services may not receive supportive services. Supportive services do not make an A/DW a participant or extend participation.

Youth

- Linkages to community services
- Assistance with transportation
- Assistance with child care and dependent care
- Assistance with housing
- Needs-related payments (as defined by WIOA)
- Assistance with education testing
- Reasonable accommodations for individuals with disabilities
- Legal aid Services
- Referrals to health care
- Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear
- Assistance with books, fees, school supplies, and other necessary items for students enrolled in post-secondary education classes, and
- Payments and fees for employment and training-related applications, tests, and certifications.

Supportive services can be provided to enable any ISY or OSY to participate in WIOA activities. WIOA identifies supportive services as one of the 14 youth program elements that can trigger participant status and can extend participation in the youth program. Supportive services may be provided to ISY and OSY who are participating in follow-up services. Follow-up services are critical services provided following a youth’s exit from the program to help ensure the youth is successful in employment and/or post-secondary education and training.
Non-Allowable Supportive Services

Supportive services may not be used to pay for expenses incurred prior to the participant's enrollment into the WIOA Program. Advances against future payments are not allowed. Examples of unallowable services include, but are not limited to:

- Rent or housing deposits
- Mortgage payments
- Homeowners insurance
- Property taxes
- Car payments or purchase of vehicles
- Fines and penalties such as traffic violations, late finance charges, and interest payments
- Expenses incurred prior to enrollment in a WIOA program
- Business start-up costs
- Alcohol or tobacco products
- Entertainment, including tips
- Internet or phone service (prepaid, plan, minutes, etc.)

Eligibility

Eligibility for supportive services will be established based on the customer's needs, as identified through interview, assessment and/or evaluation, and as determined by the Career Development Specialist. Explanation of the need for, and provision of, supportive services will be documented with case notes. To qualify for supportive services, a customer must:

- Demonstrate a need that will prevent him/her from successfully accessing services or accepting or retaining employment; and
- Be unable to afford the cost associated with addressing the need; and
- Be unable to secure the needed services elsewhere; and
- Be enrolled in WIOA or NDWG career services and/or training activities.

Supportive services are not an entitlement. They do not obligate or commit LWDA #31 to approve or provide supportive services of any type. All supportive services are offered pending the availability of funds.

Limitations/Conditions

The maximum amount of supportive service funds available per customer per program year will be determined by the LWDB.

Testing Fees

Costs may be paid or reimbursed for educational or training-related testing, certification, licensing, etc.

Documentation of payments will consist of a purchase order request form if payment is made directly to the vendor, or an original receipt and a reimbursement request form if payment is reimbursed to the customer.
Transportation

Transportation supportive services may include, but are not limited to, the following:

1. Bus passes, when applicable.

Bus passes will be provided if the customer lives on a public bus route. Bus passes will be issued in advance of training/work attendance based on the customer's training/work schedule. At the end of the scheduled period, attendance sheets will be used to verify the number of days the customer attended training/work. Any days of absence during the scheduled period will result in a corresponding reduction of the number of bus passes issued for the subsequent period.

Documentation of the provision of bus passes will consist of a case note indicating the number of bus passes issued for each period and the customer's attendance sheets confirming the days of attendance.

2. A mileage reimbursement rate for every day of attendance when traveling to and from training/work site. The reimbursement rate will be based upon the established state rate listed in the Louisiana Travel Policy PPM 49. The reimbursement rate will be updated accordingly upon State rate changes.

Documentation for mileage reimbursement will consist of a map showing the mileage distance from the customer's home to the training/work site, the customer's attendance sheet showing the days of training attendance and a reimbursement request form showing the reimbursement amount for each two-week period of training.

Child/Dependent Care

Costs may be paid directly to vendors or reimbursed to customers. Customers must apply for Child Care Assistance Program (CCAP) services if training is expected to exceed 10 weeks. Payments and/or reimbursements will only be made for days that the customer is in attendance at training/work.

Funding is available for children under the age of 13 or, with the Executive Director's approval, for children with special needs who are age 13 or older.

Documentation of custody (e.g. birth certificate, hospital record of birth, baptismal certificate, court documents, etc.) must be provided by the customer for each covered child.

Documentation of will consist of the customer's attendance sheet showing the days of attendance, along with a child care invoice completed by the child care provider. Documentation of payments, including the check date, payment amount and check/voucher number, will be recorded in HIRE and a hard copy will be kept in the accounting department files. Reimbursements made to customers will also require a receipt showing payment to the child care provider for services rendered.

Training-Related Items and Fees

Costs may be paid or reimbursed for items and/or fees necessary for the customer's participation in training.

Documentation of the items/fees necessary for training will consist of a list of items/fees on the training provider's letterhead. Documentation of payments will consist of a purchase order request form if payment is made directly to the vendor, or an original receipt and a reimbursement request form if payment is reimbursed to the customer.
Unsubsidized Employment Supportive Services

Customers who are currently participating in WIOA Title I career or training services and who have demonstrated a need that will prevent them from accepting or retaining unsubsidized, full-time employment (32 or more hours per week) may receive supportive services. Unsubsidized employment supportive services will not be provided to a customer who voluntarily leaves one job to start another.

Support is limited to the first three weeks of employment. If the customer requests assistance after his/her first day of work, funding may begin from the date of the request and continue through the remainder of the first three weeks of employment.

The following supportive services are available for customers entering unsubsidized employment:

1. Child/Dependent Care
2. Transportation
3. Work-Related Items and Fees, which may consist of any items and/or fees required to begin unsubsidized employment, including, but not limited to, uniforms, appropriate work attire, protective eye wear, shoes, tools and licensing/certification fees. Costs may be paid or reimbursed only if the employer requires all new employees with the same job title to pay for the items and/or fees as a condition of employment.

Documentation of unsubsidized employment will consist of a letter from the employer on company letterhead verifying the offer of employment or the employment start date. Any required work-related items and/or fees must be included in the letter, along with the fact that all new employees with the same job title are required to pay for the items/fees as a condition of employment.

Documentation of payments will consist of a purchase order request form if payment is made directly to the vendor, or an original receipt and a reimbursement request form if payment is reimbursed to the customer.

