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|   |                               |                     | <p>industries is needed.</p> <ol style="list-style-type: none"> <li>Information regarding Individuals with barriers is not referenced. The needs assessment attachment needs reviewed for accessibility.</li> <li>If an additional needs assessment was provided as indicated, it was not provided as part of this submission</li> </ol>  | <p>solving, time management, communication, motivation, leadership.</p>   |
| 2 | IWD<br>IDB<br>DOE-ABE<br>IVRS | Workforce Analysis  | <ol style="list-style-type: none"> <li>Great analysis of current employment and skill levels. Labor market trends in nursing and residential care, lack of available workforce to train, in addition to lack of jobs requiring more education/ credentials. You might want to consider addressing the skill gaps regarding computer literacy.</li> <li>Unemployment for individuals with barriers to employment, including individuals with disabilities, individuals who are blind or visually impaired, individuals with the most significant disabilities are not referenced. There is some mention to individuals with barriers in regard to educational skill levels and skill gaps.</li> <li>The employment and unemployment analysis could benefit from supporting data and percentages</li> </ol>   | <p>Thank you for your comments—update on how to include more people with disabilities will be addressed in the next year.</p>   |
| 3 | IWD<br>IDB<br>DOE-ABE<br>IVRS | Activities Analysis | <ol style="list-style-type: none"> <li>Adequate information provided</li> <li>yes, plan included spreadsheet of all mandatory and other partners</li> <li>Needs to address individuals with barriers-part of outreach efforts</li> <li>adequate information provided</li> </ol> <p>2. Great job on the region's accomplishments! Steer Your Career and Tune Your Talent are best practices that should be replicated in other regions. The collaboration of core partners and others is a model: monthly meetings to discuss common customers will assist in increased engagement and performance. Taking the ESL classes into businesses to provide increased opportunities for communication is again a model to replicate.</p> <p>3. A spreadsheet was included of ALL mandatory and other partners.</p> <p>Strengths: Core partner training in September and October have enhanced the communication and planning efforts of the region. Strategies for common intake and referrals are being developed.</p> <p>Weaknesses: Due to the demographics of the region, Strategies to engage older workers, offenders, and outreach to out of school youth will assist in attaining goals.</p> | <p>Thank you for your comments—IDB was not initially included, but they will be as we move forward in accessibility studies, cross-training and initiatives to engage blind customers into One-Stop services as well as core partner planning</p> |

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|   |                               |   | <p>4.Economic development is actively engaged in workforce activities that include K-12 and core partners. The region has developed relationships with business, economic development and education to address the needs of the communities they serve. . Several activities are listed to describe activities.</p> <p>Education and training activities of all core partners addressing Individuals with barriers are not included. The Iowa Department for the Blind is a Core partner and provides services throughout the region. Are all core partners, including IDB, participating in trainings, discussions, coordinating services? The strengths of all core partners are not included; the needs of individuals including who are blind or visually impaired are not addressed (accessible programs, transportation, accessible information, technology, etc.).</p> <p>4. Strategies are described among partner groups; it is unclear if this refers to all core partners.</p> <p>0.The state’s vision is identified, it is not clear if the region is adopting this vision to the region. The vision and goals do address preparing the workforce</p> <p>1. Yes, the goals align</p> |  |
|   |                               | <b>Regional Strategic Planning-Form 3</b> |  |  |
| 4 | IWD<br>IDB<br>DOE-ABE<br>IVRS | Regional Strategic Vision and Goals       | <p>0. Question 1 asks to provide a regional vision statement which aligns to the Governor’s Future Ready Iowa Initiative and the State Vision. Region 14 vision statement is in question 2, should lead off the first question. There are a number of strategies listed in question 1 to assist in achieving the goals, should probably be used after goals are identified.</p> <p>Question 2 should begin with listing the goals of the state and then followed by regional goals...priorities of the region should include the strategies used in question 1. It is easier for the reader of the Plan to understand how each flows together.</p> <p>Review the response....Does it address preparing an educated and skilled workforce inclusive of all workers and potential workers addressing the needs of individuals with barriers to employment for jobs resulting in self-sufficiency and career advancement?</p> <p>1. The question asks to review the State strategic vision and goals and compare how the regional vision and goals align...</p> <p>How does the regional vision align with preparing all lowans for dynamic careers, bringing together partner</p>                  | Thank you for your comments—changed to clarify |

