

Southwest Iowa Local Workforce Development Board Local Plan 2022

BACKGROUND

Section 108 of WIOA and 20 CFR 679.500-560 requires that each Local Workforce Development Board (LWDB) develop and submit to the State, in partnership with the Chief Elected Official(s), a comprehensive plan on the current and projected needs of the local area’s one-stop delivery system. The law emphasizes the importance of collaboration and transparency in the development and submission of the plan.

The Local Plan is an action plan to develop, align, and integrate service delivery strategies and resources across the one-stop delivery system in a Local Workforce Development Area (LWDA). The Local Plan must support achievement of Iowa's vision, goals, and strategies as outlined in the State Plan and is implemented as a business-led, results-oriented, and integrated system.

This document provides a working outline of the local planning requirements included in the Workforce Innovation and Opportunity Act (WIOA), final regulations, and jointly-issued state policy. Further, this guidance will provide clarification on the submission process and timeline. This guidance should be used in conjunction with all state policies, including the [Local Planning](#) policy, to develop a comprehensive local plan that meets all requirements. WIOA Administration and Governance and Title I-B state policies can be located in the Iowa [ePolicy](#) website.

Outlined below is the State of Iowa’s vision for workforce and WIOA implementation as approved by the Iowa State Workforce Development Board. Please review the state vision and strategies as it is intended to inform the local planning process.

STATE OF IOWA WORKFORCE VISION AND STRATEGIES

Guided by Governor Reynolds’s vision to build a Future Ready Iowa, Iowa’s WIOA Unified State Plan establishes three goals and corresponding strategies for the state workforce system.

Iowa’s Vision:

Iowa’s workforce delivery system partners will collaborate to build a Future Ready Iowa. The system will provide the training and education needed to develop a pipeline of skilled workers who are prepared to meet the workforce needs of Iowa’s current and emerging industries. Iowa employers will have access to the skilled workforce needed to prosper in today’s global economy.

Goals and Strategies:

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

State Strategy 1.1: Expand and support the framework of sector partnerships that are championed by business and industry to drive career pathways.

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State Strategy 1.2: Grow the skilled labor force by advancing the Future Ready Iowa initiatives, resources and programming to all Iowans.

State Strategy 1.3: Collaborate with sector partnerships and Iowa employers to enhance work based learning opportunities for all Iowans.

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

State Strategy 2.1: Further develop and promote accessible career pathways to all Iowans.

State Strategy 2.2: Educate the system, partners and communities about the programs, initiatives, resources and opportunities available to up-skill the workforce.

State Strategy 2.3: Educate the system, partners and communities about the programs, initiatives, resources and opportunities available to up-skill the workforce.

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

State Strategy 3.1: Align workforce programs and initiatives to improve service delivery and outcomes for all Iowans.

State Strategy 3.2: Ensure seamless access to programs and services of the workforce delivery system to all Iowans. Seamless access to programs and services means the information is easy to follow and find on appropriate workforce and business websites and other access points that technology takes advantage of for information availability.

State Strategy 3.3: Continuous improvement of the system to ensure no programmatic or physical barriers exist to accessing programs and services by all Iowans.

Each goal has identified outcomes and measures that will be tracked statewide in order to gauge progress and to better understand our system's success in working towards this shared vision and shared goals. These goals and strategies should help all Iowa workforce delivery system partners consider how services are delivered, whether the services are reaching in need populations, and where improvements are needed to help address gaps in the system.

As primary contributors to the development of these strategies, LWDBs will be expected to communicate how they will support Iowa's growth with these strategies. Instructions are provided further in the guidance.

LOCAL PLAN TIMELINE AND SUBMISSION

TIMELINE

WIOA requires each LWDB to submit a comprehensive 4-year plan, with a required review at the end of the first 2-year period of the plan. With the realignment of local workforce development areas and continued WIOA system transformation in Iowa throughout Program Years 2019 and 2020, Iowa will

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require the following timeline for development of local plans, to ensure all local plans cycles are consistent with the state planning cycle beginning in Program year 2024.