PROCEDURE FOR RECORDING SUPPORTIVE SERVICES

Provision of supportive services to eligible customers is to be fully documented to ensure they are allowable, appropriate and cost effective. Documentation of the need for, and provision of, supportive services will be recorded in HIRE with appropriate case notes and activity codes. Documentation for all supportive services provided will be uploaded into HIRE and a hard copy will be placed in the customer's case file.

There are (9) WIOA Supportive Service Activity Codes available – 5 specific to Youth participants only.

**Adult/Dislocated Worker Codes:**
- 180: Supportive Service - Child/Dependent Care
- 181: Supportive Service - Transportation Assistance
- 185: Supportive Service - Other
- 326: Supportive Service - Needs Related Payments

**Youth Codes:**
- 419: Stipends
- 480: Supportive Service - Child/Dependent Care
- 481: Supportive Service - Transportation Assistance
- 484: Supportive Service - Incentives
- 485: Supportive Service - Other

When creating activity codes for Child/Dependent Care, Transportation Assistance, Stipends, Needs Related Payments and Other supportive services the begin and end dates of the activity code will parallel the duration of the employment or training service. A detailed case note will be added each time a supportive service is provided within that duration.
Example: A participant is in need of Transportation Assistance. Staff are to record the 181/481-Supportive Service Transportation activity for the specified duration (e.g., 6 months, 1 year, etc). A detailed case note must be entered each and every time a transportation payment is issued within the specified duration.

Example: A participant has completed training but is now in need of assistance with paying for testing to receive their Occupational License. Staff are to record the testing fee using the 185/485-Supportive Service-Other activity code for the specified duration. A detailed case note must be entered including details of the other supportive service.

When creating a 326-Support Service-Needs Related Payments activity code, staff will create the activity code with begin and end dates that parallel the duration of the training service. In order to qualify for needs related payments a participant must be enrolled in training. Staff must case note each time a Needs Related Payment is provided within that duration.

When creating a 484-Supportive Service-Incentives activity code, staff will create an activity code each time an incentive is provided; where the actual begin and end date is the date in which the supportive service was requested. Staff must enter a detailed case note each time an incentive is awarded.

All activity codes will have the American Job Center listed as the supportive service provider.

MONITORING

LWDB 31 will regularly monitor program services with regard to the delivery of supportive services provided to participants through review of documentation in participant files, HIRE, and financial records.

EXCEPTIONS

Exceptions and/or accommodations to this policy may be made on a case-by-case basis with prior approval by the LWDB Director. Requests must be submitted in writing and include appropriate justification. Additional supportive services may be authorized on a case-by-case basis by the LWDB Director, as deemed appropriate.

All information contained in this policy may be subject to change based on availability of funds and through the approval of the LWDB.
ATTACHMENT
#2
Purpose:

The Individual Training Account (ITA) is to be used for payment of training services on behalf of the Workforce Innovation & Opportunity Act (WIOA) customer. This policy outlines directives for providing ITAs for WIOA eligible adult, dislocated worker, youth and national dislocated worker grant customers.

Policy:

1. Training Selection

Customers are expected to utilize information such as interest and/or skills assessments, labor market conditions/trends and training providers' performance, combined with Career Specialist consultation, to select an appropriate training program and take an active role in managing their employment future.

2. Pre-requisites

Prior to the establishment of the ITA, the customer may be required to complete pre-requisite tasks at their own cost. These tasks include, but are not limited to, attainment/completion of:

- Motor Vehicle Report (MVR)
- Physical
- Drug Screen
- Application Process
- Assessment
- Psychological Survey Battery (PSB)

Customers may also be required to meet other pre-enrollment conditions prior to enrollment consideration for selected training programs.

To qualify for training funds, customers must apply for Pell Grant assistance, when applicable. When application for Pell Grant assistance is required, tuition funds will
not be paid through the ITA until documentation is received from the customer showing ineligibility for Pell Grant funds or that the amount of Pell Grant funds received is insufficient to cover tuition costs.

3. Issuance of ITAs

ITAs will be offered to eligible customers in order to afford them the opportunity to access training determined to be necessary to achieve their employment and career goals. Before an ITA is issued, the Career Specialist must determine that the customer is unlikely or unable to obtain or retain employment that leads to self-sufficiency or higher wages from previous employment through career services alone.

ITAs are not entitlements and shall be provided to eligible customers based on an individualized evaluation of the person’s job readiness, employment and training needs, financial, social and supportive needs, labor market demand and potential for successful completion of training.

ITAs may only be issued to customers who:

a. Complete an objective assessment showing no significant barriers to training completion and subsequent employment;

b. Complete an Individual Employment Plan (IEP) that identifies the selected training course;

c. Are unable to obtain grant assistance from other sources, such as Pell Grants, to pay the costs of training or require additional assistance beyond available grant resources in order to complete their training goals;

ITAs will only be issued for training curriculums designated as eligible for WIOA assistance from approved providers on the state’s Eligible Training Provider List. The curriculum must also be linked to an occupation in demand in the local area or an area to which the customer is willing to commute or relocate.

ITAs may be used for pre-apprenticeship programs, however, the program must be approved for WIOA funding on the ETPL.

ITAs may be authorized for training programs in other states or online training if the training program is approved on the ETPL or there exists a reciprocity agreement with the state in which the training is provided.

The training provider will receive the ITA directly from Work Connection, Inc. (WCI). The ITA will be signed by the customer and an authorized representative of the training provider.
The Local Workforce Development Board (LWDB) has determined that an ITA will not be issued for On-the-Job Training or Work Experience enrollments. Individual contracts or agreements will be established for each employer/worksite for these services.

4. ITA Limitations

ITAs will be limited in duration. Customers must be able to complete the selected training program within two years of the commencement of WIOA-funded training.

A funding limitation for training and supportive service costs will be set by the LWDB on an annual basis. The maximum funding limit is not an entitlement. The amount and duration of each customer's ITA is determined on an individual basis. Funding amounts will take into account the total costs of the selected training program, any other financial assistance available to the customer and the availability of WIOA funds.

The ITA will cover approved tuition costs to attend training. Supportive services, such as books, lab fees, supplies, uniforms and other costs will be specified on the ITA.

The ITA funding limitations set by the LWDB may be waived for special circumstances or for special programs, such as award of funds from special grants. Such waivers must be approved by the LWDB.