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|  |  |  | <p>to plan activities for education, training, support? Does the regional vision ensure access to all Iowans?</p> <p>List the Goals of the State and then describe how the regional goals (hard skills, soft skills, collaboration) align with the state goals.</p> <p>The last bullet point outlines strategies for achieving the goals.</p> <p>0. Does not describe the goals of the region.</p> <p>1. Does not flow and is unclear for alignment with State vision and goals.</p> <p>IVRS<br/>0. Yes<br/>1. Yes</p> <p>0. The State's vision is identified, it is not clear if the region is adopting this vision to the region. The vision and goals do address preparing the workforce.</p> <p>2. No, all core partners are not mentioned in this section. The plan discusses the regional board aligning resources, but this does not include all core partners and how they are aligning resources to achieve the vision and goals.</p> <p>3. The plan does address strategies to expand access to customers (new outreach sources are described and projects to reach out to targeted populations - it is not clear if these projects include outreach to individuals who have disabilities, are blind or visually impaired, have the most significant disabilities. Is information provided in accessible format? Are assessments, education, and trainings accessible to individuals using accommodations? How is the Department for the Blind being utilized to assist in enhancing access?</p> <p>4. Efforts are described. How access is improved is not clear. All core partners are not included in the description of strategies.</p> <p>5. Additional strategies are described.</p> <p>6. The RWDB has been engaged in K-12 schools. The system continues to work together to meet the needs of the region. Strategies related to accessibility, career pathways, integration and sector partnerships are not referenced.</p> |  |
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| 5 | IWD<br>IDB<br>DOE-ABE<br>IVRS | Regional Strategies | <p>2. There are a number of services/ activities listed that support the strategic vision and goals, however, the Plan does not adequately describe how the core partners will align resources available in the region. i.e. assessments, supportive services, training dollars, workshop facilitation, etc.</p> <p>3. The Plan addresses a number of strategies that will expand access to employment, education, and training. Needs to address support Services. I would recommend inserting virtual strategy for career services/ job seeking services to ensure access to those individuals not able to come to the One-Stop Center.</p> <p>4.The Plan describes the following strategies:<br/>Staff participated in career pathway classroom training and provided in-house training to One-Stop staff.<br/>Gap and PACE funding is available to improve access to activities that lead to credentials.<br/>Co-enrollment is mentioned, however, there is no process described relating to decision-making and appropriateness.<br/>A list of available career pathways in the region would provide the reader a better understanding of current options for eligible participants. How are the core partners involved in career pathway development?</p> <p>5. Additional Strategies include:<br/>New Staff Training/Mentors<br/>Cross Agency Training<br/>One-Stop System orientation.</p> <p>6. The question asks how the regional strategies identified align with the State's strategies in the Unified Plan:<br/>Sector Partnerships: what is the region doing in developing sector partnerships? What industry sectors are identified in the region? How are employers engaged in business driven service delivery?<br/>Career Pathways: What career pathways are currently available in the region? What approaches have been used by core partners in the development of career pathways? How is work based learning utilized for skill building?<br/>Accessibility: what strategies are utilized to ensure access to one-stop centers? What are the strategies for access to education and training services for all Iowans?<br/>Integration: What policies are needed to provide integrated service delivery? How are the core partners braiding resources? What strategies are being used for agency cross training?</p> <p>IDB--Does not include the core partners and leveraging resources.</p> | <p>Thank you for your comments—made some changes and will revisit this section in the next year to clarify services and activities. Mapping of services available from each of the partners is a core partner meeting activity that will be scheduled after the plan and MOU are completed. Support services will be included. Future projects include Career Pathways development. Sector groups are emerging and this will be clarified /added as this comes together. Accessibility study to be completed by IDB and IVRS with One-Stop center.</p> |
