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Application Details

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141588 - WIOA Local Service Plan

164135 - WIOA region 14 local plan - Workforce Innovation and Opportunity Act

Status: Under Review **Submitted Date:** 2016-05-25 12:46:51
Signature: Barb DeVore **Submitted By:** Barb E DeVore

Applicant Information

Project Officer

AnA User Id BARB.DEVORE@IOWAID
First Name* Barb **Middle Name** E **Last Name** DeVore
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Email:* barbara.devore@iwd.iowa.gov
Address:* 215 N. Elm

Organization Information

Organization Name:* WIOA Regional Planning Consortium
Region 14
Organization Type:* Regional Planning Commission
DUNS:
Organization Website:
Address:

City* Creston **Iowa** **50801**
City State/Province Postal Code/Zip
Phone:* 641-782-2119 **14**
Phone Ext.

Phone: **Iowa**
City State/Province Postal Code/Zip
Ext.

Program Area of Interest* Workforce Innovation and Opportunity Act
Fax: 641-782-7060
Agency

Fax: Benefactor Vendor Number

Board Details

Board Chair Name:* Jolene Griffith
Title:* Director of Human Resources
Provide current business title.
Business Name:* Southwestern Community College
Provide current business organization name.
Business address:* 1501 W. Townline Street, Creston, IA 50801
Provide current business address.
Business phone:* 641-782-1456 extension:
Board Chair business email:* griffith@swcciowa.edu
Identify counties served by Region:* Adair County, Adams County, Clarke County, Decatur County, Montgomery County, Ringgold County, Taylor County, Union County
Indicate each county currently served by the proposed plan. Use CTRL to multi-select.

Local Area's Chief Elected Official Chair

Local Area's Chief Elected Official Chair Name:* Charles Ambrose
Provide current Local Area's Chief Elected Official Chair.
Elected Title:* Taylor County Board of Supervisor
Provide current title.

Local Government Affiliation:* Taylor County Board of Supervisor
Provide local area's chief elected chair current government affiliation.

Address:* 510 Main Street, Gravity, Iowa 50848
Provide local area elected official's current government affiliation address.

Phone:* 712-523-2060
Provide local area elected official's current government affiliation phone number. extension:

Email:* Charles@iowatelecom.net
Provide local area elected official's current government affiliation email.

Core Partners

Workforce Development

WIOA (Title I) Director - Adult and Dislocated Worker Services:* Barbara DeVore

Organization Name:* MATURA at IowaWORKS

Address:* 215 N. Elm, Creston, Iowa, 50801

Phone:* 641-782-2119 14
extension:

Email:* Barbara.DeVore@iwd.iowa.gov

WIOA (Title I) Director - Youth Services:* Barbara DeVore

Organization Name:* MATURA at IowaWORKS

Phone:* 641-782-2119 14
extension:

Email:* Barbara.DeVore@iwd.iowa.gov

Wagner-Peyser Manager:* Elizabeth Waigand

Address:* 215 N. Elm, Creston, Iowa, 50801

Phone:* 641-782-2119 41
extension:

Email:* Elizabeth.Waigand@iwd.iowa.gov

Rehabilitation Services

Vocational Rehabilitation Supervisor:* Leslie McCarthy

Address:* 510 East 12th Street

Phone:* 515-281-8917
extension:

Email:* leslie.mccarthy@iowa.gov

Department for the Blind Supervisor:* Richard Sorey

Address:* 524 4th St, Des Moines, IA 50309

Phone:* 515-281-1334
extension:

Email:* Richard.sorey@blind.state.ia.us

Adult Education and Literacy

Adult Education and Literacy Services Coordinator:* Darla Helm

Title:* Adult Literacy Coordinator

Organization:* Southwestern Community College

Address:* 1501 W. Townline Street, Creston, IA 50801

Phone:* 641-782-1497
extension:

Email:* dhelm@swcciowa.edu

One-Stop System

One-Stop System Center Name:* IowaWORKS, Southern Hills
Street Address:* 215 N. Elm Street
City:* Creston
Zip Code:* 50801
Phone:* 641-782-2119
Fax:* 641-782-7060
Office Hours:* M, T, TH, F 8:30-4:30, W-9-4:30

One-Stop Center Operator

One-Stop Center Operator Name:* Ron Ludwig
One-Stop Center Operator Title:* Executive Director
One-Stop Center Operator Organization:* MATURA Action Corporation

Attach a spreadsheet of all one-stop service locations:* [WDA14 Local Area One Stop System.docx](#)

Fiscal Agent

Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds:* Nicci Tucker.
Provide contact name as the fiscal agent.

Fiscal Agent Title:* Corporate Fiscal Officer

Fiscal Agent Organization:* MATURA Action Corp.
Provide the name of the associated organization.

Fiscal Agent DUNS:* 69616266
By providing the Data Universal Numbering System (DUNS), the agency is assuring that the it will maintain the correct DUNS number on file with the STATE (2 CFR 200.300) as well as an assurance of a valid and current Central Contractor Registration (CCR) in the System for Award Management (SAM.gov) system (2 CFR 200.300).

Does the board have a separate Fiscal Agent for Administrative funds?* No

Economic Analysis

Industry Sectors and Occupations

Describe existing in-demand industries and occupations for the region:*

As of 2014, Iowa Workforce Development (IWD) Region 14's largest private industry was manufacturing, representing 18.4 percent (4,541) of the region's total covered employment of 24,723. The region's total employment increased by 0.1 percent since 2013, while the average annual wage increased by 4.0 percent to \$33,641 for all industries. The Transportation and Utilities industry posted the largest employment percentage increase of 6.7 percent during 2014. In-demand occupations include: personal care, nursing, nurse aides, heavy equipment truck drivers, construction workers, school teachers, and maintenance workers. In-demand industries are transportation, healthcare, social assistance, manufacturing and construction trades. IWD's Region 14 average weekly wage for all industries was \$647 for 2014. This was an increase of 4.0 percent since 2013. The highest average weekly wage for a private sector was in Wholesale Trade averaging \$875. Between 2013 and 2014, the Finance, Insurance, and Real Estate sector reported the largest percentage increase in average weekly wage of 7.7 percent. (ref. 2015 Annual Profile, Region 14 IWD)

Refer to question B-3.

Describe emerging in-demand industries and sectors in the region:*

According to labor market reports and needs assessment documents that are included in attachments, in-demand sectors in the region are healthcare/personal care, educational services, social assistance, trades, retail and manufacturing. Summary of needed occupations include these occupations: Healthcare/personal care: Certified Nurse Aids, LPN, RN, personal care assistances. Manufacturing: assemblers, metal fabricators, warehousing and storage. Transportation & Trades: CDL truck drivers, maintenance, construction.

Refer to question B-3.

Knowledge and Skills Needed

Describe knowledge and skills needed to meet employer needs of identified existing and emerging in-demand industry sectors and occupations:*

The needs assessment survey identifies existing and emerging in-demand industry sectors and occupations. The region 14 Needs Assessment summary shows that 20.6% of employers report that job seekers lack basic skills, 27.9% report a lack of soft skills and 30.9% report a lack of hard skills.

Soft skills needed include dependability, teamwork, willingness to change/learn, critical thinking, problem-solving, time management, communication, motivation, and leadership.

Basic skills needed include reading for information (50%), written communication (42.9%), mathematics (14.8%), and locating information (7.1%).

Hard skills needed include machine operation (25%), basic computer literacy (18.2%), project management (15.9%), and computer/general office software (22%). Direct business feedback indicates the following: skills needing certification include: CNA, LPN, RN, CDL licenses and certifications.

Refer to question B-3. With regard to the industry sectors and occupations identified, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

*OPTIONAL Additional Needs Assessment

Attach additional documentation for regional needs:

[Region 14 needs assessment upload.pdf](#)

Upload a single PDF that includes all additional materials required to define regional needs.

Workforce Analysis

Employment and Unemployment

Provide an analysis of current employment and unemployment data and trends in the region.*

Unemployment hovers around 3.7% in this region and across the majority of the state. From the latest Needs Assessments Reports completed by the state in 2015, an average of 75% of the population self identifies as being in employment and the foremost desired benefit is health/medical care. The average age of those that are unemployed is around 40 and over 80% have some education beyond high school. That same group is willing to accept \$10-11 to begin a job and is willing to commute about 30 miles to gain employment. The labor market remains tight for manufacturing sustainability let alone any potential for growth as does healthcare, agriculture, trades and retail/hospitality.

Refer to question B-4.

Labor Market Trends

Provide an analysis of key labor market trends, including across existing industries and occupations.*

Fastest growing industries in region 14 include: nursing and residential care that expects a 19.5% increase in employment between 2012 and 2022 that equates to a total growth of 330 positions. Hospitals expect a 9.4% growth for 110 positions, ambulatory care expects an increase of 29.8% increase that equates to 170 positions for a total of 610 positions. Educational services anticipates a 6.7% increase for 210 positions in that same time frame. Trades including specialty trades, truck transportation and construction will account for 260 openings. 46.1% of employers give preference to applicants that have obtained certification. 82% of employers offer in-house training.

Refer to question B-4.

Educational Skill Levels of the Workforce

Provide an analysis of the educational skill levels of the region's workforce, including individuals with barriers to employment.*

The educational attainment levels of WDA14 citizens including those with barriers to employment follow:

Less than 12th grade	10%
High School Diploma	41%
Some college	22%
Associate's Degree	10%
Bachelor's Degree	11%
Graduate Degree or higher	4%

Resource: Educational Attainment Overview November 2015

Per the Cornell University 2013 Disability Status Report data. The education level for people with disabilities is as follows with regular population stats in parentheses):

High School Diploma	41% (27.1%)
Some college or Associates degree	32% (37.5%)
Bachelor's degree	13.8% (29.5%)

Refer to question B-4.

Skill Gaps

Provide an analysis of the skill gaps for the region's workforce, including individuals with barriers to employment.*

Also, according to the 2015 Iowa Needs assessment, 18.2% of applicants for employment, lack basic computer skills, 25.5% lack business communication skills, 15.9% lack project management skills and 49.4% lack analytical thinking skills. In addition, applicants lack soft skills such as motivation (77.9%), dependability (75.7%), communication skills (60%), time management (51.7%), teamwork (38%), leadership (37.2%), and honesty (34.5%). For people with disabilities: the unemployment rate is approximately 19.5%.

In face to face conversations with local businesses who share workforce issues and concerns, the most frequent shared concerns include: lack of problem-solving and critical thinking. Businesses who seek specific skills sets also consistently share that the market lacks enough skilled workers for the needs in welding, nursing, Certified Nurse Assistants, and CDL truck drivers top that list. Other skill sets employers have shared that are needed include direct care workers, retail/customer service and manufacturing/assemblers.

Refer to question B-4.

Activities Analysis

Accomplishments in Past Year

Provide a brief synopsis of the region's significant workforce development activities during the past year.*

WDA14 discovered that the K-12 education system had varying levels of capacity to inform students about all types of career options and educational choices post

-high school. To fill some of this gap, WDA14 has made significant strides in reaching out to the K-12 system and Adult Education and Literacy (AEL) classes at Southwestern Community College to offer curriculum called Steer your Career. This curriculum includes topics that range from career planning to workplace readiness.

AEL offers HiSET orientations, distance education, and face to face classes at various locations, days, and times to accommodate student schedules and enhance student success.

ESL classes are held in various locations around area 14. Two new ESL classes were opened in areas where ESL population is high, Taylor and Montgomery counties.

"Steer your Career" for students and Tune your Talent for businesses were developed to address the needs of local businesses who struggle to fill openings. These initiatives were started when we realized that normal customer flow of traffic into the office was not going to fulfil the needs we were learning about from our businesses. Businesses describe workforce availability issues as the number one reason for them not to expand. Over 1200 youth were reached with at least a portion of this curriculum during the past year.

The WIA Youth team was invited to present Steer your Career to representatives from the DOL. After DOL saw the presentation locally they invited us to submit a proposal for the NAWDP conference in Chicago. The team presented this programming to 60-70 attendees who said it 'was the best breakout session of the entire conference'.

Over 1000 employees in businesses were reached with Tune Your Talent. Employers use this curriculum to retain the workforce they currently have in place.

Implementation of the WIOA law which brings the four core partners into an even closer partnership to deliver services in the region to populations who need to be brought into the pool of potential talent for business.

The four core partners group has been meeting since they attended common training last summer and meet at least monthly to work towards common goals. This group established a referral and follow up process for customers who are referred by one of the partners to another. This process is working well.

Monthly meetings are held with partner staff that directly interact with customers to find out which customers are participating and which ones need a follow up in efforts to keep them engaged.

Tracking is in place so we can begin to set benchmarks for future planning and continuous improvement initiatives.

Working with businesses we have developed relationships that benefit both the job seeker and business. Those relationships include on-the-job training, work experiences, career fairs, business tours, meet and greets and other events where job seekers and businesses can be put together.

Nearly 2500 adults and dislocated worker citizens registered for services at the One-Stop to be served along with other customers who had previously registered for career services.

Workshops are held in the center monthly to develop customers to be successful in their job search with good resumes, interview skills and the right skills to match jobs.

The partnership with Southwestern Community College continues as we use their training programs to help common customers find the training they need to be marketable in the area.

Vocational Rehabilitation helps our common customers overcome accessibility and accommodation issues.

Nearly 75 youth were served in case management services in the last year under WIA. Services included were obtaining high school diplomas or equivalents, tutoring, career plans, financial assistance to complete training programs, leadership skills, work experience in work-based learning opportunities and employment.

A new referral source and partnerships were developed to assist WDA14 to reach out of school youth. Youth have the highest level of unemployment and will benefit from work-based learning opportunities as a way to enter the world of work.