5. Coordination of Funds

WIOA funds are intended to provide training services in instances when there is no grant assistance, or insufficient assistance, from other sources. The coordination of available funding resources may be required to meet the training-related costs of the customer's chosen curriculum. Other funding resources may include, but are not limited to: Pell Grant, Louisiana Rehabilitation Services, Veterans Benefits, Inter-Tribal Council, TANF, TOPS and other scholarships.

Career Specialists must consider and document in the participant file the availability of other sources of grants, excluding loans, to pay for training costs so that WIOA funds are used to supplement, but not supplant other sources. The use of WIOA funds to make payments towards a personal loan of an eligible customer is prohibited. However, the mere existence of a loan must not affect ITA funding determination.

A customer may select training that costs more than the maximum limitations set by the LWDB when other funding sources are available to supplement the ITA. Documentation of the supplemental funds must be provided by the customer prior to the establishment of the ITA.
6. Tracking Expenditures

Financial plans will be prepared for each customer receiving an ITA. The financial plan will be calculated for expected training costs per program year and will be signed by the customer and case manager. The original plan will be filed in the customer’s case file and a copy of the plan will be forwarded to the accounting department to set up a job cost account for the customer. The accounting system will be used to track all costs relating to the customer’s expenditures by program year.

7. Disbursement of Funds

Funds may be disbursed through reimbursement to the customer or direct payment to the training provider or vendor.

For customer reimbursements, the customer must submit a receipt for each training-related purchase. The receipt must include the date of purchase, the item(s) purchased and the total amount paid. The case manager will review the receipt for acceptability and forward it to the accounting department along with a request for reimbursement. The accountant will verify that there is sufficient money in the customer’s job cost account to cover the cost and a check will be issued.

For direct payments to training providers, an invoice must be received from the provider for the approved training cost. The invoice will be forwarded directly to the accounting department and a check will be issued for payment once the accountant has verified that there is sufficient money in the customer’s job cost account to cover the fee.

For direct payments to vendors, the case manager must request a purchase order from the staff person authorized to issue purchase orders, prior to the purchase. The request must include the name of the customer, the vendor, a list of items approved for purchase and the maximum allowable cost of the purchase. Once the purchase is made, the vendor must submit an invoice to WCI. The invoice will be forwarded directly to the accounting department and a check will be issued for payment once the accountant has verified that there is sufficient money in the customer’s job cost account to cover the fee.

A job cost report will be printed after each expenditure and filed in the customer’s case file.

8. Modifications

An ITA may be modified to ensure the customer attains their training goals and subsequent employment.
In some circumstances, such as when an approved training curriculum or provider is removed from the ETPL, or when extraordinary program expenses develop, the customer and Career Specialist must agree on whether to complete the plan of training with the existing provider, seek a similar program, or discontinue training. When an approved training curriculum or provider is removed from the ETPL, WIOA customers already enrolled in the curriculum will be allowed complete their training.

9. Continued Funding and Sanctions

Continued funding of an ITA is contingent upon the customer’s satisfactory progress in training and compliance with the enrollment agreement and/or local policy. Career Specialists will review the customer’s training progress at the end of each enrollment cycle or more frequently depending on the training institution’s schedule.

Customers who are not maintaining satisfactory progress or who are not complying with the enrollment agreement and/or local policy must work with a Career Specialist to identify the problem and develop a strategy to overcome the issues hindering progress and/or compliance. ITA funding may be terminated if the customer does not earn satisfactory progress for two consecutive enrollment cycles or continues to fail in meeting compliance after staff consultation.

Once a customer is terminated from a WIOA-funded program for failure to comply with the enrollment agreement and/or local policy, the customer cannot be enrolled in a WIOA-funded training program for two years following the termination date. Additionally, once a participant is enrolled in an ITA-approved activity, he/she may not transfer to another training program or activity sponsored by the local Business & Career Solutions Centers. Exceptions to these sanctions due to extenuating circumstances may be approved by the LWDB or an authorized designee.

Exceptions may include, but are not limited to the following:

a. Medical conditions;

b. Personal barriers that require non-medical treatment;

c. Transportation and/or child care issues that cannot be resolved through support services;

d. Class scheduling issues and/or availability;

e. Other circumstances that are determined by the Career Specialist to be beyond the customer’s control.

In such cases where an exception is approved to allow the transfer of a customer’s training program, the new training must be on the ETPL and any monies spent on the
previous training must be counted toward the maximum annual funding limitation. Additionally, an existing ITA cannot be transferred to another training program, even if it is the same type of training or with same provider. In this circumstance, a new ITA would need to be developed.

The decision to invoke or waive the two-year sanction will be documented in the customer’s file or in case notes in the state’s online system.

In addition to considering the impositions of sanctions to a customer previously funded by the local WIOA program, the history of an applicant who has participated in a WIOA-funded program in another area will be considered when making any determination regarding enrollment into the local program.

10. Recovery of Tuition Funds

In the event a customer discontinues training, the Career Specialist must perform due diligence to ensure the recovery of WIOA funds provided to the training provider for tuition costs. The Career Specialist must verify the following:

a. The refund policy of the training provider for early termination from training;
b. The percentage of the advanced payment to be refunded;
c. Turnaround timeframe for the refund;
d. Time spent in training before a refund will no longer be honored.

Efforts made regarding the recovery of WIOA funds will be documented in case notes in the state’s online system.

11. Participant File Documentation

Justification for, and continued funding of, an ITA must be supported by the following documentation in the customer’s file and/or in the state’s online system:

a. Interview, evaluation and/or assessment results supporting the selected program of study;
b. The determination of the customer’s need for training;
c. A completed IEP documenting the selected program of study;
d. Anticipated and/or actual start and end dates for training;
e. Training outcomes;
f. The amounts of any other training funding received, if applicable;
g. The ITA signed by the customer and training provider and any modifications thereof;

h. Documentation of the customer's willingness to travel, if the selected training and/or demand occupation is outside of the local area;

i. Documentation that the training provider and curriculum is on the ETPL;

j. Documentation of the customer's progress and/or grades.
ATTACHMENT

#3
Once self-sufficiency is obtained and customer is no longer interested in our services, his/her case is closed and follow-up is performed.