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|  |  |  | <p>No, all core partners are not mentioned in this section. The plan discusses the regional board aligning resources, but this does not include all core partners and how they are aligning resources to achieve the vision and goals.</p> <p>3. The plan does address strategies to expand access to customers (new outreach sources are described and projects to reach out to targeted populations - it is not clear if these projects include outreach to individuals who have disabilities, are blind or visually impaired, have the most significant disabilities. Is information provided in accessible format? Are assessments, education, and trainings accessible to individuals using accommodations? How is the Department for the Blind being utilized to assist in enhancing access?</p> <p>4. Efforts are described. How access is improved is not clear. All core partners are not included in the description of strategies.</p> <p>5. Additional strategies are described.</p> <p>6. The RWDB has been engaged in K-12 schools. The system continues to work together to meet the needs of the region. Strategies related to accessibility, career pathways, integration and sector partnerships are not referenced.</p> <p>IVRS--Yes monthly meetings are held between core partners to discuss/ensure alignment.</p> <p>3.Yes</p> <p>4.Yes</p> <p>5. Outreach sources and community partners are referenced to be developed further.</p> <p>6. RWDB is engaged with K12 schools currently.</p> <p>2. Does not include the core partners and leveraging resources.</p> <p>3. Needs to include strategies to service those with barriers to employment.</p> <p>4. Incomplete information for the strategies - how are core partners involved in career pathways?</p> <p>5. Staff and cross training; system orientation</p> <p>5. The plan would benefit from better defined strategies related to sector partnerships and integration.</p> |  |
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|   |                               |   | IDB- No, Core partner contributions are not described other than to state that they are working together in meaningful ways and that collaboration will occur and continue. What the cores partners are doing to contribute is not clear: core partners are not identified.   |   |
| 6 | IWD<br>IDB<br>DOE-ABE<br>IVRS | Performance Goals                             | 7. The Plan describes a process of communication and collaboration of shared customers to assist in tracking performance.<br>ABE-Does not demonstrate how each core partner will contribute.<br>IVRS-The only reference relates to ongoing collaboration and developing further sector strategies.<br>IDB The plan describes performance data being reviewed, customer outcome results, review of performance and fiscal data and public comment to evaluate the system. It is not clear what measures are being used to address the overall effectiveness of the system in regard to the vision, goals and strategies.   | Thank you for your comments—some clarification made, will revisit as we move forward.   |
| 7 | IWD<br>IDB<br>DOE-ABE<br>IVRS | Assessment for Continuous Improvement         | 8. The Plan outlines strategies to include quarterly reports, communication with partners, public feedback. Would like to see something added that includes a self-assessment for baseline information regarding One-Stop Center certification.<br><br>7. Adequate information provided<br>1.Adequate information provided<br>2.Yes   | Thank you for your comments—will add self-assessment for One-Stop center certification progress and discuss how to measure effectiveness of the regional strategy |
|   |                               | <b>Operational Planning Elements – Form 4</b> |   |   |
| 8 | IWD<br>IDB<br>DOE-ABE<br>IVRS | Implementation of Strategies                  | 0.The Plan outlines activities and services that will be provided through core partners in the One-Stop system, however, it does not describe a plan to implement identified strategies as indicated in the Regional Strategic Planning section:<br><br>1) Understand business education, training and employment needs and capture those needs in talent supply and demand planning.<br><br>2) Encourage degree and credential completion.<br><br>3) Cultivate, develop and align work based learning opportunities.<br><br>4) Offer one-stop system presence in high schools.<br><br>5) Create a system of coordinated resources.<br><br>6) Develop entrepreneurial connectivity and skills development.<br><br>7) Continue collaborative efforts with partners of the one-stop | Thank you for your comments—some clarification added and will revisit this in the next year   |