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DEADLINES CHART

DEADLINE	KEY TASK
January 15, 2021	Local Planning Guidance published
August 13, 2021	Suggested deadline to post local plan for required 30-day public comment period
September 15, 2021	Suggested deadline for end of public comment period
October 1, 2021	Deadline to submit Local Plans to State for review
January 1, 2022	Effective date of Local Plans for PY21 – PY23
April 1, 2023	Deadline for submission of PY24 – PY27 4-year Local Plans

Local Plans will be reviewed in the order received by the Iowa State Core Partner Working Group.

SUBMISSION

Each local plan is required to be submitted on or before the deadline of 12:59pm October 1, 2021 within the IowaGrants.gov system. Additional training and guidance on this system will be provided at a later date. The submission of the plan will follow the outline of local plan contents below.

LOCAL PLAN CONTENTS

The following sections are designed to function as an outline of the local plan sections. The required content sections are in outline form, while additional “Notes” are included under some sections to provide additional guidance and suggestions for plan contents. Each section of the outline will be a section within the IowaGrants system for submission of the plan. With the “Notes” sections removed, the outline can be used to draft your responses to each section and to create a draft plan to post for public comment.

SECTION 1 – INFRASTRUCTURE

A description of the local workforce development system in the local area.

1. Describe the local workforce delivery system in the local workforce development area (LWDA), including the following:
 - a. Name of the LWDA: Southwest Iowa Workforce Area
 - b. Identification of the counties included in the LWDA: Adams, Adair, Clarke, Decatur, Ringgold, Taylor, Montgomery, and Union.
 - c. A roster of all LWDB members, including the organization representing and title/role and the city/county each is from, and identification of the LWDB Chairperson. Roster is available: <https://www.iowawdb.gov/southwest-iowa/members>

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- d. Identification of Subcommittees of the LWDB and the chair of each
 - Executive Committee-Katrina Fleharty
 - Operations Committee-To Be Determined
 - Finance Committee-Carol Smith
 - Youth Standing Committee-Kim Bishop
 - Disability Access Committee-Sarah Baebler, IDB; IVRS Rep. Co-chair

- e. Identification of the Fiscal Agent (entity responsible for disbursement of Title I grant funds)
 - Southern Iowa Rural Conservation and Development
- f. Identification of all LWDB Staff and brief description of their role(s): Michelle Wilson, executive director: comprehensive board support duties
- g. Identification of the competitively selected WIOA Title I Adult, Dislocated Worker, and Youth service providers: MATURA Action Corporation
- h. Identification of the One-Stop Operator for the local area: A One-Stop Operator has not yet been designated for Southwest Iowa.
- i. Identification of the office locations in the local area, including:
 - i. Comprehensive One-Stop location

IowaWORKS Creston
215 N. Elm

Creston, IA 50801

Affiliated sites: None

- ii. Specialized Centers: None

- j. A description of the process used to draft the local plan

Core partners collaborated on the Local Service Plan while using the Unified State Plan to provide guidance and direction. Multiple core partner meetings were held to develop the plan. A Google Drive was set up to be able to collaboratively work on it together between meetings. Once a draft was completed, it was presented to the Local Workforce Development Board for review.

SECTION 2 – STRATEGIC PLANNING ELEMENTS

Questions in this section are designed to address the aspects of the local area’s labor force, such as its composition and the determination of skills gaps between the talent needed by employers in the local area and the knowledge and skills held by workers and job seekers. It is recommended that these plans include data samples and streamlined graphics and tables that support the narrative provided. The local board must cite the source(s) used to collect all or part of the local area labor market

1. **Economic Analysis:** Include a local area analysis of the:
 - a. Economic conditions including existing and emerging in-demand industry sectors and occupations.
 - b. Employment needs of employers in existing and emerging in-demand industry sectors and occupations.