WDA14 achieved the 'Veteran's Incentive Award' that is awarded to regions who go above and beyond for Veterans. Two One-Stop staff got to attend the Veteran's conference in Washington D.C. as a part of the award.

IVRS held Community Conversations around the state to obtain input from stakeholders to enhance services and expand employment opportunities for customers. This resulted in some new relationships on which to build in connecting customers to employment opportunities. IowaWORKS staff participated in one of the community events in the area. Topics identified for work readiness training include: work habits, work experiences where customers can earn and learn, career pathways opportunities and job seeking strategies that include business input.



Refer to question B-1 and B-5. Provide an analysis of the region's workforce development activities, including education and training activities of the core partners.

Mandatory and Other Partners

Attach a spreadsheet of all mandatory and other partners for the regional workforce development system.*

[One-Stop System Partner Contact List.docx](#)

Strengths and Weaknesses of Workforce Development Activities

Provide an analysis of the strengths and weaknesses of existing workforce development activities of the core partners.*

Strengths:

Economic Development representatives are active members of the WDA14 partner groups, are represented on the regional board and they include One-Stop staff members in meetings to coordinate ideas and services to improve relationships and education of the regions business partners. These relationships are well established and connected by the common goals of making southwest Iowa a vital, thriving region for businesses and citizens through collaborative planning and action.

Economic Development is involved in initiatives to bring K-12 into the One-Stop service design. They readily see the need to educate the region's youth about employment/career opportunities that exist all around them. The collective concern is that youth may not know about these opportunities without significant effort of Economic Development, and other One-Stop partners work to educate them through interactive methods with the K-12 system.

The community college is engaged in many different ways as we collaborate on workforce training needs. The GAP programs were developed in collaboration with the One-stop so the college knew how many openings were in a given occupation and the number of businesses looking to hire to determine a need for a specific training (ex. Basic manufacturing, basic office/computers, CDL licensing).

ABE/AEL advises the One-Stop on HiSET completers and GAP graduates so we can wrap workforce services into their training to show the customers how to prepare for job search, find out about openings and receive information about how to apply to local businesses.

Collaborative efforts include career days, career fairs, career speakers, and businesses in classrooms, business tours, job shadowing, work experiences and other methods to connect youth to business.

Weaknesses:

Sector Boards development is on-going and focus will be on business needs for service planning. Sector boards are developing in workforce development area 14 and the core partners will be involved and will respond to the business needs through collaboration and coordination. Business needs will be the focus of the work of these boards so services can be aligned appropriately to fill business needs.

Career Pathways development is on-going to give job-seeker customers a vision for future work/education that will lead to more self-sustaining wages.

IDB has been involved in partner meetings in the last couple of years and the region has reached out for an accessibility study so can determine next steps. Strategies to reach out to targeted populations including older workers, non-English speakers, offenders, disabled (including blind) and out of school youth are under design or will be underway this year.

Refer to question E-2.

Current Level of Integration and Alignment

Describe strategies and services of the core partners used to coordinate workforce development activities with economic development programs and activities.*

Economic Development representatives are active members of the WDA14 partner groups, are represented on the regional board and they include One-Stop staff members in meetings to coordinate ideas and services to improve relationships and education of the regions business partners. These relationships are well established and connected by the common goals of making southwest Iowa a vital, thriving region for businesses and citizens through collaborative planning and action.

Economic Development is involved in initiatives to bring K-12 into the One-Stop service design. They readily see the need to educate the region's youth about employment/career opportunities that exist all around them. The collective concern is that youth may not know about these opportunities without significant effort of Economic Development, and other One-Stop partners work to educate them through interactive methods with the K-12 system.

Collaborative efforts include career days, career fairs, career speakers, and businesses in classrooms, business tours, job shadowing, work experiences and other methods to connect youth to business.

Sector Boards development is on-going and focus will be on business needs for service planning.

Career Pathways development is on-going to give job-seeker customers a vision for future work/education that will lead to more self-sustaining wages.

Refer to question B-5.

Describe how the region coordinates with area secondary and post-secondary educational institutions to align strategies, enhance services and avoid duplication of core partner services.*

Coordination of services with secondary and post-secondary educational institutions:

WDA14 is a rural region with one community college and a single One-Stop location and we partner in a relationship that is well established. We work well together and continue to develop ways to coordinate services and avoid duplication. The college can create classes for groups of students who want to gain a particular skillset (example: Microsoft Excel or Word) to meet the needs of both customers and businesses who look for applicants who need those skills. They also offer a range of CTE classes that prepare students for local employment including CNA, welding, maintenance, CDL truck driving, office assistant, manufacturing basics, EMT and others. The partners work to guide students into these classes because they can result in a job. The One-Stop center and partners also take work readiness classes into campus classrooms to add that information into the curriculum.

Students are invited to SWCC for information days and tours to get good perspective of local training options for local/state employment opportunities. One-Stop staff works with SWCC staff to present work readiness and career choice information in workshop settings in schools or at the community college. WDA14 discovered that the K-12 education system had varying levels of capacity to inform students about all types of career options and educational choices post high school. To fill some of this gap, WDA14 has made significant strides in reaching out to the K-12 system and Adult Education and Literacy (AEL) classes at Southwestern Community College to offer curriculum called Steer your Career. This curriculum includes topics that range from career planning to workplace readiness.

One-Stop staff, as well as partner staff, is present in K-12 secondary classrooms to offer career options information relative to the local labor market and to offer employability skills training so they have awareness of workplace readiness skills that employers are looking for in new hires.

Workplace Learning Network coordinator and Vocational Rehabilitation are attending the Steer Your Career workshops presented in schools to assist in delivery of the materials.

Workplace Learning Network coordinator teaches some of the Steer your Career curriculum in the region.

Partner meetings where information is discussed openly to allow service organizations including IowaWORKS and SWCC and the K-12 system to share information and plan services that align but do not duplicate. This has allowed K-12 schools to share some progressive activities with other schools who are not yet at that level. Some examples are Career Academies that are starting up in a few of our high schools to get K-12 students connected with local businesses and hands-on training for specific skill sets needed at local businesses.

GAP & PACE programs at SWCC are from state legislated funds that are released to the community colleges annually to be used to assist regional low-income citizens in gaining skills they can use to fill middle skills jobs. Core partners are trained in these programs and refer students to the training.

SUPPORT SERVICES: Multiple support services are available at SWCC including: Career Services, Financial Aid, Admissions, FASFA assistance, tutoring and others designed to help students be successful. Some

NOTE: (IDB will be invited in to the above) so appropriate referrals can be made when needed and their partnership is integrated into the system.)

A service mapping project is planned for the core partner group once we have the plan and MOU completed so we can continue to work on streamlining services and elimination duplications as well as better understand each other's services so we guide referrals appropriately without duplicating services.

Refer to question B-7.

Regional Strategic Vision and Goals

Regional Vision Statement

Provide a vision statement which demonstrates alignment with the Governor's Future Ready Iowa initiative and Iowa's Unified State Plan.

Regional Vision Statement:* The WDB 14 strategic vision:
All job-seekers will have a job and all businesses will have their openings filled by Future Ready individuals.

Description of Regional Strategic Vision

Describe the regional board's strategic vision and goals and priorities for preparing an educated and skilled workforce including youth and individuals with barriers to employment.*

The WDB 14 goals to reach the vision:

1. Hard Skills: Develop a talent pipeline by preparing pools of talent from available workers including: K-12, disabled, disconnected youth, non-English speaking, older, basic skills deficient citizens who lack a basic high school diploma or equivalent, and other citizens who can be reached by the region 14 collective WIOA workforce system.
2. Soft Skills: Improve the skills some new workers are lacking, including basic work ethics, interviewing skills, basic academic skills, responsibility, organizational skills, analytical thinking and problem-solving, communication, teamwork, and self-esteem can be addressed in numerous ways within the One-Stop system including paid or unpaid work experiences for the Out-of-School Youth. (See Workforce Needs Assessment: IWD Region 14 below):
3. Collaboration: Success through collaboration: The goals and vision are developed in collaboration with core partners and other partners to ensure that appropriate services are being provided, we are working with a common vision, braiding funds when possible, imparting workplace readiness and work ethic information as we go since that is a critical need for area businesses. Continue to work on relationships with new stakeholders to ensure we are working towards the same goals with a consistent message. Partner meetings that are held in the region quarterly have become the forum for this consistent message and where new layers of stakeholders come into the conversation. Monthly meetings are held between the core partners to review shared customers to identify supports needed-including individuals with disabilities. IDB and IVRS will be utilized for assistive technology and accessibility tools for self-sufficiency and career advancement.

Comment [DH1]:

WDB 14 Priorities to meet the goals:

1. Sector Strategies
 2. Career Pathways
 3. Credentialing to build skills that are marketable and stackable
 - A. Promote availability of employment services to all Iowans including individuals with barriers to employment and those with disabilities. Coordinate this priority to customers with partners to provide holistic set of services and supports while they reach for their employment goal. Partners will meet monthly to discuss common customers and provide follow-up to keep customers connected to services and give them every opportunity to meet their goal
 - B. Reach out to disconnected youth to provide information and guidance on educational/credential opportunities for skill sets they can put to work. Provide Career Pathway vision so they know entry points, supports, additional education and how to move up with more income potential. Find new referral sources, seek out youth in our communities through development of community partnerships, use word-of-mouth referrals from youth who have come into the program and experienced success.
- The workforce system in WDA14 is part of the Governor's coordinated team to meet the needs of both job seekers and customers on the front line. Services from the One-Stop center include: work-based learning opportunities for youth, STEM, outreach services to targeted populations, Skilled Iowa, Steer Your Career curriculum, Tune your Talent, One-Stop service opportunities and apprenticeship opportunities and internships and integrated, non-duplicative service design. WDA14 is in tune with the Future Ready Iowa initiative and clearly sees the need to work with young people, disabled, blind, older workers, non-English speaking, underemployed, veterans and other citizens. Career Pathways will be used by One-Stop system staff and conveyed to customers as they make career decisions. The core partnership ensures we are serving with citizens with disabilities and assisting WDA14 customers in skill development and training through the community college system including for non credit and for credit programs, Adult Basic Education, English as a Second Language, Literacy and high school equivalency completions with accommodations through IVRS and IDB as needed to assist customers in reaching their goals.

[Refer to question C-1.](#)

Vision Alignment to State Vision and Goals

Describe how the regional board's vision aligns with the State's Strategic Vision and Goals in the Unified Plan:*

Board's vision aligns with the State vision and goals: Iowa's workforce delivery systems will collaborate to build a Future Ready Iowa, a pipeline of skilled workers who are prepared to meet the workforce needs of Iowa's current and emerging industries. In alignment with the National Governor's Association Talent Pipeline vision and goals, this unified plan will ensure individuals are prepared for dynamic careers through an emphasis on lifelong learning while meeting the needs of employers. Iowa's workforce delivery system will assist more Iowans to become Future Ready by attaining the 'new minimum' of high-quality education, training, and work readiness by bringing together education, rehabilitation, workforce, and economic development resources and ensuring that all Iowans have access to an integrated and efficient workforce delivery system. Future Ready Iowans will be ready to meet the employment challenges of today and into the future so that ALL Iowans work in competitive, integrated employment settings. WDA14 through the plan described, aligns with the goals of the state unified plan which are:
Goals from the State Unified Plan:
Goal I: Iowa's employers will have access to advanced, skilled, diverse and Future Ready workers. The one-stop system strives to improve the employability of the citizens in the region so they are skilled and ready for work in local employment opportunities. This is done through work with adults, students and targeted populations who need access to work readiness information, labor market information, services to improve work ready skills, training information so they know how to become skilled for local openings and access to services that support them in reaching their goals' provided through the region 14 partners. This is reflected in the region's 1st and 2nd goals: Hard skill and Soft skill development.
Goal II: All Iowans will be provided access to a continuum of high quality education, training, and career opportunities in the nation. WDA 14 initiatives includes projects to provide services to our customers that assess their situation, address barriers, teach them work readiness, help them develop a tool kit to demonstrate their skills, teach and guide them on labor market needs, provide information about training options to develop skills for job opportunities, and discuss career pathways for vision for the future. New initiatives are being implemented to reach out to targeted populations to increase awareness and access to the one-stop system of services with the goal of being more inclusive in reaching those populations through our local partnerships. This includes disabled, older workers, disconnected youth, veterans, blind or vision impaired, non-English speaking residents, low-income and ex-offenders. This is reflected in the region's 1st goal: Hard Skills. The Labor Market report for region 14, statewide Needs Assessment and business information provides the foundation for how we guide customers to education and training opportunities.
Goal III: Iowa's workforce delivery system will align all programs and services in an accessible, seamless and integrated manner. Continued monthly meetings, a

mapping project, continued cross-training will continue the development of a seamless and integrated model which is our collective goal. This is reflected in the region's 3rd goal: Collaboration. Working as a partner group that includes businesses, can result in better outcomes when we all work from the same set of information about needs of businesses, needed credentials, soft skills for success at the workplace provides holistic strategy for everyone.

WDB14 recognizes that one of the most significant challenges Iowa faces is a shortage of qualified workers to fill middle-skill jobs. Substantial disparities exist between the number of workers able to compete for middle-skill jobs and those struggling to find low-skill jobs. In Iowa, 38% of available workers possess low-skills, while workers with middle-skills represent 33% of the workforce. Only 12% of available jobs seek workers with low skill-sets while numerous middle-skill jobs remain unfilled. In fact, 56% of jobs require at least mid-level skills or some training beyond high school. 2018, it is predicted that three out of five Iowa jobs (62%, up from 56%) are expected to require some training beyond high school. Therefore, WDA14 embraces the three goals of the state plan. Data is provided and reviewed/shared for understanding, businesses needs are understood and drive the service design so we can guide customers to obtain the skills they need to succeed. WDA14 partners will expand the message about the labor market today and in the future into the high schools through Tune your Talent, STEM, Entrepreneurship training, teacher externships, expanded use of work based learning, virtual outreach engagement career pathways, sector partnerships and other tools that are discovered and developed. These tools will be needed to counter the effects of a declining population in rural Iowa, the pending retirement of the baby boomer generation and the message to all of our customers about the middle skills gap.