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|  |  |  | <p>system.</p> <p>8) Professional staff development and cross agency training</p> <p>The 1st question asks how the centers are using technology enabled intake and case management system for programs carried out by the center, a summary of the plan and system are all that are needed.</p> <p>The Plan outlines career services provided at the center but does not describe how they are offered, i.e. how core partners are involved? Workshops, one-on-one career counseling, virtual access, etc.</p> <ol style="list-style-type: none"><li>1. The Plan does outline some strategies to improve service delivery; however, what are partners doing to assess/map activities to determine how services are provided and what is being done to avoid duplication? What partners deliver what services and how can they be aligned to improve service delivery?</li><li>2. The plan lacks strategies for implementation.</li><li>3. Does not address duplication of services or service to those with barriers.</li><li>4. Unclear on how AEL will be aligned with core partners.</li><li>5. Review for repetition.</li><li>6. Needs to demonstrate how services are going to be provided not just a list of what services could be provided. Inadequate response.</li><li>7. Unclear and not specific to the region or core partners.</li><li>8. Adequate information provided</li></ol> <p>2. Keep in mind the strategies identified for the region when addressing this question. How does the plan demonstrate alignment of services with ABE to enhance the provision of services? The shared training day, monthly meetings, referral process, shared data on common participants are all important to providing services, however, how does AEL align services to enhance offerings to participants? Are they providing adult education to those participants who are basic skills deficient? How are they working with the One-Stop center team to identify career decisions? What is being done to assist in providing workshops training, while participants are still working on their</p> |  |
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|  |  | <p>HiSED?</p> <p>3. It seems that answers are repeated in the beginning of this section, but then IVRS has done a good job with outlining how they will be working with workforce partners to provide services.</p> <p>4. The Plan outlines career services provided and has identified the fact that services will be provided to outlying areas. This section is a repeat of services, could be shortened to address how Title I adult and dislocated worker education and training services are provided, and the capacity to address the identified education and skill needs of the workforce and employers. I don't believe it is necessary to list all career services again... describe how these services are delivered. ie. pre-vocational workshops are offered to introduce eligible individuals to career opportunities, assessments are administered to determine employment, training and support services needs. An individual career plan is developed based on assessments with reference to referrals to other partners to address needs. A reference to career services has already been made in a previous section.</p> <p>5. This section repeats itself when discussing the youth council and youth program elements. There are references to successful models of youth workforce activities but they are lost in the lengthy description of youth programming, which is not necessary.<br/>Successful models of youth workforce activities used and planned should be a focus for this section. i.e. Coenrollment with iJAG to provide basic skills/ job readiness and career development. Work based learning opportunities based on career assessments for those co-enrolled students in the summer. Career Pathways: how will they be used to guide youth and young adults in career decision making?<br/>Steer your career workshops being provided to guide students into careers.<br/>Pre-Apprenticeship programming, trade expos, and partner activities for job fairs. Summer Youth programming: how will it be used to provide some of the program elements?<br/>There is much in this section that looks as though it came out of the handbook and is not necessary for the regional plan. The question really asks for a description and assessment of the type and availability of workforce activities and how the region will offer the required elements?</p> <p>6. The answer does describe efforts on how Department for the Blind has been invited to the table and describes efforts on ways to</p> |  |