Short Term Industry Projections thru 2022 for Southwest Iowa Workforce Area are as follows:

SOUTHWEST IOWA INDUSTRY PROJECTIONS (2020Q2 - 2022Q2)

Industry Description	NAICS Code	2020Q2 Estimated Employment	2022Q2 Projected Employment	Total Growth	Percent Change
Total All Industries (Nonag)	000	25,065	27,260	2,195	8.76%
Self Employed and Unpaid Family Workers	671	2,985	3,020	35	1.2%
Support Activities for Agriculture	115	60	65	5	8.3%
Construction of Buildings	236	160	170	10	6.3%
Heavy and Civil Engineering Construction	237	145	145	0	0.0%
Specialty Trade Contractors	238	620	640	20	3.2%
Food Manufacturing	311	1,335	1,350	15	1.1%
Printing and Related Support Activities	323	100	110	10	10.0%
Chemical Manufacturing	325	115	120	5	4.3%
Nonmetallic Mineral Product Manufacturing	327	395	400	5	1.3%
Primary Metal Manufacturing	331	315	320	5	1.6%
Fabricated Metal Manufacturing	332	215	240	25	11.6%
Machinery Manufacturing	333	1,245	1,255	10	0.8%
Electrical Equipment, Appliance and Component Manufac.	335	80	85	5	6.3%
Transportation Equipment Manufacturing	336	85	100	15	17.6%
Miscellaneous Manufacturing	339	120	125	5	4.2%
Motor Vehicle and Parts Dealers	441	350	390	40	11.4%
Furniture and Home Furnishings Stores	442	20	30	10	50.0%
Building Material and Garden Equipment	444	230	235	5	2.2%
Food and Beverage Stores	445	750	770	20	2.7%
Health and Personal Care Stores	446	95	110	15	15.8%
Clothing and Clothing Accessories Stores	448	20	40	20	100.0%
Sporting Goods, Hobby, Book and Music Stores	451	10	20	10	100.0%
General Merchandise Stores	452	490	500	10	2.0%

Miscellaneous Store Retailers	453	50	65	15	30.0%
Rail Transportation	482	75	80	5	6.7%
Truck Transportation	484	370	390	20	5.4%
Transit and Ground Passenger Transport	485	335	515	180	53.7%
Postal Service	491	185	180	-5	-2.7%
Couriers and Messengers	492	85	95	10	11.8%
Warehousing and Storage	493	155	160	5	3.2%
Publishing Industries	511	45	50	5	11.1%
Motion Picture and Sound Recording	512	20	25	5	25.0%
Telecommunications	517	205	235	30	14.6%
Insurance Carriers and Related Activities	524	170	200	30	17.6%
Professional, Scientific, and Technical Services	541	300	310	10	3.3%
Management of Companies and Enterprises	551	55	60	5	9.1%
Administrative and Support Services	561	440	595	155	35.2%
Waste Management and Remediation	562	55	60	5	9.1%
Educational Services	611	2,705	3,005	300	11.1%
Ambulatory Health Care Services	621	585	695	110	18.8%
Hospitals	622	1,365	1,395	30	2.2%
Nursing and Residential Care Facilities	623	1,315	1,335	20	1.5%
Social Assistance	624	530	625	95	17.9%
Performing Arts, Spectator Sports, and Related Industries	711	5	10	5	100.0%
Amusement, Gambling, and Recreation Industries	713	105	185	80	76.2%
Accommodation	721	250	465	215	86.0%
Food Services and Drinking Places	722	870	1,250	380	43.7%
Repair and Maintenance	811	300	310	10	3.3%
Personal and Laundry Services	812	65	90	25	38.5%
Religious, Grantmaking, Civic, Professional Organizations	813	290	315	25	8.6%
Private Households	814	5	25	20	400.0%
Local Government, Excluding Education and Hospitals	930	1,165	1,265	100	8.6%

* Information on this NAIC suppressed

Totals may not equal due to rounding

Source: Labor Force and Occupational Analysis Bureau, Iowa Workforce Development

Short-Term Industry Projections thru 2022 for Southwest Iowa Workforce Area needs in the marketplace are summarized to a top 12 as follows:

1. Truck driving, transportation, material moving, bus drivers top the list of anticipated needs at over 600 workers needed. Multiple industries in the area rely on the trucking industry to get their manufactured products out to their customers. Raw materials needed for nearly every business require trucking. This need is not limited to this area of the state or nation as there remains a great need that existed even prior to the pandemic. Average wage for tractor-trailer drivers is \$27/hour, \$17 for material movers and \$12 for stock clerks.