The assigned staff member works with the customer throughout his/her training to assist with attendance, academic and funding issues. After the training is completed, the customer is assisted with his/her job search needs.

Job matching:

- Explanations of the program and potential services Team Member for further
- Customer is introduced to a business

Office/Work Experience

- Customer is referred for job matching

- Office procedures, eligibility guidelines and customer obligations are explained. Once the customer has satisfied any pre-funding obligations, the eligibility process is completed.

Center services:

- Provided for utilizing career
- Instruction/assistance is
- Interest/skills assessment, etc.
- Job search, resume, etc.
ATTACHMENT

#4
### Negotiated Performance Levels for WIOA and WP/ES Programs
**Lafourche Parish Consortium (LWDA 31)**

<table>
<thead>
<tr>
<th>WIOA Title I: Adults</th>
<th>PY 2020</th>
<th>PY 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Rate 2nd quarter after exit</td>
<td>72.0%</td>
<td>73.0%</td>
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<tr>
<td>Employment Rate 4th quarter after exit</td>
<td>73.0%</td>
<td>73.0%</td>
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<tr>
<td>Median Earnings in the 2nd quarter after exit</td>
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<td>$5,000</td>
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<tr>
<td>Credential Attainment Rate</td>
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<tr>
<td>Measurable Skill Gains</td>
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<table>
<thead>
<tr>
<th>WIOA Title I: Dislocated Workers</th>
<th>PY 2020</th>
<th>PY 2021</th>
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<tr>
<td>Employment Rate 2nd quarter after exit</td>
<td>65.0%</td>
<td>65.0%</td>
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<tr>
<td>Employment Rate 4th quarter after exit</td>
<td>75.0%</td>
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<tr>
<td>Median Earnings in the 2nd quarter after exit</td>
<td>$8,100</td>
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<tr>
<td>Credential Attainment Rate</td>
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<tr>
<td>Measurable Skill Gains</td>
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<th>WIOA Title I: Youth</th>
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<tr>
<td>Education or Training Activities or Employment in the 2nd quarter after exit</td>
<td>75.0%</td>
<td>75.0%</td>
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<tr>
<td>Education or Training Activities or Employment in the 4th quarter after exit</td>
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<tr>
<td>Median Earnings in the 2nd quarter after exit</td>
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<td>Credential Attainment Rate</td>
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<td>Measurable Skill Gains</td>
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<tr>
<th>WIOA Title III: Wagner-Peyser Employment Services</th>
<th>PY 2020</th>
<th>PY 2021</th>
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<tr>
<td>Employment Rate 2nd quarter after exit</td>
<td>59.2%</td>
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<td>Employment Rate 4th quarter after exit</td>
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<tr>
<td>Median Earnings in the 2nd quarter after exit</td>
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ATTACHMENT

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<tr>
<th>Name &amp; Title</th>
<th>Organization or Agency Name</th>
<th>Number of Employees</th>
<th>Parish</th>
<th>Type of Business or Industry Representative</th>
<th>Term Start Date</th>
<th>Term End Date</th>
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<tr>
<td>Katherine Dubois</td>
<td>Dubois Nursery &amp; Trailers</td>
<td>1</td>
<td>Terrebonne</td>
<td>Motorcycles, ATV &amp; all other Motor Vehicle Dealers</td>
<td>10/27/2018</td>
<td>10/27/2021</td>
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<td>Avie Fontenot</td>
<td>One Subsea</td>
<td>216</td>
<td>Multi</td>
<td>Oil &amp; Gas Field Machinery &amp; Equipment Manufacturer</td>
<td>10/27/2018</td>
<td>10/27/2021</td>
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<tr>
<td>Alfred Fox, III</td>
<td>On-Site Training &amp; Instruction</td>
<td>18</td>
<td>Terrebonne</td>
<td>Training &amp; Instruction</td>
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<td>Kevin Pellegrin</td>
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<td>Terrebonne</td>
<td>Food Service</td>
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<td>Mike Lewis</td>
<td>Big Mike's BBQ</td>
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<td>Terrebonne and Lafourche</td>
<td>Food Services</td>
<td>08/19/2019</td>
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<td>500+</td>
<td>Terrebonne</td>
<td>Equipment Rental and Leasing</td>
<td>10/27/2018</td>
<td>10/27/2021</td>
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<td>Cherl Blanchard</td>
<td>Big Grapes, Inc.</td>
<td>2</td>
<td>Terrebonne</td>
<td>Seafood Industry</td>
<td>08/19/2019</td>
<td>08/19/2022</td>
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<tr>
<td>VACANT (working with Chamber to fill)</td>
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<td></td>
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</table>