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|  |  |  | <p>assess services. I would recommend a statement that discusses the need to work closely with Dept for the Blind to identify participants who might not come into the center because of lack of accessibility and training of staff. What is being done for cross training of staff to enhance services if a blind person comes into the center, what accommodations are available to participants?</p> <p>. The plan lists service location. It does not discuss how to contact the Iowa Department for the Blind for services.<br/>The plan does describe services offered in the region.</p> <ol style="list-style-type: none"><li>1. No, other than to discuss the customer flow model, the plan does not discuss how duplication of services will be avoided and service delivery is improved.</li><li>2. The plan discusses training with some of the core partners. The plan describes referrals, collaboration to provide services, and meetings with some core partners.</li><li>3. Collaboration and cross training is identified. Cooperative agreements are listed. Coordination efforts regarding efforts with employers are occurring in the region.</li><li>4. Strategies to address gaps in services are identified. Common intake/service management systems are used by partners providing services. Strategies to enhance services and avoid duplication are not clear.</li><li>5. The plan discusses the services, fourteen elements, support services and transportation; it does not discuss successful models of activities being used or plan to ensure these services are delivered. The Youth Standing Committee is discussed. Program element funding or referral is listed.</li><li>6. The plan does not discuss efforts taking place to enhance provision of services to individuals who are blind or visually impaired, including individuals who are deaf-blind. The plan does not discuss cross training of staff, technical assistance, or other cooperative efforts with employers working with Vocational Rehabilitation.<br/>A few of the primary concerns of persons with vision loss in regards to services is transportation and access (technology, programs, physical, information); what efforts are being taken to address these concerns and barriers to participation in services?<br/>Strategies include inviting IDB to meetings, inviting a review of current assistance and technology, and welcoming advice.<br/>Strategies to enhance provision of services are not identified.</li></ol> |  |
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|   |                               |                             | <p>IVRS-- I had difficulty understanding the intent of this section with regard to strategies initially <u>until reading through its entirety.</u></p> <p>1.Yes<br/>2.Yes<br/>3.Yes<br/>4.Yes<br/>Yes<br/>6. An invitation is extended to IDB as well as soliciting their advice on service delivery</p>  |   |
| 9 | IWD<br>IDB<br>DOE-ABE<br>IVRS | Integrated Customer Service | <p>7 This is the section that should outline the integrated service delivery model described in the Wagner-Peyser section of this form. The question asks how the region is coordinating activities and services to provide high-quality customer service: The Plan outlines service mapping across the system, business services coordination, integrated service delivery system initial assessment of needs and development of an individual career plan that can be accessed by partner agencies for shared customers.</p> <p>How is the region coordinating resource to provide customer centered services, including supportive services? The Plan briefly discussed meetings with partners to evaluate shared customer needs and utilize a "resource team" approach when dealing with the hard to serve.</p> <p>8. The Plan does a good job at describing how core partners connect services to targeted populations. Might want to consider how to connect services with ex-offenders.<br/>9. Yes.</p> <p>10. The Plan does a good job describing the use of programs/ services designed to meet needs of employers.</p> <p>11. The Plan does an adequate job of coordinating and promoting entrepreneurial skills training.</p> <p>12. The plan outlines the importance of Apprenticeships, but does not describe how the board uses Registered Apprenticeships to support the economy and/or the individual's career advancement. The region is the recipient of grant funding with the specific purpose of enhancing/increasing the number of apprenticeships, utilize pre-apprenticeships and partner with local businesses for education/ creation of new apprenticeships.</p> <p>13. Great Response</p> | Thank you for your comments—made changes per requests |

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|    |  |   | <p>14. The response addresses this question</p> <p>15. GAP, PACE and other training funds are used to enhance access to workforce development program partners</p> <p>16. Answer is adequate</p> <p>17. Answer is adequate</p> <p>7. Who is included in the resource team? How is that team going to ensure access of services to those with barriers to employment?</p> <p>8. Adequate information provided.</p> <p>9. Yes, core partner's flow chart attached to plan.</p> <p>7. The plan discusses the core partners that are included in the Workforce System.</p> <p>8. All core partners' activities to connect services to targeted populations are not addressed.</p> <p>9. Yes there is a core partners flow chart attached to the plan</p> <p>IVRS--7.Yes<br/>8.Yes<br/>9.Yes</p>   |  |