[Refer to question B-2.](#)

Regional Strategies

Strategic Alignment of Resources

Taking into account the analyses described in the Regional Strategic Planning section, describe strategies of the core partners to align resources available to the local area to achieve the strategic vision and goals.*

Strategies for preparing an educated and skilled workforce:

The RWDB in region 14 has been engaged in K-12 schools and this initiative is growing as they seek to fulfill the Future Ready Iowa pipeline of talent. Ultimately if the WDA14 system (workforce, community college, economic development, K-12, community partners and parents) continues to agree to work together to address the needs of the region through collaborative and non-duplicative programming that fulfill the Future Ready Iowa initiative, we have a strategy that has impact. Developing a skilled workforce that can move into local businesses with clearer vision on career pathways to develop skills throughout a lifetime is the overarching strategy we work towards.

Accessibility- The strategy includes all individual with disabilities including the blind. This plan includes serving people with disabilities including blind individuals. IDB and IVRS will be utilized to improve services that include accessibility and accommodations. Common customers are included in monthly update and follow up meetings to keep the customers in focus with a common understanding of needs, progress and any additional needs as they move towards success.

Sector Partnerships- The introduction of Career Pathways and sector meetings will be included under WIOA implementation to grow the knowledge of the board members in these areas and give them a more comprehensive background in the local labor market. Will build off of GAP programs that have already started to implement this idea. This is a project for the New Year.

Career Pathways- Career pathways planning (staff has received training that they are currently sharing with all one-stop staff so they can all be fluent in this initiative, will also be worked on with the partners for further sharing/collaboration as this is rolled out. This is included in every youth plan for the youth program). What documents have been created are in use.

Integrated services "All means All" is the strategy for services. All customers can receive services from the system. All customers who enter the one-stop center are offered the menu of services that are available. Work is being done to reach out beyond the center to targeted populations. Partner Services are aligned and not duplicative for efficiency and enhanced customer services that are so well integrated that the lines are invisible to the customer. Good cross training and continued partnering efforts will move the process forward and create better alignment.

Integrated services using a common referral process, monthly meetings, braiding of resources including funds and supportive services. Annual cross-training meetings will be held to keep all system staff updated on services available throughout the partners. Shared resource allocation will be determined at the state level.

Goals: IowaWORKS, Southern Hills system of partners will deliver a demand driven system that focuses on building a workforce of high skilled, high wage jobs for citizens to access the skills and training they will need to fill those jobs that will enable the businesses of our region to remain competitive in a global environment.

The One Stop system within our Region is a comprehensive, integrated service delivery system that is responsive to the employment and training needs of the clients we serve and incorporates the products and services of our partners in order to assure that customer needs are met without duplicating services and are delivered efficiently and cost effectively to meet the needs of businesses.

Adult/Dislocated Worker/Youth and Wagner Peyser staff work side by side on functional teams to serve common customers. Customers receive services from one-stop staff not from program staff. These common services include:

Connects residents with Employers

Connects residents with education opportunities to build skill sets to improve wages

Connects residents with partner services to provide accommodations, special services, supportive services, and more holistic sets of services to enhance success.

Provides information about career options, workplace readiness, soft skills need to be successful at work, educational choices for new or enhanced skills.

Business services to assist business with staff training needs, skill building, soft skills and general information as requested to enhance retention of the employees they already value.

Provide tools to job seekers so they have what they need to be successful in their job search, resume and application assistance, interview prep, who's hiring, what skills are needed to apply for local jobs, educational opportunities and more.

Iowa's AEL Program Priorities:

The federally funded adult education and literacy programs administered by the Iowa Department of Education (IDOE), Division of Community Colleges, provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. By improving the education and skill levels of individual Iowans, the programs enhance the competitiveness of state's workforce and economy. Iowa adult education programs help learners to:

Gain employment or better their current employment.

Obtain a high school equivalency diploma by passing the state high school equivalency assessment test.

Attain skills necessary to enter postsecondary education and training.

Exit public welfare and become self-sufficient.
 Learn to speak, to read, and to write the English language.
 Master basic academic skills to help their children succeed in school.
 Become U.S. citizens and participate in a democratic society.
 Gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

Iowa's AEL Priorities:

Iowa annually submits performance targets to the Office of Career, Technical, and Adult Education (OCTAE) for increased student educational functioning level gains for the upcoming program year. Iowa local programs implement strategies to increase performance and meet the state targets. States annually submit outcomes of Performance Measures based on:

1. Total enrollees with an initial placement assessment;
2. 12 or more hours of instruction;
3. The number of percentage of students with a post-assessment; and
4. The number and percent of students making an educational functioning level gain.

The key objectives for core services to promote accountability and transparency in investing in adult education and aligning performance accountability (enrollment, level gains, and core outcomes) to guide strategy development, and drive continuous quality improvement are as follows:

1. Increase students' participation and engagement in adult learning opportunities
2. To help participants achieve educational gains.
3. To transition participants into postsecondary education and training
4. To help participants gain and retain employment.

Strategies in Place to meet the goals above:

1. Understand business, education, training, and employment needs and capture those needs in talent supply and demand planning for the region. Continue to develop collaborative efforts so all partners are working from the same point of reference for sector strategies and career pathway methodologies. Use data summaries and face-to-face meetings in each county to keep abreast of trends and needs. Quarterly partner meetings are held to share this information.
2. Encourage degree and credential completion, as needed by the regions businesses, and target resources to support attainment of high-demand credentials, degrees, certifications and skills sets valued by those businesses, including for those individuals with barriers to employment. Staff who interact with customers are trained to share information about training and education opportunities, career pathways information, assessments for appropriateness of training/individual and referrals to IVRS or IDB for accommodations or services to address disabilities or other barriers to better predict outcomes.
3. Cultivate, develop and align work-based learning opportunities including, but not limited to STEM school-business partnerships, student internships, work-experiences, on-the-job training, teacher externships and apprenticeships for individuals through public-private partnerships. Partners work together on these initiatives.
4. Create a system of coordinated resources to engage, assist, and reinforce Future Ready career guidance for parents, students, educators and adults via referrals and monthly follow up meetings.
5. Ensure secondary students have access to high quality career and technical educational programs aligned with labor market needs, including soft-skills. The community college invites 8th graders on campus annually, hosts individual student tours or meetings with registration, students who are accepted into the college attend an orientation day/tour with parents to find out about housing, safety, financial aid and other resources on campus.
6. Promote rigorous concurrent post-secondary enrollment opportunities in high demand career pathways, including STEM disciplines. The Steer Your Career curriculum package is offered to all area high schools so this information can be added in, especially to schools who do not have a complete offering available. Partner with other schools who have processes in place to give students information about career choices/pathways to accentuate their services and provide another layer of guidance/information. Help local high schools find business contacts to bring in business perspective of local employment opportunities, educational next steps needed to work in those businesses and provide direct employer insight into soft skills and employability skills needed in the workplace.
7. Offer One-stop system presence in high schools to promote informational meetings about the labor market, the skills needed (including soft skills) and workplace expectations for success on the job.
8. Promote and operationalize promising financial literacy models that impact student borrowing.
9. Develop entrepreneurial connectivity and skills development. The One-Stop system is building an entrepreneurial workshop to give students insight in the potential for these opportunities. This will be done in partnership with the Small Business Development Center at the community college.



[Refer to question C-2.](#)

Expanded Access

[Describe strategies the regional board.](#) One-Stop system in region 14 can be accessed through any core partner program

<https://www.iowagrants.gov/applicationReview.do?documentPk=1461681637165&round=2&history=include>

working with the core partners will expand access to employment, training, education, and support services for eligible individuals including youth and individuals with barriers to employment.*

within the region. Multiple points of access are established, both physical and through electronic means, throughout the region at IowaWORKS Access Points. All core partners are focused on ensuring appropriate partner services are delivered and available to all eligible individuals, including eligible individuals with barriers to employment. This group includes customers who enter the system, 11% declare disabilities who are offered additional services through IVRS/IDB or other appropriate service providers, displaced homemakers who are now responsible for their own income, older individuals (30% of new One-Stop customers) who can also be referred to SCSEP partners, ex-offenders who may need individualized career services. Offer work-based learning opportunities that include: Work Experiences, On-The-Job trainings, apprenticeships, job development or other services that help them bridge the connection to employment, eligible migrant and seasonal farmworkers who are introduced to the workforce system through MSFW outreach, single parents who may need partner supports available through partner and community agencies, non-English speaking residents ranging from 2.7% to 9.9% of the total populations in respective counties who need access to bi-lingual staff and ESL opportunities to function more productively in our communities. (references: monthly demographic reports from new One-stop center member's intake and U.S. Census Quick Facts)

Additional Strategies for increased accessibility:

New outreach efforts to reach disconnected youth with an expanded age of eligibility up to age 24. New referral sources had to be developed and new locations of youth had to be discovered. This initiative has led to a vibrant 'word of mouth' referral system from youth who have become engaged with the system. Further expansion if needed.

Co-enrollment with I-Jag to connect the students with workforce services while they are still in the I-Jag classroom (before they become disconnected). Add in work-ready workshops, offer tours of the One-Stop center, and meet with center staff so they know us before they leave the school system.

A new project will be researched to include strategies to reach more citizens through the use of technology and other measures to find customers who do not access services through a partner of the one-stop.

Projects to reach out to the targeted populations include: development of new partnerships, community meet and greets, community workshops, informational meetings for citizens to learn about available jobs and the educational needs to obtain them, and others in development will help us reach out to populations that are under-served.

Targeted projects are planned in the next year to reach out to ex-felons, older workers, disconnected youth, disabled, non-English speaking residents, veterans and others to increase awareness and service delivery to those citizens.

Sector Boards are under development and will provide inputs to this system design to ensure the products we develop for clients meet their needs as customers. The industry sectors are emerging and will include manufacturing and healthcare at a minimum. Business partners will be included to develop this business driven model. At this time, partners are meeting quarterly to develop service provider relationships and common understanding of the needs of the region so this is in alignment when sector boards begin their work. Businesses will be invited in later this year.

This plan includes serving people with disabilities including blind individuals. IDB and IVRS will be utilized to improve services that include accessibility and accommodations. All trainings are developed with accessibility in mind. IDB and IVRS will be utilized to improve services that include accessibility and accommodations.

Refer to question C-4.

Facilitate Career Pathways and Co-Enrollment

Describe strategies the regional board will facilitate with the core partners in the development of Career Pathways and co-enrollment, as appropriate, to improve access to activities leading to a recognized post-secondary credential, including a credential that is an industry-recognized certificate, portable and stackable.*

Strategies to facilitate Career Pathways:

The Board believes that Career Pathways creates a vision and a road map on how to get from an entry level position to a higher level position and includes information about the educational, supports and experience levels needed to move up.

IowaWORKS center staff has completed classroom hours for Career Pathways and have trained one-stop staff on the format so we can begin to counsel customers on choices and vision for possibilities that exist for them along their career pathways. Youth who are enrolled in the Youth program are counseled on this currently, more will be added as the program is further fleshed out with the partners in the next year.

Customers will be given access to career pathways information to help them see the progress that can be made in wages through additional skill building and training and the pathways model will show this in a simple to understand manner for all customers to comprehend.

The Board uses information received from businesses to build the career pathways information. Products are in design that can be useful tools to demonstrate this to customers.

GAP and PACE, training and supportive service programs funded by the state are already leading us in the direction of Career Pathways so we will build off what is already completed by those programs to develop expanded information to share with customers. These programs demonstrate how to stack credentials to get to higher level positions and the corresponding wages to develop more self-sufficient

citizens.

Expand Steer Your Career--a set of workshops for students to assist them in career planning and workforce readiness

Strategies for Co-enrollment:

Common clients are co-enrolled in basic career services and served in the referral and follow-up process that is established.

Clients are co-enrolled in Individualized Career Services in multiple programs to access multiple funding streams and partner services when feasible and when it adds value to the client's journey through the One-Stop system services.

IVRS has a contract with department of aging to provide an employment specialist for customers 55 and older to assist them in reaching their employment goal.

Refer to question C-4, Part B.

Additional Regional Board Strategies

Identify any additional regional board's strategies relative to local workforce development, education and training needs not otherwise included:

Additional strategies to workforce development initiative:

The RWDB in region 14 seeks to develop other relationships and collaborative efforts that will spread the message of real-time labor market concerns as well as future needs so the region can successfully sustain and grow businesses to stabilize and grow our communities.

Tune Your Talent is a package of curriculum targeting business needs to retain their existing workforce

New staff is trained in the integrated service delivery model starting on day one. Training documents exist to outline the processes and steps to learn all of the pieces needed to become fully trained.

New staff is assigned trainers/mentors to assist them along this training program. Regular meetings are held to share information about new initiatives and to reinforce established processes to ensure continuity.

Regional training includes:

IowaWORKS One-Stop staff attend fall and spring statewide Integrated Services meetings where state IWD staff share updates and provide clarifications to local staff and networking and interaction across regions helps to further train WIOA rules and implementation

Staff In-service days for training and team building including partners Daily meetings to share information, set goals and share accomplishments in continuous improvement initiatives designed to reach more customers, be relevant to our customers and keep programming fresh.