A Majority must be a Business Owners, CEO or Executive with optimum policymaking or hiring authority in an in-demand industry sector. Board Chair and Co-Chair must be Business Representatives and listed as the first two entries.
<table>
<thead>
<tr>
<th>Name &amp; Title</th>
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<tbody>
<tr>
<td>Julian Bourg</td>
<td>AFLCIO-Union Representative</td>
<td></td>
<td>Multi-Parish</td>
<td>03/16/2020</td>
<td>03/16/2025</td>
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<tr>
<td>Spurgeon Holly, Jr.</td>
<td>AFLCIO-Union Representative</td>
<td></td>
<td>Multi-Parish</td>
<td>09/16/2015</td>
<td>09/16/2020</td>
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</tr>
<tr>
<td><strong>B. WORKFORCE REPRESENTATIVES</strong></td>
<td>Minimum of 20%</td>
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<td>Twenty percent (20%) of the members must be Workforce Representatives. Two (2) or more must be from Labor Organizations, and One (1) or more members must be from Joint Labor-Management, Union affiliated. Registered Apprenticeship programs within the area who serve as a training director or a member of a labor organization.</td>
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<tr>
<td>Marilyn Schwartz</td>
<td>Terrebonne Parish School System</td>
<td></td>
<td>Terrebonne</td>
<td>09/16/2015</td>
<td>09/16/2020</td>
<td></td>
</tr>
<tr>
<td>Dr. Kristine Strickland</td>
<td>South Central La Tech. College</td>
<td></td>
<td>Multi-Parish</td>
<td>09/21/2017</td>
<td>09/21/2022</td>
<td></td>
</tr>
<tr>
<td><strong>C. EDUCATION/TRAINING REPRESENTATIVES</strong></td>
<td>Minimum of 2</td>
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<td></td>
<td>One (1) Institution of Higher Education Representative, (Community College)</td>
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<tr>
<td></td>
<td>One (1) Eligible Provider Administering Adult Education and Literacy Activities Representative</td>
<td></td>
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<tr>
<td>Kevin Belanger, CEO</td>
<td>South Central Planning &amp; Development</td>
<td></td>
<td>Multi-Parish</td>
<td>09/16/2015</td>
<td>09/16/2020</td>
<td></td>
</tr>
<tr>
<td>Jewenda Givens</td>
<td>Louisiana Workforce Commission</td>
<td></td>
<td>Multi-Parish</td>
<td>03/16/2020</td>
<td>03/16/2025</td>
<td></td>
</tr>
<tr>
<td>Michele Jones</td>
<td>Louisiana Workforce Commission - LRS</td>
<td></td>
<td>Multi-Parish</td>
<td>09/16/2015</td>
<td>09/16/2020</td>
<td></td>
</tr>
<tr>
<td>Lyn Martin Clement</td>
<td>Dept. of Children and Family Services</td>
<td></td>
<td>Multi-Parish</td>
<td>05/19/2017</td>
<td>05/19/2022</td>
<td></td>
</tr>
<tr>
<td><strong>D. GOVERNMENTAL and ECONOMIC DEVELOPMENT and COMMUNITY REPRESENTATIVES</strong></td>
<td>Minimum of 4</td>
<td></td>
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<td></td>
<td>May include other programs/organizations.</td>
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<td></td>
<td>1. Representatives of agencies or entities administering programs serving the local area relating to transportation, housing and public assistance;</td>
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<td>2. Representatives of philanthropic organizations serving the local area;</td>
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<td>3. Each LWDB may include other individuals or representatives of entities as the CEO in the local area may determine to be appropriate.</td>
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<tr>
<td>Lora Ann Chaisson</td>
<td>Inter-Tribal Council of LA, Inc.</td>
<td></td>
<td>Multi-Parish</td>
<td>05/19/2017</td>
<td>05/19/2022</td>
<td></td>
</tr>
<tr>
<td>Kell Cunningham</td>
<td>CSBG – Terrebonne Parish Consolidated Government</td>
<td></td>
<td>Terrebonne Parish</td>
<td>03/19/2021</td>
<td>03/19/2026</td>
<td></td>
</tr>
<tr>
<td>Mitch Orgeron</td>
<td>Lafourche Parish Office of Community Action</td>
<td></td>
<td>Lafourche Parish</td>
<td>01/25/2021</td>
<td>01/25/2026</td>
<td></td>
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</tbody>
</table>
ATTACHMENT #6
PURPOSE

The Procurement Policy shall set standards for procuring quality products and services by methods which shall ensure fiscal accountability and prevent waste, fraud and abuse in programs administered under the Workforce Innovation and Opportunity Act.

BACKGROUND

WIOA Sec. 184(a)(3)(A) requires each State (including the Governor of the State), local area (including the chief elected official for the area), and provider receiving funds under this title to comply with the appropriate uniform administrative requirements for grants and agreements applicable for the type of entity receiving the funds, as promulgated in circulars or rules of the Office of Management and Budget (OMB).

POLICY

A. Cost-Reimbursement Only [WIOA Sec. 184(a)(3)(B)]

Procurement transactions under this title on a cost-reimbursement basis only.

B. General Procurement Standards (2 CFR 200.318)

LAT Workforce Development Board, Inc., will use documented procurement procedures that reflect State and local laws and regulations, provided that the procurements conform to applicable Federal law and standards identified in 2 CFR Parts 200.317 through 200.326.

LAT Workforce Development Board, Inc., will maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

LAT Workforce Development Board, Inc., Conflict of Interest Policy provides standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts. No employee, officer, or agent may participate in the
PROCUREMENT POLICY (continued)

selection, award, or administration of a contract supported by a Federal award if he or she has a real, perceived or potential conflict of interest. Conflicts of interest must be disclosed in writing when known in advance or announced to the voting body. The party must excuse themselves from any further discussion and/or vote on the matter in question.

LAT Workforce Development Board, Inc., procurement procedures will avoid acquisition of unnecessary or duplicative items and promote cost-effective use of shared services.

LAT Workforce Development Board, Inc., will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as:

- Compliance with public notice
- Record of Past Performance
- Exhibit financial resources
- Exhibit technical resources

C. Competition (2 CFR 200.319)

All procurement transactions must be conducted in a manner providing full and open competition consistent with the standards of WIOA provided in section 200.319 of 2 CFR 200.

LAT Workforce Development Board, Inc., procurement transactions will contain no requirements that unduly restrict competition as specified in 200.319(a) and (b).

LAT Workforce Development Board, Inc., procurement procedures will ensure that all solicitations:

- Incorporate a clear and accurate description of the technical requirements
  For the product, or service to be procured in a manner that does not unduly restrict competition; and
- Identify all requirements which the proposer must fulfill and all other factors to be used in evaluating bids or proposals.

D. Methods of Procurement (2 CFR 200.320)

LAT Workforce Development Board, Inc., may use any one of the following methods of procurement:
PROCUREMENT POLICY (continued)

SMALL PURCHASES

1. Purchases of $0 - $10,000: These purchases are the acquisition of supplies or services, the aggregate dollar amount of which does not exceed $10,000. To the extent practicable, LAT Workforce Development Board, Inc., will distribute these purchases equitably among qualified suppliers. Purchases may be awarded without soliciting competitive quotations if LAT Workforce Development Board, Inc., considers the price to be reasonable.

2. Purchases of $10,000 - $20,000: The purchases are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the Simplified Acquisition Threshold (as of the publication of 2 CFR Part 200, the Simplified Acquisition Threshold) This method can be are used by price or rate quotations and must be obtained from three (3) vendors by telephone, facsimile or other means.

3. Purchases of $20,000 - $30,000: The purchases are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the Simplified Acquisition Threshold (as of the publication of 2 CFR Part 200, the Simplified Acquisition Threshold) This method can be obtained from written five (5) quotes from at least 5 vendors.