| 10 |  | Coordination, Alignment and Provision of Services | <p>10. The Plan does a good job describing the use of programs/ services designed to meet needs of employers.</p> <p>11. The Plan does an adequate job of coordinating and promoting entrepreneurial skills training.</p> <p>12. The plan outlines the importance of Apprenticeships, but does not describe how the board uses Registered Apprenticeships to support the economy and/or the individual's career advancement. (Continued next page)<br/>The region is the recipient of grant funding with the specific purpose of enhancing/increasing the number of apprenticeships, utilize preapprenticeships and partner with local businesses for education/ creation of new apprenticeships.</p> <p>13.Great response</p> <p>14. The response addresses this question.</p> <p>15. GAP, PACE and other training funds are used to enhance access to workforce development program partners.</p> <p>16.Answer is adequate</p> <p>17.Answer is adequate</p> | Thank you for your comments—made changes per requests, will need revision as apprenticeships are added in the region |

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|  |  |  | <p>10. Adequate information provided.</p> <p>11. Adequate information provided.</p> <p>12. Does not describe the board's work with RA.</p> <p>13. Adequate information provided.</p> <p>14. Adequate information provided.</p> <p>15. Adequate information provided.</p> <p>16. Adequate information provided.</p> <p>17. Adequate information provided.</p> <p>10. The flow chart attached needs checked for accessibility.</p> <p>The plan does not include initiatives the core partner programs are using to meet the needs of employers.</p> <p>11. Small business Development Center Training and Activities Entrepreneurial presentations and information is provided. IDB also partners with IVRS on the Iowa Self Employment Program, supporting eligible individuals in becoming self-employed.</p> <p>12. The plan describes the apprenticeships, not how the board enhances the use of the apprenticeships. Apprenticeship program requirements should be reviewed with IDB/IVRS counselors to ensure that individuals who have disabilities are able to participate with the use of an accommodation when possible.</p> <p>13. Yes, the rapid response activities are described for the region.</p> <p>14. There is a partner group to share information and concerns. In creation and development of new training programs, it is important to include that these will be accessible training programs. How is the region educating training providers on the creation of accessible and available materials, programs, technologies, and presentations?</p> <p>15. The plan describes meetings and cross training, it does not describe how the board and core partners work with education and training providers to leverage funds to enhance access.</p> <p>16. Improving access is not addressed.</p> |  |
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|    |                               |  | <p>17. Economic development partners with groups in the region, is represented on the WIOA partner groups, on the regional board and is involved in initiatives relating bringing youth services into the one-stop service design. In addition, efforts occur around sector boards and career pathway development.</p> <p>10.Yes<br/>11.Yes<br/>12.Yes<br/>13.Yes<br/>14.Yes</p> <p>15. It appears the only strategy beyond frequent meetings, planning and coordination involves expanding partnerships.</p> <p>16.Yes<br/>17. Assessment of current economic conditions are projected trends, business feedback, cross-training.</p>  |   |
|    |                               | <b>Regional Operating System and Policies Form 5</b> |   |   |
| 11 | IWD<br>IDB<br>DOE-ABE<br>IVRS | Regional Workforce Development Board Functions       | <p>0. The plan needs to outline the operational structure: i.e. chair, vice chair and how decisions are made with the board. Are there planned standing committees for the board after the board training? Might want to discuss the board training and roles/responsibilities outlined.</p> <p>1. The answer is adequate...the question asks for only a summary of the process and frequency of monitoring. Does not need the grievance procedures or complaint policy.</p> <p>2. The plan adequately describes the youth standing committee; however, it does not outline how youth service providers are selected and how it will provide services to youth, i.e. with the new emphasis on older out of school youth, it might be helpful to describe outreach, engagement and retention strategies.</p> <p>3. Answer is adequate</p> <p>4. The plan needs to add that all materials/publications and job openings have the EEO statement included. In addition describe the process used by Wagner-Peyser in physical and programmatic accessibility of facilities and services. The plan should include the process for Voc. Rehab and</p> | Thank you for your comments—reduced for clarity |