Program specific training and cross-training to ensure staff know WIOA A/DW/Youth programs, Promise Jobs, IWD, IVRS, and AEL functions necessary to work in a One-Stop with common customers to make sure appropriate referrals are made and followed up on.

One-Stop orientation and training outlines are currently being developed to help new staff get up to speed on all of the different services and functions needed inside the One-Stop as well as referral and partner information as appropriate.

Monthly meetings with AEL, IVRS, Wagner-Peyser and WIOA A/DW/Youth staff to discuss common customer referrals and progress (IDB will be added to this partnership)

Local, state, regional and national conferences are utilized for fresh or up-to-date training on legislation and best practices

Strategy Alignment to State Strategies

Describe how the regional board's strategies align with the State's Strategies in the Unified Plan.*

The RWDB in region 14 has been engaged in K-12 schools and this initiative is growing as they seek to fulfill the Future Ready Iowa pipeline of talent. Ultimately if the WDA14 system (workforce, community college, economic development, K-12, community partners and parents) continues to agree to work together to address the needs of the region through collaborative and non-duplicative programming that fulfill the Future Ready Iowa initiative, we have a strategy that has impact.

Developing a skilled workforce that can move into local businesses with clearer vision on career pathways to develop skills throughout a lifetime is the overarching strategy we work towards.

Accessibility- The strategy includes all individual with disabilities including the blind. This plan includes serving people with disabilities including blind individuals. IDB and IVRS will be utilized to improve services that include accessibility and accommodations.

Sector Partnerships-The introduction of Career Pathways and sector meetings will be included under WIOA implementation to grow the knowledge of the board members in these areas and give them a more comprehensive background in the local labor market. Will build off of GAP programs that have already started to implement this idea. This is a project for the new year.

Career Pathways- Career pathways planning (staff has received training that they are currently sharing with all one-stop staff so they can all be fluent in this initiative, will also be worked on with the partners for further sharing/collaboration as this is rolled out. This is included in every youth plan for the youth program). What documents have been created are in use.

Integrated services "All means All" is the strategy for services. All customers can receive services from the system. All customers who enter the one-stop center are offered the menu of services that are available. Work is being done to reach out beyond the center to targeted populations. Partner Services are aligned and not duplicative for efficiency and enhanced customer services that are so well integrated that the lines are invisible to the customer. Good cross-training and

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continued partnering efforts will move the process forward and create better alignment. IDB will be invited in to complete accessibility studies and train staff on how to properly guide customers and use technology to serve them. Integrated services using a common referral process, monthly meetings, braiding of resources including funds and supportive services. Annual cross-training meetings will be held to keep all system staff updated on services available throughout the partners. Shared resource allocation will be determined at the state level. IDB will be invited in to ensure services include blind accessibility.

Performance Goals (Joint Goals across Core Programs)

How will core partners contribute toward the State's expected level of performance based on primary indicators:*

****State Joint Performance Goals Pending.****

The core partners of region 14 are working together in meaningful ways through monthly meetings, partner meetings and shared events to keep communication open and activities aligned without duplication. Collaboration around common customers is developing and has already shown promise to keep participants engaged with the workforce system while they work towards goals of employment and self-sufficiency. Collaboration will continue as we further develop sector strategies and career pathways information that can benefit our common customers as well. Career pathways that are currently constructed are business specific and include education and work experience information that is of value to a prospective applicant as they consider options for employment that includes this career pathway information on how they can advance and earn additional wages or advance in the company. This information includes additional skill training that may be needed either at the job or in classroom or credential training. Career Pathways are being developed with youth customers so they have a roadmap of education and work needed to get beyond entry level jobs. Their pathways also include supports they may need to access to stay on track which can include things like family support, transportation, childcare, and other things they need to consider as they move up. Staff create this plan in tandem with the youth so they both understand the plan and steps to reach their goals. If the plan created does not meet their needs then it can be reworked at any time. IVRS, AEL, IDB, and WIOA all offer varying types of transportation assistance so customers can reach their employment goals. Since transportation is a common barrier in this rural area, partners are also engaged with Southern Iowa Council of Governments who works on solving these issues with other community partners. Work remains to be done to get data systems aligned for common data entry and performance outcomes.

Refer to question E-10.

Assessment for Continuous Improvement

Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT

Describe how the regional board will assess the overall effectiveness of the workforce investment system in relation to the strategic vision, goals, and strategies and how it will use the results of this assessment and other feedback to make continuous improvements:*

There will be a 'One-Stop Certification' process that the region 14 partners will use to guide the design of services. There is a draft rubric available that we've reviewed and discussed and have included elements in this customer service plan in preparation. The plan will be modified to include other elements if needed to keep the partners in touch with goals and expected outcomes. The state provides reports of performance data quarterly for information and progress towards goals. Individual enrollments that are case managed are kept in reports/spreadsheets of WIOA A/DW/Youth staff through the data entry system and additional spreadsheets to encourage the best outcomes possible. Staffing's are held as frequently as needed to pull in additional resources when barriers are encountered that can deter a positive outcome. Due diligence through assessment is performed prior to enrollment to gauge customer intent and determination to reach their employment goals so staff have planned positive outcomes for customers. As customers succeed or fail, staff use information gained to improve service design and delivery for future enrollments to improve changes for positive performance. Partners are included as appropriate, at a minimum in the monthly follow-up meetings, so the entire system can use this information for continuous improvement policies and processes. Region 14 One-Stop staff will also provide the WDB14 and the CEO boards with performance and fiscal data on a quarterly basis and as requested. Managers of the partners use case review to identify training needs for case managers and to provide a level of quality assurance to ensure compliance and good customer services are delivered. The boards will use that information and public comment to evaluate performance and to determine the need for continuous improvement activities. Services are customer centered, not performance centered. Well-designed services deliver performance.

Refer to question C-13.

Implementation of Strategies

Regional Workforce Development Board

Describe how the regional board will implement its identified strategies:*

The strategies below describe the WEB14 plan to implement the strategies identified to meet the needs of business so a talent supply results in demand planning of services.

Strategies to reach 3 goals:

Goal I: Iowa's employers will have access to advanced, skilled, diverse and Future Ready workers.

Develop customers of the One-Stop system into skilled, future ready workers through services that are designed to meet the needs of the business community through the use of the Core Partner's One-Stop system tools that include:

1. Assessment- interviews, worksheets, assessment tools, and other methods to drill down to service needs
2. Labor exchange services- reports and on-line searches are used to share information with customers they can use to search for work opportunities.
3. Referrals to programs through interviews, worksheets, assessment tools, and other methods to drill down to service needs and needs for referrals for continuum of services as indicated.
4. Follow up on referrals are made as customers' needs become known, monthly follow-up meetings of core partners are in place to discuss progress, determine next steps or collaborate on service design for customer's benefit.
5. Labor market information-- on-line searches are done with customers so they can discuss opportunities close to home or where they plan to relocate so they have good/useful information about occupations and education needs
6. Supportive services information that provides information about services that can remove barriers so success can be accomplished. This can include transportation, childcare and other services that help the customer reach their goals.
7. UI information and assistance--where staff provide assistance with filing of claims and offer guidance on how many weeks of benefits they can expect, requirements to comply with the rules and guidance to employment services so they can return to work quickly.
8. Foreign language acquisition--most of the local need is English as a second language. The one-stop center staff partner with ABE to refer customers to those services.
9. Workforce preparation--several One-Stop center workshops and the Steer your Career curriculum package are available in the one-stop system and are designed to give customers information about work readiness and includes soft skills for success at work, hard skills needed for particular jobs, and more to meet the expectations that employers have in work-ready applicants.
10. Remove barriers--partners work together to remove barriers so customers can be served through the system of services to reach their employment goal. This could include transportation assistance, accommodations, assistance to achieve HiSET, and others as needed by each individual.
11. Share information between partners for seamless services to common customers.

Goal II: All Iowans will be provided access to a continuum of high quality education, training, and career opportunities in the nation.

All career services that guide customers to education and training opportunities offered through the IowaWORKS center and system partners are designed to meet the strategic vision and goals of the Plan and include:

1. Information about labor market needs from Needs Assessments and information obtained directly from employers. This information drives the service design so we know the guidance we offer customers regards training options can result in a job with one of our businesses or in a market where they will commute or relocate.
2. Training providers are known or can be researched to follow customer's choice for a training provider while maintaining a justification for the training with good guidance and labor market research so training leads to employment.
3. Financial aid information delivered by staff to provide guidance on how to file FAFSA to obtain federal aid for training, information on scholarships and WIOA funding as well as partner's services such as GAP/PACE and IVRS as examples.
4. Information on work-based learning options. Customers are offered job shadowing, internships, on-the-job training, work experience, apprenticeship activities that can help get them into employment where training can occur while they earn income.
5. Career pathways planning. Staff has received training that they are currently sharing with all one-stop staff so they can all be fluent in this initiative, will be developed with the partners for further sharing/collaboration as this is rolled out. This is included in every youth plan for the WIOA youth program.
6. Individual employment plans are written for every customer who enters the one-stop center system. Their career goal is noted along with their desired wage. The skills staff counsels the customer on their next steps and gain additional information through activities and interview while they are in the center. Next recommended service is noted in the plan, and notes as appropriate included.
7. Career planning/counseling is built in to the assessment and interview process so customers leave with information about occupations, training needs and other information about employability, how to apply, etc.
8. Workshops are available to teach groups of individuals about the tools they need to be successful in the workplace
9. The One-Stop center offers assistance to customers daily to deliver what they need in the moment. This might include information about who is hiring, how to complete applications, guidance and review of resumes, interview preparation, how

to search for jobs, information about training, career guidance and more.

10. Supportive services are offered by the partners to assist customers in reaching their employment goals. This includes transportation, childcare, clothing, accommodations and others that are needed by the customer and specific to each of the partner's rules. Support services are not duplicated, but braided for the customers benefit.

Goal III: Iowa's workforce delivery system will align all programs and services in an accessible, seamless and integrated manner.

WDA14 system (workforce, community college, IVRS, IDP, economic development, K-12, community partners and parents) will continue to work together to address the needs of the region through collaborative and non-duplicative programming that fulfill the Future Ready Iowa initiative. Developing a skilled workforce that can move into local businesses with clearer vision on career pathways to develop skills throughout a lifetime is the overarching strategy we work towards. Regular quarterly meetings are held to share information.

Core partners have a history of collaboration and WIOA made some of the connections of this collaborative effort more intentional. WIOA training has been attended by the core partners so we could develop our partnership further with the benefit of a single source of guidance. From this training, Core partners developed a referral system that is more intentional so customers are connected with the referral while they are still in the office where they start services. This makes the services more seamless and accessible to the customers. This intentional referral process closes the loop through a follow-up process- Core partners meet monthly to track and discuss common customers to wrap services around the customers' needs and share updates. (This will expand to include IDB).

Future goals of this collaborative effort:

WDA14 system of services will further collaborate to understand how to better align the partners services through a core partner mapping project. The focus of this project is to align resources between the partners for assessments, resources, training and workshop facilitation and will be completed in the next year. This will be extended to include Career Pathways information. (Wagner-Peyser, AEL, IDB, WIOA, IVRS will be involved in this project)

AEL aligns services to customers' needs by using assessments before developing a training plan for the customer in AEL classrooms.

Continue cross-training between partners (add IDB)

Business services are a combined effort, to avoid following each other into businesses for the same information or job development activities.

Sector boards for partners to hear business concerns and collaborate to address as indicated.

Career Pathways implementation

Complete IDB accessibility report and how to serve customers with accommodations

How to better include and offer system services to blind, non-English speaking, disabled, veterans, older, disconnected youth and other targeted populations.

Share information that is useful to all. Examples: business information/feedback, needs for services outside of regular hours, etc.

Other Strategies:

IVRS staff assigned to every high school and providing services to all students with disabilities, including career counseling on employment and training opportunities, training on work readiness and employer expectations, and on self-advocacy. Job shadows and part time work opportunities are encouraged.

IVRS staff, in collaboration with partner agencies, provides counseling to individuals with disabilities to help them make informed career decisions. Information on in demand careers and career pathways is utilized and assistance with training is provided that leads to successful employment.

IVRS provides consultation to partner agencies to ensure programs and areas are accessible. Consultation is provided to employers on disability needs to assist with recruitment and hiring of qualified individuals with disabilities and retaining valued employees.

The Adult Education and Literacy (AEL) Programs at Southwestern Community College (SWCC), provide services that focus on the following outcomes:

Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;

Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;

Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways;

Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English; Mathematics skills; And acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

AEL serves English Language Learners, those lacking a High School Equivalency Diploma, and those in need of basic reading and math skills. These services are offered in locations that are accessible to Workforce clients including within a local business with a high percentage of Latino workers.

The Adult Education/Literacy program shares common student progress and completion information to Workforce and Promise Job staff.

The Adult Education/Literacy Services assesses student barriers and refers

students to Workforce classes, Youth Employment services, and Vocational Rehabilitation services.

Career Ready 101 online study is offered to Adult Literacy students in preparation for the National Career Readiness Certificate assessment. The assessment is at no cost to students who are enrolled in Region 14 workforce registry and is administered at the Region 14 IowaWORKS One-Stop system at several locations convenient to job seekers.

SWCC AEL program will have students complete surveys at mid-program as well as exit surveys upon completion of HiSET testing. The survey will provide information on next steps including job, post-secondary or short term training programs. Referrals will be made accordingly.

Career Pathways information is under development and will be utilized by the WIOA system partners to give customers a vision of a future within an industry or business for education/career planning with purpose.

Expand offering of Tune Your Talent- a set of workshops for business to improve workers skills and improve retention

Expand Steer Your Career- a set of workshops for students to assist in career planning and workforce readiness

Refer to questions D-3 and D-7. Include how the One-Stop centers are using integrated, technology-enabled intake and case management, and how career services are provided.