4. Competitive Proposals (purchases of $30,000 — and above): The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded.

   a. Contracts will be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

   b. LAT Workforce Development Board, Inc., may use competitive proposal procedures for qualifications-based procurement professional services whereby competitors’ qualifications are evaluated, and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of professional services.

5. Sealed Bids (Formal advertising) Bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The sealed bid method is the preferred method if the following conditions apply:
 PROCUREMENT POLICY (continued)

a. Sealed bids must be approved by the LAT Workforce Development Board and the Louisiana Workforce Commission.

b. In order for sealed bidding to be feasible, the following conditions should be present:
   • A complete, adequate, and realistic specification or purchase description is available;

c. If sealed bids are used, the following requirements apply:
   • The invitation for bids must be publicly advertised;
   • The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
   • All bids will be opened at the time and place prescribed in the invitation for bids,
   • The bids must be opened publicly;
   • Any or all bids may be rejected if there is a sound documented reason.

6. Noncompetitive Proposals (Sole Source): Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

d. The item is available only from a single source; or
e. The public urgency or emergency for the requirement will not permit a delay resulting from competitive solicitation; or
f. After solicitation of a number of sources, competition is determined inadequate.
g. Purchases over $150,000 must be approved by the LAT Workforce Development Board, Inc., and the Director.

LAT Workforce Development Board, Inc., will take necessary affirmative steps to ensure that minority businesses, women’s business enterprises, and labor surplus firms are used when possible.

F. Contract Cost and Price (2 CFR 200.323)

1. LAT Workforce Development Board, Inc., will perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold ($150,000).
The method and degree of analysis is dependent on the facts surrounding the particular procurement situation.

2. Where applicable, LAT Workforce Development Board, Inc., will negotiate profit as a separate element of the price for each contract in which there is no price competition and, in all cases, where cost analysis is performed. To establish a fair and reasonable profit, consideration will be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

3. Costs or prices based on estimated costs for contracts under the Federal award are allowable only to the extent that costs incurred, or cost estimates included in negotiated prices would be allowable for LAT Workforce Development Board, Inc. under WIOA.

G. Leasing or Renting Non-Expendable Personal Property

Where appropriate, LAT Workforce Development Board, Inc., will complete an analysis of lease/rental versus purchase alternatives to determine which approach is most economical. Leasing may be preferable to purchase depending on administrative requirements. Leasing with an option to purchase may be preferable to straight leasing. Lease-purchase items will be treated as nonexpendable personal property (equipment) and LAT Workforce Development Board, Inc., will obtain approval from the LAT Workforce Development Board, Inc., if the total acquisition cost is at $5,000 or more. These purchases will be tagged, reported and disposed of in accordance with WIOA rules and regulations.

H. Post-Award Administration (WSP No. 03-2015, Financial Management Policy, Financial Management Guide (FMG) 201, 10-6 and 7)

LAT Workforce Development Board, Inc., will provide technical assistance to all sub recipients when appropriate and upon request of a sub recipient. LAT Workforce Development Board, Inc., will also provide programmatic monitoring, careful analysis of performance, and the review of documentation and reports.

I. Procurement File Standards — Record Retention

LAT Workforce Development Board, Inc., will maintain records and files for all large purchases and shall include at a minimum: a) the basis for sub recipient selections; b) justification for lack of competition when competitive bids or offers are not obtained; and c) a cost or price analysis.
PROCUREMENT POLICY (continued)

Procurement records will be retained for three (3) years after final payment on a contract and all other matters are closed. Records shall detail the significant history of procurement. These records may include, but are not necessarily limited to, the following:

1. Identification of Service and Supporting Need Documentation
2. Proof of Publication
3. Identification of Potential Providers
4. Request for Proposal
5. Bidder’s Conference
6. Responses to Requests for Proposal
7. Evaluation of Responses
8. Requests for Additional Information
9. Related Correspondence
10. Letters of Status Determination
11. Recommendations by Staff
12. Determination by Board

J. Delivery of Career Services-Adult and Dislocated Workers [WIOA Sec. 134(c)(2)(C)]

Career services described in WIOA Section 134(A) for eligible adult and dislocated workers shall be provided through the one-stop delivery system.

1. Directly through one-stop operators identified pursuant to section 121(d), or
2. Through contracts with service providers (sub recipients), which may include contracts with public, private for-profit, and private nonprofit service providers, approved by the local board.
3. Training services must be directly linked to an in-demand industry sector or occupation in Region 3, parishes of Lafourche, Assumption and Terrebonne, or another area to which an adult or dislocated worker receiving such services is willing to relocate, except that LAT Workforce Development Board, Inc., may approve training services for occupations determined by the board to be in sectors of the economy that have a high potential for sustained demand or growth. [WIOA Sec. 134(c)(3)(G)(iii)].

K. Selection of Eligible Providers of Youth Workforce Innovations and Opportunity Activities (WIOA Sec. 107(d) (10) (B) and Sec. 123)

1. LAT Workforce Development Board, Inc., shall award grants or contracts on a competitive basis to providers (sub recipients) of youth WIOA activities based on the specific criteria and taking into consideration the ability of the providers to meet performance accountability
PROCUREMENT POLICY (continued)

measures based on primary indicators of performance for the youth program as described in
WIOA Section 116(b)(2)(A)(ii) and in WIOA section 102(b)(2)(D)(I)(V), based on the
recommendations of the youth standing committee; and

2. Shall conduct oversight with respect to such providers.

3. Exceptions: LAT Workforce Development Board, Inc., may award grants or contracts on a sole
source basis if LAT Workforce Development Board, Inc., determines there is an insufficient
number of eligible providers of youth WIOA activities in the Region 3 involved for grants and
contracts to be awarded on a competitive basis.

4. Consistent with section 123, LAT Workforce Development Board, Inc., may terminate for cause
the eligibility of such providers (sub recipients).

I. Selection of One-Stop Center that provide Career & Training Services

The LAT Workforce Development Board, Inc., is authorized to designate or certify one-stop
centers that provide Career & Training Service. To be eligible to receive funds made available
under this subtitle to operate a one-stop center, an entity:

1. Shall be designated or certified as a one-stop service provider through a competitive process;
and

2. Shall be an entity (public, private, or nonprofit), or consortium of entities (including a
consortium of entities that, at a minimum, includes 3 or more of the one-stop partners
described in subsection 121(b)(1)), of demonstrated effectiveness.