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|  |  |  | <p>Department for the Blind to do an assessment.</p> <p>5. 0. The board grandfathered in the current board and will be transitioning to a WIOA board over two years. The plan does not define the structure of these boards. Decision-making processes are not addressed. No Standing committees are in existence, but the board is planning to create a Youth Standing Committee.</p> <p>1. Yes, the plan provides a summary. It does not include ensuring quality customer services, but does state that surveys are completed with customers. Frequencies of board meetings are addressed.</p> <p>2. The plan describes a Youth Standing Committee, its roles, responsibilities, duties and members. It does not outline a process to describe how the region provides services to youth other than to state the youth are served through work based learning activities.</p> <p>3. Discusses several strategies to facilitate outreach to individuals and provide additional access. Transportation services are not included in this section, has it been considered to partner with local transportation services to create affordable transportation for individuals in remote areas so that they can access services? If a person is not able to access the location due to disability (i.e. is not able to drive or access public transportation), how are their service needs (i.e. training, programs, consultation or career counseling) met?<br/>Some of the core partners are listed - IDB is not.</p> <p>4. The plan does state that there is a process to address a new need for supportive technology and that compliance is reviewed annually. However, it does not describe how all partners will comply. How is the accessibility to persons with vision loss monitored and ensured? Who is reviewing accessibility?</p> <p>The plan prohibits discrimination and states promotion of accessibility for all customers. Are the data management screens, the WIOA application/handbook and other documents individuals are asked to review and readily available in accessible formats (i.e. Braille, electronic, large print, audio?)</p> <p>DOE-ABE</p> <p>0. Decision making process unclear.</p> <p>1. Adequate information provided.</p> |  |
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|    |                               |  | <p>2. Inadequate description of the committee's function.</p> <p>3. Adequate information provided.</p> <p>4. Describe process of reviewing facilities.</p> <p>5. The plan describes elements that will potentially be used in an analysis of the economy and workforce needs, in addition to labor market information as part of a regularly scheduled meeting. It does not state how or who will be conducting these analysis beyond a statement that all partners will participate in a process. The plan does include feedback from businesses.</p> <p>6. Yes<br/>7. Yes<br/>8. Yes<br/>9. Yes</p> <p>IVRS<br/>0. Yes<br/>1. Yes<br/>2. Yes<br/>3. Not sure<br/>4. yes</p> |  |
| 12 | IWD<br>IDB<br>DOE-ABE<br>IVRS | Regional Workforce Development Board Policies        | <p>5. The plan needs to address the process for eligible training providers used by the board</p> <p>6. Yes<br/>7. Yes<br/>8. Yes<br/>9. Yes</p> <p>10. yes the process is described</p> <p>11. the plan does describe strategies to meet the 75% minimum youth expenditure. It does not include partnering with IDB? IVRS to increase enrollment of youth with disabilities. The 20% minimum for work experiences is ensured and activities are described.</p> <p>12. Yes, the description is provided.</p> <p>5. needs to be addressed</p> <p>6. Yes<br/>7. Yes<br/>8. Yes<br/>9. Yes<br/>6. Yes<br/>7. Yes<br/>8. Yes<br/>9. Yes</p>                                       | Thank you for your comments—changed per requests |
| 13 | IWD<br>IDB                    | Regional Workforce Development Board Fiscal Policies | 10. The response is adequate. The Plan does not have to include specific youth services provided under the RFP  | Thank you for your comments                      |

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|  | DOE-ABE<br>IVRS |  | <p>11. The Plan describes strategies for recruiting/ retaining out of school youth. It does not have to include the OJT policy to address this question when describing strategies for work experience.</p> <p>12. This is a repeat of the response earlier in the section. I would recommend a summary that reflects the State process with QA and Fiscal monitoring of program and fiscal...how that is reported to the board and the process of addressing any findings.</p> <p>10.Yes<br/>11.Yes<br/>12.Yes</p> <p>10. Adequate information provided<br/>11. Adequate information provided<br/>12. Unclear if the core partners are reporting performance to the board</p> |  |
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