Core Partners

Describe how the regional board will implement its identified strategies with regard to **Wagner-Peyser**.*

Wagner Peyser staff work on functional teams alongside WIOA Adult/Dislocated Worker and Youth program staff to deliver Career Services. Customers cannot distinguish a WP staff member from any other staff member. Specific tasks like unemployment assistance may only be offered by trained Unemployment Insurance staff that work for IWD, but all other services are functionally delivered, not program specific. WP and WIOA A/DW/Y staff provide the following services in the region: greeting, assessment, skill building, referrals to other programs and partners, job referrals, guidance on building a good job search tool kit that includes: resume, application, interview prep, who is hiring, employer inside information, recommendations and guidance to training and more.

Refer to question C-9. Include how improved service delivery and avoidance of duplication of services will be achieved.

Describe how the regional board will implement its identified strategies with regard to **Adult Education and Literacy**.*

AEL is an integral partner to provide high school completion classes to customers who lack that basic credential. The WDB14 understands the need for this basic level of education as an entry point to the labor market and values the partnership with AEL to provide this service. The board also understands that English as a second language is an important addition to regional service design since there are two large pockets of Latino populations in the region in Clarke and Taylor counties. AEL is working with local businesses to develop additional classrooms to facilitate more students who can take advantage of this valuable skill for success in region 14.

Refer to question C-10. Include what efforts are being taken to enhance the provision of services such as cross-training of staff, technical assistance, use and sharing of information, cooperative efforts with employers for improved service delivery and avoidance of duplication.

Describe how the regional board will implement its identified strategies with regard to **Vocational Rehabilitation**.*

WDB14 recognizes that part of the region 14 population identifies themselves as disabled. As the region 14 partners reach out and work with customers, the partnership understands the value that VR can add to the service plan for these individuals. VR services provide guidance, counseling, accommodations and supportive services to disabled individuals who seek employment so they can benefit from this additional layer of service to reach their employment goal, obtain skills, education, credentials to improve their marketability.

Refer to question C-11. Include what efforts are taking place to enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff technical assistance, use and sharing of information, cooperative efforts with employers and other efforts at cooperation, collaboration and coordination.

Describe how the regional board will implement its identified strategies with regard to **Adult and Dislocated Worker services**.*

A/DW program staff work alongside WP staff to deliver Career Services. Customers cannot distinguish a WP staff member from any other staff member. Specific tasks like unemployment assistance may only be offered by trained Unemployment Insurance staff that work for IWD, but all other services are functionally delivered, not program specific. WP and WIOA A/DW/Y staff provide the following services in the region: greeting, assessment, skill building, referrals to other programs and partners, job referrals, guidance on building a good job search tool kit that includes: resume, application, interview prep, who is hiring, employer inside information, recommendations and guidance to training and more.

To meet the requirements of IWD field memo 15-09: Follow up services must be provided, as appropriate, including: counseling regarding the workplace, for participants in adult or dislocated worker activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment. If follow up services are declined, this should be noted in the customer record.

Refer to question E-2. Include how services are provided and the capacity to address the identified education and skill needs of the workforce and the employment needs of employers.

Describe how the regional board will implement its identified strategies with regard to Youth services:*

WDB14 sees the high levels of youth unemployment across the state coupled with low levels of unemployment that businesses face as they strive to sustain and grow operations as opportunity. Youth and young adults can benefit from information on how to reconnect with the world of work through WIOA youth programming and services. In this first year of WIOA, the youth have responded very well to work-based learning options such as Work Experiences and On-The-Job Training with employers who are looking to fill openings or are willing to be training sites to assist youth to develop real world, work experiences, gain work history, obtain insight into a business/occupation and earn money at the same time. Youth staff provide guidance on workplace expectations, financial literacy and career pathways as the youth complete this segment of services. As career pathways are explored and discussed, the youth counselor can introduce options for skill building as appropriate and refer to AEL, ABE, community college or other training providers to provide vision for the future and assistance in getting there when appropriate. Support Services are offered to enable a youth to participate in activities authorized under WIOA A/DW/Youth. The following types of support services are available in Region 14 or youth and include clothing, dependent care, and transportation, counseling, healthcare and miscellaneous. Youth staff seek out partner's services to provide holistic services to youth so they have the supports they need to achieve success. Given limited WIOA A/DW/Youth funding, not all support services allowable through the Workforce Innovation and Opportunity Act will be made available regionally. When a support service is not available through WIOA A/DW/Youth funding in Region 14, every effort will be made to partner with various service providers in the region and appropriate referrals will be provided to participants with services being delivered jointly.

Note: WIOA requires a focus on work-based learning opportunities for youth so enrollments and expenditures are targeted to out-of-school youth and internships, job shadows, work experiences, on-the-job training and apprenticeship opportunities for work/earn options to get youth into work environments for hands-on-learning.

The above referenced programs are available through multiple partners within the region and include but not limited to WIOA A/DW/Youth, Iowa Vocational Rehabilitation, Adult Education and Literacy and other community providers. Support Services are those services that are necessary to enable a youth to participate in activities authorized under WIOA A/DW/Youth. The following types of support services are available in Region 14 or youth.

Refer to questions E-5 and E-7. Include identification of successful models of such youth workforce activities being used and/or planned, and describe how each of the required fourteen program elements will be made available to youth.

Describe how the regional board will implement its identified strategies with regard to the Department for the Blind:*

Dept. for the Blind staff are invited and attend WDA 14 partner meetings so are active members of our collaborative partner group. WDA14 will invite the Department for the Blind to the region 14 workforce system for review of current assistance available and to recommend other technologies or assistance that could be implemented. IDB will be invited to complete an accessibility review of the One-Stop. IDB will be invited in to complete an accessibility assessment and offer training to staff on how to best serve blind or vision impaired customers and how to obtain accommodations as needed. All means all in WDA14 so all customers who enter through the one-stop office can access Career Services.

Describe efforts that will enhance the provision of services to individuals with vision disabilities.

Integrated Customer Service

Describe how the partners will coordinate activities and resources to provide comprehensive, high-quality customer-centered services, including supportive services to individuals in the workforce system.*

WDA 14 includes the Core Partner programs in the Workforce System One-Stop.

1. WIOA Adult (A)
2. WIOA Dislocated Workers (DW)
3. WIOA Youth (Y)
4. Adult Basic Education and Literacy
5. Iowa Department for the Blind
6. Wagner-Peyser employment services/Unemployment Services
7. Iowa Vocational Rehabilitation Services

Other partners include:

Community college--Southwestern Community College (SWCC)
 Veterans Services
 CSBG- Community Action Agencies
 TANF
 Department for the Blind
 Older worker programs' SCSEP
 HUD-SIRHA
 Job Corp
 Career Tech Education--Carl Perkins
 TRADE

The WDB14 provides guidance, support and oversight of the partnership of the six core partners under WIOA where services align and intersect. Alignment of a common message around the local labor markets needs now and in the future, minimizing or eliminating duplication of services, co-enrollments when it benefits the customer, intentional referrals and follow-up to guide customers through the WIOA partners services to education and employment goals and assisting them in overcoming barriers along the way is the focus of their work. Other partners share customers and referrals to benefit customers and businesses.

WDA14 demonstrates customer-centered service design through effective integrated service delivery that is efficient and effective to handle all customers who seek out services. Services begin with an intake/interview/assessment to ensure the customer gets quick access to the services they originally sought out plus information about additional services they may not be aware of or have not considered. When more in-depth services are indicated: Eligibility determination for additional, more in-depth Individualized Career services is available.

Outreach, intake and orientation to the information and other services accessible beyond the One-Stop but within the workforce System.

Initial assessment of skill levels (including literacy, numeracy and English language proficiency, aptitudes, abilities (including skills gaps), and supportive services needs

Labor exchange services including: Job search and placement assistance

Career counseling including: information on in-demand industry sectors and occupations, non-traditional job opportunities

Appropriate recruitment and other business services on behalf of employers, including small employers in the local area

Referrals to and coordination of activities and services within the One-Stop System and other programs when needed

Employment statistics information for local, regional, national areas including: Job vacancy listings, jobs skills needed, local in-demand occupations and earnings, skill requirements and opportunities for advancement.

Performance and accountability information

Costs for eligible training providers

Eligible providers for youth activities

Adult Education providers

Career and Tech Education providers

Activities available to school dropouts

Providers of vocational rehabilitation services

Availability of supportive services including child care, child support, medical or child health assistance, benefits under Supplemental nutrition established under Food and Nutrition Act of 2008, assistance through the Earned Income Tax credit, state programs under temporary assistance for needy families (TANF/Promise Jobs).

Supportive services are braided among the partners when needed to avoid duplication and leverage resources across the programs when it makes the customer's plan more complete.

Other supportive services in the local area

Referrals to services and assistance as appropriate for example: Vocational Rehabilitation, Adult Basic Ed, counseling, food support, etc.

Information and assistance in filing unemployment insurance claims

Assistance in establishing eligibility for programs of financial aid assistance for training/programs not funded under this act

Services as appropriate in order for a customer to obtain or retain employment that includes: comprehensive and specialized assessments of skill levels and service needs (ex. Diagnostic testing, assessment tools, in-depth interviewing and evaluation to identify employment barriers and employment goals

Development of an individualized employment plan to identify employment goals, appropriate achievement objectives and appropriate combination of services to achieve this goal including eligible training providers and career objectives

Group counseling, individual counseling, career planning
 Short-term prevocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training

Internships and work experiences linked to careers

Workforce preparation activities

Financial literacy services

Out of area job search and relocation assistance

English language acquisition

Follow-up services including counseling regarding the workplace for participants in workforce activities authorized under this subtitle who are placed in unsubsidized employment for not less than 12 months after the first day of employment, as appropriate

One stop partners shall not be required to conduct a new interview, evaluation, or assessment of a participant if the one-stop operator or partner determines that it is appropriate to use the recent interview, evaluation or assessment already gathered

The career services described above shall be provided through the One-Stop delivery system, either directly through One-Stop operators or through contracts with public, private for-profit, and private nonprofit service providers approved by the local board

Supportive services are available through Title I A/DW/Youth programming, as well as through core partners, CBOs and other community partners.

Future projects include:

service mapping across the partners to understand services offered and eliminate or reduce overlap and repetition

Business services coordination across partners to avoid duplication of effort and shared information for business perspective.

Refer to question D-14.

Describe how the core partners and regional board connects services to special populations:*

Persons with disabilities:

The unemployment rate for disabled is 19.5% compared to 3.5% across the state for all populations. Region 14 has approximately 11% of their customers who access services through the one-stop center that self-declare a disability. This is obtained through a common intake system where customers can self-attest to a disability or they may share that they have a disability during their interaction with skills team staff. Customers can also enter the workforce system through Vocational Rehabilitations services, or Adult Basic Education. Where ever the customer enters the system, the staff who works with the customer can make a referral to services when appropriate with the intention of helping them overcome any obstacles between them and a job opportunity. Planning meetings between Wagner/Peysner, WIOA A/DW/Youth, AEL and VR core partners started with the implementation of WIOA law. Planning meetings are monthly and staff meetings where discussion about common customers and their service planning will take place monthly as well.

One-stop center serves people with disabilities referring those as appropriate who need IVRS or IDB level of services.

Services to the individual continue at the One-Stop even though Vocational Rehabilitation may begin providing services

Monthly meetings are held with core partner staff to stay on top of co-enrolled customers, share information and determine additional services.

Returning veterans and skilled military retirees:

All staff who interacts with customers must offer veterans the services and connections they need to land jobs in the region. Staff provides assistance in making connections to employers, provide assistance in making their resumes ready for local employers and help them prepare to interview successfully. They have full access to partner resources through the One-Stop system as additional assistance is recognized as being vital to their success, so access to training or vocational rehabilitation services and any other services are available to them. One-Stop staff refers veterans to veteran's representatives in adjacent regions so veterans can access those more intensive services as needed.

WDA14 is committed to serving veterans who seek connections to our area businesses.

Services provided to veterans include: assist in job search; communicate hot jobs in the region; develop job interviewing and resume writing skills; guidance and support in training programs including Adult, Dislocated Worker and Youth.

Provide information on how to monitor job listings from federal agencies and federal contractors to ensure veterans get priority service in referral to these jobs.

Referral to a DVOP for more intensive services to meet the employment needs of eligible veterans. These services provide veterans with the necessary information needed to find suitable employment to transition from the military to the civilian workforce.

WDA14 uses conversion tools such as ONET to help staff convert military language into civilian terms that local employers can use to assess skills appropriate to their needs.

The One-Stop office staff has relationships with local veteran's services offices and ESGR representatives.

The One-Stop supported Home Base Iowa initiatives in the region. There are two Home Base Iowa counties in the region. Information is given to veterans about the two Home Base Iowa counties as well as other opportunities in the

region. Veterans and their families are served by One-Stop staff and are referred to DVOP if needed.

Southwestern evaluates military transcripts to award college credit for experiences and military coursework. In addition, we have a Credit for Prior Learning policy that would assist someone with military experience in auto-mechanics to earn credit for a comparable course at SWCC. Programs have been approved by the Veterans and Military Education Unit of the Iowa Department of Education for veteran's education benefits through the U.S. Department of Veterans Affairs.

All military members receive in-state tuition at Southwestern. Dependents and spouses are also eligible for in-state tuition.

Temporary Assistance to Needy Families (TANF) recipients:

TANF recipients are served by Promise Jobs which is also located in the Integrated One-Stop center. Services are not siloed for TANF customers. All TANF customers are offered the same services and referrals as any other customer so they have access to the same services and referrals as any other customers. They are not siloed by their program and may interact with other customers in the center or in workshops. As their needs require referrals to other partner's services, those referrals are made and follow up completed so they have access to any service or partner needed to add to their chances for success. The average number of families served at a given point in time in region 14 is 170-200.