2. Nursing, personal care, healthcare support, social services and healthcare techs as well as services within the healthcare industry will need over 500 workers. Average wages range from \$26/hr for registered nurses to \$12/hr for nursing assistants, or \$11 for personal care aides.
3. Management jobs needed will total over 400 across all industries. Average wages for retail supervisors is \$14/hr, for food prep supervisors the average is \$13/hr, office supervisors average \$21 and in manufacturing the average wage is \$23/hr.
4. Food service and preparers and wait staff and servers will need over 400 workers as well. The average wage is \$11/hr
5. Sales and related anticipate over 450 workers will be needed. Retail sales average \$12/hr for wages
6. Farming and agriculture jobs will need 520 workers to fill their needs for growth and replacement. Wide range of wages from \$9 entry level to \$20 experienced
7. Building grounds and maintenance, janitors, installers and repairers will need nearly 300 workers. Average wages for janitors and housekeepers is \$11/hr and \$16 for maintenance workers.
8. Production/factory jobs will require nearly 450 workers, Average wage is \$16/hr
9. Office administrative, business and finance will require 550 workers. Wide range of wages from \$13/hr to over \$40/hr
10. Education and library jobs will need 225 workers to fill openings. Wide range of wages from \$9/hr to over \$30/hr
11. Cashiers needed will total 240 openings to be filled. Wages average \$9/hr
12. Construction jobs will need 140 workers. Wide range of wages from \$14 to over \$25/hr

These 12 categories can be used to develop the necessary sector partnerships to further understand the needs of the business community beyond the numbers derived from just looking at the data.

Long-Term Industry Projections thru 2028 for Southwest Iowa Workforce Area are as follows:

Region Fourteen Projections (2018 - 2028)					
		2018	2028		
Industry Description	NAICS Code	Estimated Employment	Projected Employment	Total Growth	Percent Change
Total All Industries (Nonag)	000	24,050	25,975	1,925	8.0%
Self Employed and Unpaid Family Workers	671	3,000	3,250	250	8.3%
Support Activities for Agriculture	115	100	130	30	30.0%
Construction of Buildings	236	110	120	10	9.1%
Heavy and Civil Engineering Construction	237	110	120	10	9.1%
Specialty Trade Contractors	238	525	590	65	12.4%
Food Manufacturing	311	1,405	1,425	20	1.4%

Wood Product Manufacturing	321	85	95	10	11.8%
Chemical Manufacturing	325	115	120	5	4.3%
Nonmetallic Mineral Product Manufacturing	327	405	410	5	1.2%
Machinery Manufacturing	333	1,405	1,425	20	1.4%
Transportation Equipment Manufacturing	336	145	160	15	10.3%
Merchant Wholesalers, Durable Goods	423	340	355	15	4.4%
Merchant Wholesalers, Nondurable Goods	424	700	720	20	2.9%
Wholesale Electronic Markets and Agents	425	15	15	0	0.0%
Motor Vehicle and Parts Dealers	441	310	350	40	12.9%
Food and Beverage Stores	445	775	800	25	3.2%
Gasoline Stations	447	655	725	70	10.7%
General Merchandise Stores	452	510	530	20	3.9%
Truck Transportation	484	410	535	125	30.5%
Transit and Ground Passenger Transport	485	370	385	15	4.1%
Couriers and Messengers	492	85	90	5	5.9%
Warehousing and Storage	493	165	210	45	27.3%
Credit Intermediation and Related Activities	522	435	440	5	1.1%
Securities, Commodity Contracts, and Other Investments	523	20	25	5	25.0%
Insurance Carriers and Related Activities	524	170	195	25	14.7%
Real Estate	531	75	85	10	13.3%
Professional, Scientific, and Technical Services	541	340	370	30	8.8%
Management of Companies and Enterprises	551	90	110	20	22.2%
Administrative and Support Services	561	585	720	135	23.1%
Waste Management and Remediation	562	50	65	15	30.0%
Educational Services	611	2,995	3,100	105	3.5%
Ambulatory Health Care Services	621	610	765	155	25.4%
Hospitals	622	1,355	1,445	90	6.6%
Nursing and Residential Care Facilities	623	1,490	1,700	210	14.1%
Social Assistance	624	595	700	105	17.6%
Amusement, Gambling, and Recreation Industries	713	185	200	15	8.1%
Accommodation	721	470	540	70	14.9%
Food Services and Drinking Places	722	1,225	1,270	45	3.7%
Repair and Maintenance	811	270	290	20	7.4%
Personal and Laundry Services	812	95	100	5	5.3%
Local Government, Excluding Education and Hospitals	930	1,235	1,275	40	3.2%
* Information on this NAIC suppressed					
Source: Labor Market and Economic Research Bureau, Iowa Workforce Development					