The LAT Workforce Development Board, Inc., will ensure that in carrying out activities under this
title, one-stop center.

1. Disclose any potential conflicts of interest arising from the relationships of the one-stop
partners with particular training service providers or other service providers;

2. Does not establish practices that create disincentives to providing services to individuals
with barriers to employment who may require longer-term services, such as intensive
employment, training and education services; and

3. Comply with Federal regulations, and procurement policies, under WIOA.
 PROCUREMENT POLICY (continued)

M. Grievance and Complaint Procedures

Disputes arising out of any procurement conducted by LAT shall be settled at the lowest level of protest as agreed upon by the protesting agent and in accordance to the LAT Grievance/Complaint Process. Under this process, WIOA staff, program applicants, participants, recipients of grant awards, contracts, labor unions, service providers, etc., may file complaints alleging violations of the Act, or other federal and state rules. This process may also be used to cover most not covered by Equal Opportunity complaint process.
Complaints under this process must be in writing and must adhere to the timelines specified.
Complaints for the process must be submitted to:

LAT Workforce Development Board, Inc.
Attention: Mr. Frank Lewis, Director
911 Bond Street
Houma, LA 70360
Email: franklat31@gmail.com

Complaints may be filed with the Director and appealed to the LAT Workforce Development Board, Inc., Chairman or his/her designee within 180 days of the award date and allow 90 days from Notice to Final Action.

N. Suspension and Debarment (2 CFR 2900)

Non-federal entities and contractors are subject to the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR part 180. These regulations restrict awards, sub awards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities.

DEFINITIONS

Contract (2 CFR 200.22): A legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award. The term as used in this part does not include a legal instrument, even if the non-Federal entity considers it a contract when the substance of the transaction meets the definition of a Federal award or sub award.

Contractor (2 CFR 200.23): An entity that receives a contract as defined in “Contract”, above.

(2 CFR 200.330(b)): A contract is for the purpose of obtaining goods and services for the non-
PROCUREMENT POLICY (continued)

Federal entity's own use and creates a procurement relationship with the contractor (see 200.22 Contract). Characteristics indicative of a procurement contract relationship between the non-Federal entity and a contractor include when the non-Federal entity receiving the Federal funds:

1) Provides the goods and services within normal business operations;
2) Provides similar goods or services to many different purchasers;
3) Normally operates in a competitive environment;
4) Provides goods or services that are ancillary to the operation of the Federal program; and
5) Is not subject to compliance requirements of the Federal program as a result of the agreement, though similar requirements may apply for other reasons.

Cooperative Agreement (2 CFR 200.24): A legal instrument of financial assistance between a Federal awarding agency or pass-through entity and a non-Federal entity that, consistent with 31 U.S.C. 6302-6305:

(a) Is used to enter into a relationship the principal purpose of which is to transfer anything of value from the Federal awarding agency or pass-through entity to the nonfederal entity to carry out a public purpose authorized by law of the United States and not to acquire property or services for the Federal government of pass-through entity's direct benefit or use;
(b) Is distinguished from a grant in that it provides for substantial involvement between the Federal awarding agency or pass-through entity and the non-Federal entity in carrying out the activity contemplated by the Federal award.

Customized Training (WIOA Sec. 3(14)):

A. That is designed to meet the specific requirements of an employer (or group of employers);
B. That is conducted with a commitment by the employer to employ an individual upon successful completion of the training; and
C. For which the employer pays a significant portion of the cost of training, as determined by the local board, taking into account the size of the employer and other factors determined by the board and further defined in this part.

Federal Award (2 CFR 200.38): Federal award has the meaning, depending on the context, in either paragraph (a) or (b) of this section:

(a)(1): The Federal financial assistance that a non-Federal entity receives directly from a Federal awarding agency or indirectly from a pass-through entity.
PROCUREMENT POLICY (continued)

(a)(2): The cost-reimbursement contract under the Federal Acquisition Regulations that a nonfederal entity receives directly from a Federal awarding agency or indirectly from a pass-through entity.

(b) The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance in paragraph (b) of 200.40 Federal financial assistance, or the cost-reimbursement contract awarded under the Federal Acquisition Regulations.

(c) Federal award does not include other contracts that a Federal agency uses to buy goods or services from a contractor or a contract to operate Federal government owned contractor operated facilities (GOCOs).

(d) See also definitions of Federal financial assistance, grant agreement, and cooperative agreement.

Federal Awarding Agency (2 CFR 200.37): The Federal agency that provides a Federal Award directly to a non-Federal entity.

Federal Financial Assistance (2 CFR 200.40): For grants and cooperative agreements, assistance that non-Federal entities receive or administer in the form of:

(a) Grants;

(b) Cooperative agreements;

(c) Non-cash contributions or donations of property (including donated surplus property); (d) Direct appropriations; and (e) Other financial assistance.

Fixed Amount Awards (2 CFR 200.45): A type of grant agreement under which the Federal awarding agency or pass-through entity provides a specific level of support without regard to actual costs incurred under the Federal award.

Grant Agreement (2 CFR 200.51): A legal instrument of financial assistance between a Federal awarding agency or pass-through entity and a non-Federal entity that, consistent with 31 U.S.C. 6302, 6304:

(a) Is used to enter into a relationship the principal purpose of which is to transfer anything of value from the Federal awarding agency or pass-through entity to the non-Federal entity to carry out a public purpose authorized by a law of the United States and not to acquire property or services for the Federal awarding agency or pass-through entity's direct benefit or use; (b) Is distinguished from a cooperative agreement in that it does not provide for substantial involvement between the Federal awarding agency or pass-through entity and the non-Federal entity in carrying out the activity contemplated by the Federal award.
Incumbent Worker Training (proposed CFR 20.680.780): WIOA funded training for incumbent workers is designed to meet the specific requirements of an employer (including a group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment and conducted with a commitment by the employer to retain or avert the layoff of the incumbent worker. An ideal incumbent worker training would be one where a participant acquires new skills allowing him or her to move into a higher skilled and higher paid job with the company, thus allowing the company to hire a job seeker to backfill the incumbent worker’s position. Incumbent worker training must increase both the participant’s and the company’s competitiveness. An incumbent worker does not necessarily have to meet the eligibility requirement for career and training services for adults and dislocated workers under WIOA.