Trade Adjustment Act (TAA) and Rapid Response Activities:

Region 14 responds to business closures and downsizing events with partners in attendance at employer meetings and subsequent employee meetings as early as possible so affected workers know what services they can access upon their release from employment. The community college also attends so workers know their training options and how they relate to local employment opportunities. The business community is also highly involved and plans how to interact with the affected employees through job fairs, meet and greet events or other ways they can recruit these workers back into local employment opportunities.

Individuals with other barriers to employment, including those that are basic skills deficient:

Region 14 partners offer an array of services to help customers with low basic skills improve their skill levels. There are free on-line classes available at the One-Stop, the SWCC AEL programs offer adult basic education classes and tutoring services for students below the 9th grade level to increase basic skills. Classes are also available for students who do not have a high school diploma and are not enrolled in a secondary school.

Tune Your Talent is a curriculum offered through Employers Council of Iowa and the One-Stop center and is offered to businesses to teach skills such as supervising, leadership, personality differences, mentoring, generational differences, conflict management and other titles to assist businesses in retaining their current talent

Steer Your Career is offered to high schools to teach soft skills needed to be successful in the workplace as well as career planning with the labor market in mind.

Additional specific populations:

Blind or visually impaired residents. IDB will be invited in to complete an assessment for blind services and will be asked to provide staff training so one-stop staff can provide services to those residents of our region.

Region 14 has three different locations of Latino communities in the region in Ringgold, Taylor and Clarke counties. Students are in the school systems and are met in recruitment efforts and they receive the information about services at career fairs, business tours and Steer your Career classes held in the schools as well as HiSET classrooms and other community based organizations.

The One-Stop has bi-lingual staff to help translate information to these customers and to generate job fair postings and other documents needed to share information with these customers.

The One-Stop has a language line we can use for translation purposes with Hispanic and other non-English speaking customers who reach us for services.

The SWCC AEL department offers ESL classes in multiple locations in the region with plans to offer this service in business. Advertising is distributed in several languages.

Refer to question D-12. Special populations include: persons with disabilities, returning veterans and skilled military retirees, Temporary Assistance to Needy Families (PROMISE JOBS) recipients, Trade Adjustment Act and Rapid Response activities, individuals with other barriers to employment (including those that are basic skills deficient), additional specific populations.

Attach the core partner's area flow chart of services to individuals, including service to youth and those with barriers to employment.*

[WDA14 flowchart of services.pdf](#)

Coordination, Alignment and Provision of Services

Employer Focus

Describe the use of initiatives, designed WDB14 and the regional partnership uses sector strategies information, career

pathway initiatives and labor market information to develop curriculum to teach the job seeker customer about the world of work whether they be in the K-12 system, in post-secondary education programs, in adult education programs, customers of the One-Stop system or in partners' services. Will partner with the K-12 system to bring labor market information into the school systems who have not traditionally included this information with curriculum. Goal is to provide a broad base of information to youth about all of the possibilities of occupations and to let them know they have choices that fit their interests and abilities with opportunities for advancement at local employers as well as those outside of our region. The partnership shares this information at board meetings and partner meetings they are invited to attend.

WDB14 has used customized training in the past when there was not a post-secondary program that met the specific market of need.

Incumbent worker training is a new offering in WIOA A/DW programs but will be incorporated into the services of the region as needs are identified that this new training can fill.

GAP and PACE programs funded by the state is already leading us in the career pathways direction and will be expanded under WIOA implementation in WDA14

NCRC is another credential that is portable and gives employers a view of what skill levels the customer has that they can use on the job

Business voices are being heard loud and clear by this board through the ears of the workforce system one-stop staff with these results that are affirmed by the labor market information supplied by the state:

Businesses lack a steady pool of talent to fill current openings,
They see the looming retirement of baby boomers generation,

They see that the region has lost approximately 10% of its population every decade since the 1950's,

They see that young people are not attracted to traditional roles such as manufacturing, trades, agriculture in sufficient numbers to build confidence in the future for sustainability and growth

Employer services within the region are:

Recruiting - IowaWORKS staff seeks to match job seekers against the employment needs of prospective employers, and to make appropriate referrals. No fees are charged and job listings are shared on several social media sites to reach as many job-seekers as possible.

Outreach - IowaWORKS provides area employers assistance with recruitment needs, coordination of recruitment such as career and employment fairs, and marketing of IowaWORKS products and services. Meet and Greet events offer employers and job seekers the opportunity to interact at a single location.

Testing Services - IowaWORKS staff can administer at no charge to the employer or job seeker's proficiency tests for typing, 10 key and spelling.

OPAC® The Office Proficiency Assessment and Certification System is an office skills testing suite. With an array of tests available, OPAC System is the perfect tool to measure job applicant PC and office skills.

Reverse Referrals- This service directs all interested job seekers to apply for openings at the IowaWORKS offices, freeing the employer's time for other tasks.

NCRC - A system developed by American College Testing (ACT) for documenting and improving work place skills. The National Career Readiness Certificate (NCRC) is the work-related skills credential. The certificate provides fair and objective measurement of workplace skills that can be accepted nationwide. Testing times are available at the One-Stop center and at all SWCC locations for accessibility of our clients.

Skilled Iowa- This is a new public- private initiative supported by the Governor's Office, Iowa Workforce Development, and the National Career Readiness Certification in partnership with ACT, the Iowa STEM Advisory Council, and numerous Iowa businesses.

Tax Credits - The Work Opportunity Tax Credit (WOTC) offers employers federal income tax credit if they hire persons from certain qualified groups, such as the low income or disabled.

Labor Market Information - Current Labor Market Information is available on various economic trends and occupations, including data on prevailing wage rates and projected job outlooks.

Free Space - IowaWORKS offers free meeting rooms to employers for job interviews and space for employers to display and distribute job information.

Employers' Council of Iowa- This group of local employers holds regular meetings to discuss common concerns and to sponsor seminars on topics of interest.

Required Posters - General requirements and ordering information is available for state and federal required employer posters. These posters are available at no cost to the public from IowaWORKS.

Tune Your Talent- A menu of workshops developed to react to business requests designed to assist businesses to improve the skills of their workers, increase retention and enhance employee's abilities to develop key understandings of working with managers and subordinates in positive ways.

Steer Your Career- A menu of workshops developed to react to business concerns about the skills of the emerging workforce designed to assist young people in understanding career choices and workplace readiness expectations in jobs.

Business Closings/Downsizing- Should a business experience closing or restructuring, IowaWORKS staff and its partners are ready to help employees make the transition to other employment. Laid-off workers are provided access to

services, including financial support and training and introduced to area businesses that need workers.

Unemployment Insurance Tax Forms and Publications- A number of commonly required or requested forms are available on-line.

Unemployment Insurance Fraud - Iowa Workforce Development's fraud detection program attempts to prevent and detect unemployment benefits paid to claimants through willful misrepresentation or error by the claimant, through IWD error, or misrepresentation by others. Better detection and prevention of improper unemployment insurance benefit payments results in a decrease in benefits payouts, which in turn decreases employer taxes.

Six Step Workshops - This series of workshops is available for job seekers, dislocated workers, students, and other customers interested in updating their job seeking skills, deciding on a career, going back to school, budgeting, etc. There is no cost to attend any of these workshops.

Core partners have access to the same data regards the needs of businesses, skill gaps, training programs to build skills and referral process to add supports and services as needed by individual customers so the planning and service design is in alignment with all other partners. This data includes Labor Market Information, Needs Assessments, and Middle Skills Gap reports. The partnership shares this information at board meetings and partner meetings they are invited to attend so coordinated services can be implemented.

Refer to question C-5.Examples: incumbent worker programs, OJTs, customized training programs, sector strategies, career pathways, business services strategies (including integrated business services teams)

Describe how the regional board coordinates and promotes entrepreneurial skills training and micro-enterprise services.*

This type of training and information has been available through the Small Business Development Center located at Southwestern Community College, but the workforce system is reviewing processes and available resources to introduce the idea of becoming an entrepreneur to an expanded audience over the next years.

In preparation, WDA14 staff have attended entrepreneurial presentations outside of the region and invited providers into the region so we can plan to present these ideas to area youth and other residents.

Along the way, as the students are learning about entrepreneurial opportunities and starting small businesses, they also learn about critical thinking, problem-solving, finance, business planning and other helpful topics that are useful and valued in any work environment. This will be a continuous improvement initiative through the duration of the plan as this is developed in the region.

IVRS has a self-employment program supporting customers with disabilities to start up their own business

Refer to question C-6.

Describe how the regional board enhances the use of Registered Apprenticeships to support the regional economy.*

The board views apprenticeships as yet another option for regional workers to gain skills as they enter the workforce and begin to earn wages while they learn a trade. With skills standards that are preset, and wages that are incrementally increased with skill level, the board sees the value for both the business and job-seeker customer. The apprenticeships are part of the trades that are so difficult to fill with job seekers who are skilled and ready. This option allows businesses to grow their own and the worker benefits from skills training and wage increases at set benchmarks. Since it is an earn-and-learn work environment, there is typically no encumbrance of debt for the job seeker customer.

Refer to question C-7. Include how Registered Apprenticeships will support an individual's career advancement.

The board responds to closures and downsizing events with responses that are inclusive of community supports and partners, education options, business events to offer affected workers new employment options and one-stop assistance with job search tools. Contacts for a layoff event for region 14:

Elizabeth Waigand
IWD Manager Region 14/8
215 N. Elm
Creston, IA 50801
641-782-2119 ext. 41
Elizabeth.waigand@iwd.iowa.gov

Barb DeVore
WIOA A/DW/Youth Programs Director
215 N. Elm
Creston, IA 50801
641-782-2119 ext. 14
Barbara.devore@iwd.iowa.gov

Rapid Response is a proactive, business-focused, and flexible strategy designed for two major purposes: to help growing companies access an available pool of skilled workers from other companies that are downsizing or who have been trained in the skills Iowa companies need to be competitive, and to respond to layoffs and plant closings by quickly coordinating services and providing immediate aid to companies and the affected workers.

Rapid Response provides early intervention to worker groups who have received a notice of layoff or closure. Region 14 has a Rapid Response Team

consisting of staff from various partners within the region. Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Afterwards, customers begin to engage in further orientation and intake sessions.

The Dislocated Worker program provides retraining and re-employment services to individuals who have been dislocated from their jobs. Job seekers have access to computerized resources centers for career exploration, resume preparation, skill assessment and testing, job search, on-line work registration and on-line unemployment insurance claim filing. Job seekers also have access to a variety of skill building workshops, job search assistance and individualized career services.

Trade Adjustment Assistance (TAA) provides early intervention to worker groups on whose behalf a Trade Adjustment Act petition has been filed: Region 14 has a Rapid Response Team consisting of staff from Workforce Innovation and Opportunity Act, Wagner-Peyser, and Trade Adjustment Assistance (once the petition has been certified). Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Furthermore, as appropriate at such sessions or after layoffs occur, the joint Trade Adjustment Act/Workforce Innovation and Opportunity Act applications are completed. Afterwards, customers begin to engage in further orientation and intake sessions.

SWCC is part of the partnership and offers training programs to provide new skills to those workers who were adversely affected so they can acquire new skills for new opportunities in the labor market.

Effective January 1, 2012, Governor Branstad changed the participant enrollment policy under Iowa's Workforce Innovation and Opportunity Act program to mandate co-enrollment for all Trade-certified and National Emergency Grant dislocated workers so that all customers would benefit from the service integration, functional alignment, and resources among these programs. All customers receive assessments, review labor market information, establish employment goals, and develop Individual Employment Plans that are shared and agreed upon among all partners/counselors involved. Leveraging of resources is utilized by having Workforce Innovation and Opportunity Act take the in conducting assessments (i.e., basic education levels, aptitudes, interests, financial situation, barriers to employment success) from which the results guide all partners/ counselors in developing re-employment plans with the customers. These plans identify whether Trade Adjustment Act training is necessary to secure employment, any possible barriers to employment/training success, and how those barriers will be addressed. Both Workforce Innovation and Opportunity Act and Wagner-Peyser staff conduct re-employment workshops for customers needing additional assistance in job search resources, resume writing, interviewing skills, etc. Furthermore, all Trade Adjustment Act customers have access to any other resources provided by Wagner-Peyser and Workforce Innovation and Opportunity Act. Because specific Wagner-Peyser or Workforce Innovation and Opportunity Act staff may have ongoing direct connection to local and statewide employers and job openings, customers may be assigned to additional staff persons for assistance with intensive job search activities.

Case Management is shared between Workforce Innovation and Opportunity Act counselors and Wagner-Peyser representatives. Because Workforce Innovation and Opportunity Act and Wagner-Peyser have a shared computer system and all partners/staff have access to the Trade Adjustment Act computer system, case notes are accessible by either program, allowing staff to determine if monthly contact has been made. If contact has been made and the documentation shows ongoing progress toward goals with no issues, the contact will satisfy all programs' requirements. Ongoing communication is stressed among all partners' Workforce Innovation and Opportunity Act, Wagner-Peyser, and the State Trade Adjustment Act office. Examples include: periodic combined staff meetings to reinforce the open communication and —staffing between a customer and relevant program representatives as needed to address customer needs or issues while working toward an integrated approach to address such needs and issues.

When it is determined that a customer needs retraining to be more competitive in the job market, Workforce Innovation and Opportunity Act takes the lead in development of the training plans in accordance with the six criteria for Trade Adjustment Act-approved training. Thereby, the training plans are developed and justified based on test assessments, labor market information, assessment of the customer's personal qualifications and financial ability, and training information. The State Trade Adjustment Act office then reviews all training requests and issues

determinations. While Trade Adjustment Act will be the primary funding source for an individual's training, Workforce Innovation and Opportunity Act may offer assistance with supportive services (e.g., childcare, counseling, utility and rental assistance) as needed for a customer to be able to be successful in the chosen training program. Co-funding of training also may occur, if it is necessary to meet a customer's needs. Once a customer enters approved training, there is additional coordination with Wagner-Peyser and Unemployment Insurance for an individual's ongoing income support.

Re-Employment Services

After the affected worker is receiving unemployment benefits, they may be profiled and invited into the center to ensure they know important information that can help them get back to work. Worker profiling and Reemployment Services are offered within the region and are designed to help persons identified as being at risk for long-term unemployment insurance eligibility to return to the workforce as quickly as possible. A variety of services are available, including but not limited to: career assessment, job search workshops and job search/job placement assistance.

Refer to question C-8.

Education and Training Focus

Describe how the regional board will engage local education and training providers, including community colleges and area career and technical education schools as partners in the workforce development system to create a job-driven education and training system.*

Region 14 has an active partner group that includes education and training providers including SWCC, IowaWORKS, SWCC AEL including ABE, HSED, and ESL programs, Economic Development, businesses and other agencies who meet quarterly to share information and concerns and address with programming changes or projects to continuously improve the training options that enhance the skills and marketability of workers. Regional data is shared so all partners are aware of trends, skill gaps, and future needs. WDB14 and the community college are in-step as far as understanding the business needs of the areas businesses and the CTE programs that prepare the students for employment in those businesses. Collaboration is continuous, and not just limited to quarterly meeting updates.

The board reviews applications for training programs to determine if a training provider/program is approvable. The board looks at labor market information, cost of training and performance including where people who complete the program find jobs and at what wage in order to make educated decisions for approval or denial.

Describe how the region's strategies will enable the board and core partners to leverage other federal, state and local investments that have enhanced access to workforce development programs at the institutions listed above.*

With frequent meetings, planning and coordination, the partners understand what each entity offers, and partnerships are used to make things happen including job fairs, career days, workshops in high schools and businesses and other collaborative efforts to work toward common goals of strengthening community through successful businesses and self-sufficient workers. More partners at the table can more successfully leverage available resources to share customers but utilize services that are aligned and build on other services while avoiding duplication. Grants may be applied for when events occur that limit local budgets ability to help provide services. Some examples are State Emergency Grants or National Emergency Grants that may be obtained for layoffs or closures when large numbers of customers are affected.

Describe how the region's strategies will improve access to activities leading to recognized post-secondary credentials including Registered Apprenticeship certificates.*

The region 14 partners see the value in educational preparation for the labor market. Labor market information is shared with customers along with educational opportunities to get into the markets. Customers have access to on-line information as well as guidance from employment specialists within the workforce system who recommend training to prepare customers for entry or advancement in local employment opportunities. Staff are trained in how to sell training as preparation not only for the job, but for a career pathway of advancement opportunities. Some local credentials that are available include, welding, certified nurse aid, CDL licensing, EMT, Med Aid, Office Associate, manufacturing technology. Career Pathways are in development and will be used as teaching tools for customers to have vision on how to advance and become higher wage earners with progression through the pathways. Apprenticeship opportunities are being developed and customers informed of opportunities beyond our geographical area when none are available locally that meet the need of the customers.

Include a description of credentials that are industry recognized certificates and licenses that are portable and stackable.

Economic Development Focus

Describe how the activities identified will be coordinated with economic development entities, strategies, and activities in the region.*

Economic development is at the table in partner groups and through leadership and other community projects so workforce efforts are coordinated and ideas shared.

Economic Development representatives are active members of the WDA14 partner groups, are represented on the regional board and they include One-Stop staff members in meetings to coordinate ideas and services to improve relationships and education of the regions business partners. These relationships are well established and connected by the common goals of making southwest Iowa a vital, thriving region for businesses and citizens through collaborative planning and action.

Economic Development is involved in initiatives to bring K-12 into the One-Stop service design. They readily see the need to educate the region's youth about employment/career opportunities that exist all around them. The collective concern is that youth may not know about these opportunities without significant effort of Economic Development, and other One-Stop partners work to educate

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them through interactive methods with the K-12 system.

Collaborative efforts include career days, career fairs, career speakers, and businesses in classrooms, business tours, job shadowing, work experiences and other methods to connect youth to business.

Sector Boards development is on-going and focus will be on business needs for service planning.

Career Pathways development is on-going to give job-seeker customers a vision for future work/education that will lead to more self-sustaining wages.

Regional Workforce Development Board Functions

Describe the regional board's operational structure and decision making process under WIOA to ensure such functions are carried out:

The region 14 board chose to grandfather the current board and transition to the WIOA board over two years. In preparation, Economic Development, Wagner-Peyser and Vocational Rehabilitation hold ex-officio positions on the board so they can be recommended for board positions when the board is changed to the new structure. The board approved to rework the WIA Youth Area Council into a Youth Standing Committee to keep the youth focused guidance part of our system so youth can better be served. With both the grandfathered design and the new design, the board connects to needs of the region to understand how to connect citizens to the appropriate programming to get them the skills needed to fill those needs. The vision of Future Ready Iowa is the driving force to the service design of the one-stop system. The board uses data to see the needs of the region's businesses, guides the service design to deliver information, services, training and supportive services so customers of the one-stop system gain access to these services. Understanding the needs, designing services that meet those needs with a goal of workforce preparation to meet the state goal of a Future Ready Iowa is the WDB14 plan that the one-stop staff carries out and reports back. Partners are at the table at board meetings to gain common understanding of business needs so services are designed meet those needs. Partners discuss services that are not duplicative, but meet the needs of both the business and the workers. The board is invested in the overall work of the partners and sees value in the collaboration and holistic system that results.

Provide a brief overview of the regional board's oversight and monitoring procedures, include oversight of the One-Stop Center:

Include any standing committees which are currently in existence or planned which will support this effort.

Region 14 Monitoring Responsibilities

The board reviews quarterly performance reports and gets information down to the individual customer level in order to understand how performance is affected by outcomes. The board also receives a monthly report of outreach and numbers of citizens we reach with information. They also receive budget updates so they know that the money is being spent down over the program year. They received reports on demographics that include numbers of new customers and their demographic profile. The board oversees the implementation of new initiatives like Steer your Career, Tune your Talent, Career Pathways, and Sectors and get copies of partner meeting notes to stay on top of those activities. The board was heavily involved in the implementation of the integrated service delivery model and enthusiastically embraced the model due to the larger numbers of customers who could be served. The board has been involved in the WIOA program implementation and is involved in board trainings, board redesign and development of the local plan. Performance reports from all core partners can be integrated into these reports as performance expectations and reporting is clarified so the board has access to an overall view of the system's performance. Will include self-assessment to review effectiveness of plan that can lead to one-stop certification

Refer to questions F-1 and D-6. Include processes for ensuring quality customer service and frequency of such reviews. Only provide a summary of procedures here as you will need to upload your actual Oversight and Monitoring Policies in a separate attachment.

Describe how the regional board will provide services to youth and whether a standing committee or Youth Council will be used to assist with planning, operational, and other issues relating to the provision of services to youth:

The Regional Workforce Development Board has established a standing committee for youth services in Region 14.

Youth Standing Committee Role and Responsibilities:

The Region 14 Youth Standing Committee provides guidance for local youth programs operated under the Workforce Innovation and Opportunity Act. In addition the Council provides expertise in youth policy and assists the Regional Workforce Development Board in:

1. Developing and recommending local youth employment and training policy and practice;
2. Broadening the youth employment and training focus in the community to incorporate a youth development perspective;
3. Establishing linkages with other organizations serving youth in the local area; and
4. Taking into account a range of issues that can have an impact on the success of youth in the labor market.

The Region 14 Youth Standing Committee performs the following duties and other functions as necessary and proper to carry out its responsibilities.

- 1) Identify youth employment and training needs;
- 2) Assist to coordinate youth activities in the Region;
- 3) Assist in developing the Youth section of the Regional Workforce Development Local plan as requested;
- 4) Provides input to youth referral sources to help staff reach out to the region's youth
- 5) Make recommendations for Workforce Innovation and Opportunity Act youth programs.

The Region 14 Youth Standing Committee will meet on a quarterly basis. The committee members will consist of:

At least one (1) member of the Regional Workforce Development Board.

When possible:

Individuals representing youth service agencies, such as juvenile justice and local

law enforcement agencies;
 Individual representing local public housing authorities (if applicable) ;
 Professionals who work/have worked with young people (example: educators, tutors, others in educational roles) ;
 Individuals with experience relating to youth activities, including former JTPA or WIA participants;
 Other interested individuals with youth expertise as suggested.
 The Region 14 Youth Standing Committee Members are:
 Eula Dolecheck, WDB14 board member
 Sharman Lowenberg, IVRS
 Jodie Geist, K-12 & TAP
 Darla Helm, AEL
 Amy Hook, business
 Justin Potts, former participant
 Suzanne Johnston, business
 Blake Lauffer, juvenile justice
 Margy Gammell, retired educator, tutor
 Beth Kulow, SWCC dean of students
 Jean Sheridan, retired educator
 Joe Greving, Business

Youth enrollments:

Youth enrollments protocol in region 14:

1. Use the Handbook guidelines for WIOA Youth as a first reference for intake, initial assessment, eligibility decision making, enrollment, objective assessment and development of individual service strategy with supportive services and follow-up services to round out the plan
 - a. Ensure the voice of the participant is heard
 - b. Focus is to serve youth with significant barriers to help them transition to self-sufficient adulthood and,
 - c. Guide them to successful entry into the workforce, higher education or advanced education
2. Focus on Out of School youth in order to meet the 75% expenditure rate.
3. Focus on experiential learning opportunities to connect youth to real world work experience as they make their career decisions. This will make the 20% requirement expenditures for experiential learning attainable
4. In School Youth may also be enrolled when Youth services are needed to make a positive difference in their ability to meet their employment goal, discuss enrollment at a youth staffing meeting to agree that this is met.
5. Using eligibility criteria in the Youth Handbook, enroll eligible youth, with a most in need who can succeed view. This does not eliminate other eligible youth from enrollment, but helps to focus on those who need services to get to their goal.
6. Create an interest list if more youth (eligible, in need of services, expectation that they can succeed) are found in outreach efforts than can be served in the current budget year so they can be served when new funds are available

Refer to question E-4. Be sure to provide the purpose/vision statement, and any other pertinent information.

Describe how the regional board facilitates access to services provided through the One-Stop Center: *

WDA14 One-Stop center office is centrally located in Creston. IowaWORKS, 215 N. Elm, Creston, IA 50801. Phone 641-782-2119.

WDA14 covers 8 rural counties where 62,000 citizens reside.

July 1, 2015 population estimates by county (ies) in the Local Area.

Adams, 3875
 Adair, 7454
 Clarke, 9217
 Decatur, 8263
 Montgomery, 10,421
 Ringgold, 5051
 Taylor, 6143
 Union, 12,516

Total 62,940

Workforce services are available at the One-Stop and accessible through the One-Stop system partners.

Iowa Workforce Development has a web link available through

<https://www.iowaworkforcedevelopment.gov/> in every county through any computer with internet access in Iowa over the last four years so citizens anywhere could get into computers to gain information about jobs, education, work requirements, financial literacy and multitudes of other information. Access to on-line services is web-based so customers can access information and search for work in the region from any computer.

Across the counties:

One-Stop system partners offer a variety of services throughout the region. Some examples: partners presentations of jobs that exist and the educational needs to gain entry into these jobs.

Local career fairs, targeted career fairs for individual businesses, career days and other types of events where citizens can be presented information about how to connect with employment and training and career opportunities.

Other outreach efforts include the Steer your Career Curriculum that is offered at all regional high schools to share information about career planning with the labor market in mind and workplace expectations. This curriculum offers information about career choices and employer expectations in the world of work.

Businesses are offered Tune your Talent workshops and trainings to help them improve their environments for their workforce and lead to better retention. As the WIOA implementation continues to roll out and new partnerships and relationships are created, the workforce system partners will be looking for additional access points and partners to widen the scope of all we do. This will include technology so even more citizens have access to our services and opportunities. More intentional services, referrals, partnering/sharing of services and co-enrollments will also be a part of the new WIOA workforce system in the region. IowaWORKS staff provide outreach and career services across the region on an itinerant basis for individuals or groups.

One-Stop center:
IowaWORKS
215 N. Elm
Creston, IA 50801
641-782-2119

Other points of access are available through the WIOA partners in the region
Vocational Rehabilitation Services: Main office (also co-located in the One-Stop)
IVRS

1501 W. Townline St.
Creston, Iowa 50801
641-782-8538

Services are available in the eight counties of region 14. Locations for service can be accessed by calling 641-782-8538

Iowa Department for the Blind
Samuel Negron, M.A., CRC
Vocational Rehabilitation counselor
Iowa Department for the Blind
524 4th Street
Des Moines, IA 50309-2364
Phone: (515) 344-7942

Adult Basic Education: Main office
Southwestern Community College
1201 W. Townline St.
Creston, Iowa 50801
641-782-1497

Additional AEL sites located in the eight counties of region 14 and can be accessed through 641-782-1497.

Refer to question D-8. Include how services are provided to remote areas, how technology is used and describe any other methods used to ensure full access to the entire service area and populations.