Individual with Barrier to Employment [WIOA Sec. 3(24)]: A member of one or more of the following populations:

- Displaced homemakers;
- Low-income individuals;
- Indians, Alaska Natives, and Native Hawaiians;
- Individuals with disabilities;
- Older Individuals;
- Ex-offenders;
- Homeless individuals (see definition of Homeless Individuals), or homeless children and youth (see definition of Homeless Children and Youth);
- Youth who are in or have aged out of the foster care system;
- Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers;
- Eligible migrant and seasonal farm workers;
- Individuals within two (2) years of exhausting lifetime TANF eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.);
- Single parents (including single pregnant women);
- Long-term unemployed individuals;
- Such other groups as the Governor involved determines to have barriers to employment.

Small Purchase (2 CFR 200.67): A purchase of supplies or services using the simplified acquisition procedures, the aggregate amount of which does not exceed the micro-purchase threshold. Procedures comprise a subset of a non-Federal entity’s small purchase procedures. The non-Federal entity uses such procedures in order to expedite the completion of its lowest-dollar small
PROCUREMENT POLICY (continued)

purchase transactions and minimize the associated administrative burden and costs. The threshold is set by the Federal Acquisition Regulation at 48 CFR Subpart 2.1 (Definitions). It is $5,000 except as otherwise discussed in Subpart 2.1 of that regulation, but this threshold is periodically adjusted for inflation.

Non-Federal Entity (2 CFR 2900): A state, local government, Indian tribe, institution of higher education (IHE), for-profit entity, foreign public entity, foreign organization or nonprofit organization that carries out a Federal award as a recipient or sub recipient.

On-the-Job Training (OJT) (WIOA Sec. 3(44)): Training by an employer that is provided to a paid participant while engaged in productive work in a job that-

1. Provides knowledge or skills essential to the full and adequate performance of the job;
2. Is made available through a program that provides reimbursement to the employer of up to 50% of the wage rate of the participant, except as provided in WIOA section 134(c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training; and
3. Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

Pass-through Entity (2 CFR 200.74): A non-Federal entity that provides a sub award to a sub recipient to carry out part of a Federal program.

Proposal Costs (CFR 200.460): The costs of preparing bids, proposals, or applications on potential Federal and non-Federal awards or projects, including the development of data necessary to support the non-Federal entity's bids or proposals.

Simplified Acquisition Threshold (2 CFR 200.88): The dollar amount below which a non-Federal entity may purchase property or services using small purchase methods. Non-Federal entities adopt small purchase procedures in order to expedite the purchase of items costing less than the simplified acquisition threshold. The simplified acquisition threshold is set by the Federal Acquisition Regulation at 48 CFR Subpart 2.1 (Definitions) and in accordance with 41 U.S.C. 1908. As of the publication of this part, the simplified acquisition threshold is $150,000, but this threshold is periodically adjusted for inflation.

State Plan (WIOA Sec. 3(58)): A unified State plan under WIOA section 102 or a combined State plan under WIOA section 103.
**Sub award** ([2 CFR 200.92](#)): An award provided by a pass-through entity to a sub recipient for the sub recipient to carry out part of a Federal award received by the pass-through entity. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal program. A sub award may be provided through any form of legal agreement, including an agreement that the pass-through entity considers a contract.

**Sub recipient** ([2 CFR 200.93](#)): A non-Federal entity that receives a sub award from a pass-through entity to carry out part of a Federal program; but does not include an Individual that is a beneficiary of such program. A sub recipient may also be a recipient of other Federal awards directly from a Federal awarding agency.

**2 CFR 200.330(a)**: A sub award is for the purpose of carrying out a portion of a Federal award and creates a Federal assistance relationship with the sub recipient, characteristics of which support the classification of the non-Federal entity as a sub recipient and include when the nonfederal entity:

1. Determines who is eligible to receive what Federal assistance;
2. Has its performance measured in relation to whether objectives of a Federal program are met;
3. Has responsibility for programmatic decision making;
4. Is responsible for adherence to applicable Federal program requirements specified in the Federal award; and
5. In accordance with its agreement, uses the Federal funds to carry out program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity.

**Transitional Employment** ([WIOA Sec. 134(5) and proposed 20 CFR 680.830](#)): A transitional job is one that provides a limited work experience, that is subsidized in the public, private, or nonprofit sectors for those individuals with barriers to employment because of chronic unemployment or inconsistent work history; these jobs are designed to enable an individual to establish a work history, demonstrate work success, and develop the skills that lead to unsubsidized employment.

**Youth Standing Committee** ([WIOA Sec. 107(b)(4)(A)](#)): The local board may designate and direct the activities of standing committees to provide information and to assist the local board in carrying out activities under WIOA.

[WIOA Sec. 107(b)(4)(A)(ii)]: The Youth Standing Committee provides information to the local board for the purpose of assisting with planning, operational, and other issues relating to the provision of services to youth. The Youth Standing Committee shall include community-based organizations with a demonstrated record of success in serving eligible youth.
PROCUREMENT POLICY (continued)

ACTION REQUIRED
LAT Workforce Development Board, Inc., and its sub recipients of WIOA funds must adhere to the procurement practices outlined in this policy.

REFERENCES
- WIOA, Sections:
  - 3-Definitions
  - 107(d) (10) (B)-Selection of Youth Providers
  - 107(h) - Conflict of Interest
  - 108(16)-Competitive Process in the Local Plan
  - 108(19) – Training Services in the Local Plan
  - 134(c)(3)-Training Services Adults and Dislocated Workers
  - 134(c)(3)(G)(ii)-Training Contracts
- OMB Uniform Guidance 2 CFR Part 200
- Parts 200.318-200.326
- Final Guidance: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, Office of Management and Budget (OMB);
- Federal Register Vol. 79, No. 244

CFR part 2900, Department of Labor
- TEGL 15-14-Implementation of the New Uniform Guidance Regulations
- State of Louisiana Executive Department – Executive Order Number JBE 2020-21
  Small Purchase Procedures

INQUIRIES Direct Inquiries to:
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