Describe how the regional board will work with core partners to ensure compliance with provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities.*

ADA review was completed in 2014 and the One-Stop center met minimum requirements. Recommendations were considered for improvement. IDB will be invited to provide an assessment for accessibility for blind customers if supportive technology tools are needed in the future, there is a process to address the new need. The Region 14 One-Stop system prohibits discrimination against individuals on the basis of age, disability, sex, race, color or national origin. The system promotes accessibility for all customers of the center and program services and is fully compliant with accessibility requirements. Adjustments are made as necessary to reach compliance as appropriate.

Refer to questions' D-13 and F-3. Be sure to include information on how the center will ensure that Iowans are not discriminated against on the basis of age, sexual orientation, gender, disability, sex, race, color, national origin or religion.

Regional Workforce Development Board Policies

Describe how the regional board will ensure the continuous improvement of eligible training providers and ensure that such providers meet the employment needs of local employers, workers, and job seekers:*

Performance statistics will be used to determine success of eligible training providers. This may include anecdotal information from students or groups of students who complete training programs, as well as businesses who hire workers with those skills so all available information can be included in this research. This information will be shared with the training provider through direct contact or partner meetings, or sector board meetings as appropriate to share for continuous improvement. This analysis can also be completed as part of the WDB14's regularly scheduled meetings with needs assessments being completed/reviewed as necessary. Regional labor market information will be utilized with this review.

Refer to question F-2.

Attach the regional board's process to meet priority of service requirements:*

[WDA14 Priority of Service Policy.docx](#)

Refer to question F-9.

Provide the regional board's definition of self-sufficiency. Describe the process used to define self-sufficiency: *

In general, a self-sufficiency wage is defined as employment which when combined with the wages of all other family members, brings the entire family income to at least 150% of the United States Department of Labor's LLSIL. Client may elect their own level of self-sufficiency if they take a job that meets their needs. This customer choice will be noted in case notes for those customers who are case managed.

The process to deliver self-sufficiency is done by providing access to information regards the local labor market, skills needed (including soft skills), education to gain skills that can result in self-sufficient wages, and career pathways for a vision of the future and how the customer can get ahead to improve their wages over time and acquisition of additional skills.

Refer to question F-10.

Attach the regional board's Individual Training Account Policy:*

[WDA14 ITA Policy.docx](#)

Attach the regional board's policy(ies) on supportive services for core partners:*

[WDA14 Supportive Services Policy.docx](#)

Refer to question F-5.

Regional Workforce Development Board Fiscal Policies

Describe the regional board's process for awarding service provider contracts for activities carried out under WIOA Title I: *

Procurement Policy and Procedures

Purchases:

MATURA adopted the Office of Management and Budget circulars as the procedures to use for purchasing items with WIOA funds. In addition, the grantee will also be expected to follow all state guidelines and directions for the purchase of such items as computers and related peripherals.

The WDB14 is given the budgets provided by the state on an annual basis. They in turn pass these budgets amounts onto the MATURA Fiscal Officer to begin the development of a localized budget. Input is sought from the WDB14 in this budget.

Contracts for training and program services and sub grantees:

Currently no subgrants or contracts are used in WDA14 for Title 1. Reserved for update/inclusion if needed in the future.

Currently, the only training services provided by community-based organizations relates to PROMISE JOBS service provision. PROMISE JOBS is not a Department of Labor WIOA program and thus, this contractual situation does not apply.

General Provisions:

In all circumstances, the provider will adopt and adhere to OMB circulars and follow GAAP for governmental entities.

Sole source or non-competitive procurement may be used only when competitive procurement processes are not feasible or they may have a negative impact upon the program. In those limited situations, procurement may be conducted on a negotiated rather than a competitive basis.

All steps of the procurement process will be documented in accordance with 29 CFR Part 95 or 29 CFR Part 97.

WDA14 RFP process is used to consider appropriate service providers and receive responses that are used in the decision making process for the selection process as described below:

Detail of RFP process:

The Workforce Innovation and Opportunity Act require that basic and individualized services for the Adult program and the Dislocated Worker program be provided through the One-Stop Center. The Act also indicates that these services, for the two separate WIOA programs, may be provided by one entity or a number of different entities. WDB14 and CEOs must therefore determine the most effective and efficient manner to provide these services in the Region. The Act requires that Adult and Dislocated Worker Providers be selected via a competitive process. The WDB14 and CEOs must also determine which Service Providers will be responsible for ensuring that WIOA performance standards are met, and that the Service Provider(s) responsible for performance have the authority to make enrollment decisions for the participants for whom they are responsible for performance. In selecting Service Providers under WIOA, the WDB14 may use the following procedure, or may develop a more formal procurement procedure.

Designation Procedure

At a minimum, the procedure to designate the Adult/Dislocated Worker Service Provider(s) in Region 14 must include the following:

1) Public Notice

A public notice must be published. The public notice must indicate that the WDB14 will hold a meeting to select the Service Provider(s) to provide basic and individualized services for the Adult and Dislocated Worker programs under Title I of the Workforce Innovation and Opportunity Act. The notice must list the criteria that will be used in the selection of the Service Provider(s), and must also invite interested entities to give presentations and answer questions relating to the selection criteria listed below. Notices should also be mailed to potentially interested entities within the local region.

2) Public Meeting

The WDB14 must conduct a public meeting to obtain information from entities interested in providing basic and individualized services in the local region and to reach an Agreement as to the selection of the Service Provider(s).

3) Criteria for Selecting Service Providers

The following are examples of criteria that could be considered and addressed in the selection of a Service Provider.

The effectiveness of the agency or organization in delivering comparable or related services based on documentation of: achievement of performance and service level requirements, previous audit and monitoring reports and capability of

the agency's fiscal unit to manage a similar type of program or project;

The likelihood of meeting performance goals based upon factors such as past performance, staff commitment, and availability of staff; and

The effectiveness of the agency or organization in minimizing the duplication of services, while at the same time maximizing the coordination with other agencies and organizations to provide the highest quality activities and services to the participants in the program. Other criteria as determined by the WDB14.

Youth Services Service Providers

The Act requires that Youth Service Providers be selected via a competitive process, and based on recommendations of the Youth Advisory Council. Since the delivery of the youth services could be accomplished through a number of different Service Providers, the WDB14 should initially designate a Youth Service Provider to coordinate the operation of the Youth Program and to provide eligibility, enrollment, objective assessment and individual service strategy services for youth. Additional Youth Service Providers could be designated at a later date.

Designation Procedure

At a minimum, the procedure to designate the Youth Service Provider(s) must include the following:

1) Public Notice

A public notice must be published. The public notice must indicate that the WDB14 will hold a public meeting to select a Youth Service Provider to coordinate the operation of the Youth Program, and to provide eligibility, enrollment, objective assessment and individual service strategy services for youth. The notice must list the criteria to be used in the selection of the Youth Service Provider(s) and must require that written proposals be submitted by a specific date. The notice must also invite interested entities that have submitted written proposals to give presentations and answer questions relating to the selection criteria at the public meeting. Notices must also be mailed to potentially interested entities within the local region.

2) Public Meeting

The WDB14 must conduct a public meeting to review the written proposals received, to obtain any additional information from entities submitting written proposals, and reach an Agreement as to the selection(s).

3) Criteria for Selecting Youth Service Providers

The following are examples of criteria that could be considered and addressed in the selection of a Service Provider:

The effectiveness of the agency or organization in delivering comparable or related services based on documentation of: achievement of performance and service level requirements, previous audit and monitoring reports and capability of the agency's fiscal unit to manage a similar type of program or project;

The likelihood of meeting performance goals based upon factors such as past performance, staff commitment, and availability of staff; and

The effectiveness of the agency or organization in minimizing the duplication of services, while at the same time maximizing the coordination with other agencies and organizations to provide the highest quality activities and services to the participants in the program.

Other criteria as determined by the WDB14.

The following programs are made available to youth within Region 14:

1. Tutoring, study skills training, dropout prevention strategies (RBS) (SEC)
2. Alternative secondary school services or dropout recovery services (SEC)
3. Experiential Learning ' Paid and unpaid work experiences that have as a component, academic and occupational education, which may include:
 - (i) Summer employment opportunities and other employment opportunities available (WEP)
 - (ii) Pre- apprenticeship programs (PRE)
 - (iii) Internships and job shadowing (INT), (SHW)
 - (iv) On-the-job Training (OJT)
4. Institutional/Occupational skill training shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations (OJT) (IST) (CUS) (APP) (ENT)
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster (PRE) (APP) (IST)
6. Leadership development opportunities (LDS)
7. Supportive services
8. Adult mentoring for a duration of at least 12 months (MEN)
9. Follow 'Up Services (PPS)
10. Comprehensive guidance and counseling (G&C)
11. Financial Literacy education (FIN)
12. Entrepreneurial skills training (ENT)
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available within the local area (JSP)
14. Activities that help youth prepare for and transition to postsecondary education and training (WEP), (MEN) (SEC)

The following is a list of additional activities and services that are available in Region 14 to support the 10 required youth services available:

Entrepreneurial Training (ENT) ;

Job Club (JBC) ;
 Job Search and Placement Activities (JSP) ;
 Pre-Employment Training (PET) ; and
 Skill Upgrading (SUG)

Support Services are those services that are necessary to enable a youth to participate in activities authorized under WIOA A/DW/Youth programs. The following types of support services are available in Region 14 or youth.

Clothing (occupationally required or required for interview)
 Dependent Care
 Counseling
 Healthcare
 Miscellaneous services
 Transportation

Given limited WIOA A/DW/Youth funding, not all support services allowable through the Workforce Innovation and Opportunity Act will be made available regionally. When a support service is not available through WIOA A/DW/Youth funding in Region 14 every effort will be made to partner with various service providers in the region and appropriate referrals will be provided to participants.

To meet the requirements of IWD field memo 15-09: Follow up services must be provided, as appropriate, including: counseling regarding the workplace, for participants in adult or dislocated worker activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment. If follow up services are declined, this should be noted in the customer record. All youth who exit services will receive follow up services for 12 months.

Refer to question C-12. Include the notice of availability, where and for how long notice is published, the evaluation methodology for selection and what specific considerations were used for making awards. Include process for contract review.

Provide the regional board's plan to meet the required 75% minimum youth expenditures for out-of-school youth, as well as the plan to meet the required 20% minimum for work experience.*

As a result of the 75% minimum out of school youth expenditure requirement under WIOA Youth program, Region 14 will utilize the following strategies to increase out-of-school youth enrollments:

Development of new partners, referral sources and outreach efforts to reach this specific population of youth. This has been successful already in this first year. Once new referrals were obtained, word-of-mouth became a successful method of finding more disconnected youth to help the region reach the 75% goal by the end of the 2nd year.

Continue commitment to offer services to in-school youth while expanding out-of-school youth services

Continue conversations and communication with area school districts and others about the WIOA Out-of-School Youth requirement.

Each youth referral will be reviewed individually. If a youth seems to have the necessary supports in place while they are in high school, but could benefit more from post high school services, enrollment may be delayed until after graduation. If a youth is struggling and could benefit from WIOA Youth services while in high school, the enrollment may be done as an in-school youth.

IowaWORKS Partner programs meet together regularly to staff referrals and to determine which program(s) would best meet the needs of each individual youth.

Partner with the Promise Jobs program to serve youth, and emphasize youth between the ages of 16 and 24 who have not yet built their plan for the future.

Partner with the Juvenile Justice System to serve more youth who have dropped from the education system prior to completion.

Youth Work Experience programs have always been a strong component of youth services within the region and this will be amplified with this new focus

The region offers work-based learning opportunities throughout the year through both the WIOA youth program and various partner programs.

Iowa Vocational Rehabilitation will partner with IowaWORKS to deliver work experience opportunities for disabled youth.

The region will ensure that at least 20% of the WIOA youth funds are expended on work experience types of activities (JSW, INT, OJT, etc.). The program staff are having success in engaging youth enrolled in WIOA activities in work-based learning activities, so it is expected that the 20% goal can be met or exceeded by the 2nd year of the program.

Refer to question E-6.

Provide a brief overview of the regional board's fiscal oversight and monitoring procedures.*

The board reviews the Service Proposal and approves the Service Provider for the WIOA A/DW/Y programs. This approval includes the fiscal agent who will manage the financial reports and obtain appropriate auditing services to ensure fiscal responsibility is maintained.

In addition, the service provider monitors financial files using a documented process and forms to ensure program funds are used appropriately case by case. The files are pulled at random to ensure a fair distribution of files are reviewed. 10% of the contracts written for customers are reviewed on a quarterly basis.

Refer to question F-1.

Additional Documentation

6/1/2016

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- Attach a [spreadsheet](#) of all Board Members: * [WDA14 WIOA board list.docx](#)
- Attach a copy of the current Regional by-laws: * [WDA14 bylaws.docx](#)
- Attach a copy of the current Priority of Services policy: * [WDA14 Priority of Service Policy.docx](#)
- Attach a copy of the current Oversight and Monitoring policy: * [WDA14 Monitoring policy.docx](#)
- Attach a copy of the current Supportive Services policy: * [WDA14 Supportive Services Policy.docx](#)
- Attach a copy of the current EEO Grievance procedure: * [WDA14 Equal Opportunity Grievance Procedure.docx](#)
- Attach a signed copy of the Certificate Regarding Debarment: * [WDA14 Debarment Form.pdf](#)
- Attach a [spreadsheet](#) of all public and State partner comments with the Board's response: * [4-25-16 WIOA Public Comments Response-Barb.docx](#)
- Attach a signed copy of the Signatory Page: * [WDA 14 signed-signature page.pdf](#)

Regional Workforce Development Board General Assurances

The Board and CEO agree to the General Assurances: *	Yes
Title: *	RWDB 14 Chair
Name: *	Jolene Griffith
Date: *	05/16/2016

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