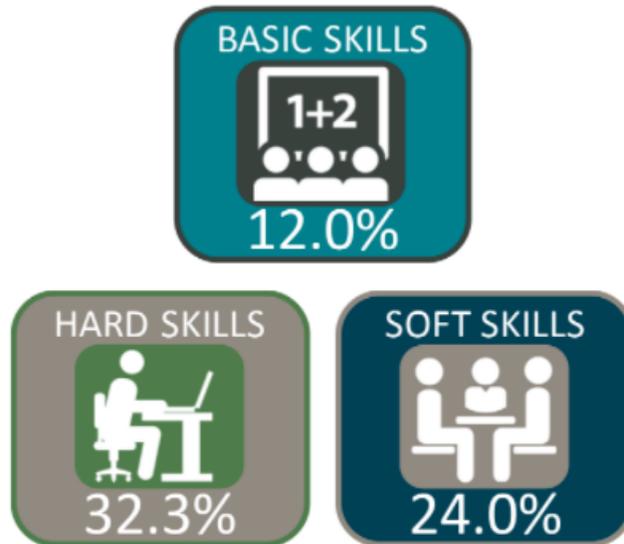
Southwest Iowa Workforce Area Emerging and In-Demand Occupational Sectors are as follows:

SOC ^[1]	Occupational Title	2018 Estimated	2028 Projected	Numeric Change	Annual Growth Rate (%)	Exits [a]	Transfers [b]	New (Growth) [c]	Total [a+b+c]
00-0000	Total, All Occupations	33,460	35,100	1,640	0.5	1,585	2,365	165	4,115
41-0000	Sales & Related Occupations	2,920	3,060	140	0.5	185	260	15	460
51-0000	Production Occupations	3,825	3,830	5	0.0	150	295	0	445
11-0000	Management Occupations	4,395	4,535	135	0.3	215	195	15	425
53-0000	Transportation & Material Moving Occupations	3,110	3,350	240	0.8	160	240	25	425
43-0000	Office & Admin Support Occupations	3,715	3,605	-110	-0.3	185	240	-10	410
35-0000	Food Preparation & Serving Related Occupations	2,040	2,175	135	0.7	140	210	15	370
11-9013	Farmers, Ranchers, & Other Agricultural Mgrs	2,855	2,905	45	0.2	180	105	5	290
41-2011	Cashiers	1,240	1,270	30	0.2	110	125	5	240
25-0000	Educ, Training, & Library Occupations	2,290	2,405	115	0.5	100	115	10	225
39-0000	Personal Care & Service Occupations	985	1,180	195	2.0	75	90	20	180
45-0000	Farming, Fishing, & Forestry Occupations	1,070	1,070	0	0.0	40	130	0	175
49-0000	Installation, Maintenance, & Repair Occupations	1,450	1,555	105	0.7	45	100	10	155
37-0000	Building & Grounds Cleaning & Maintenance Occupations	970	1,050	75	0.8	55	75	10	140
47-0000	Construction & Extraction Occupations	1,190	1,285	100	0.8	40	90	10	140
31-0000	Healthcare Support Occupations	960	1,100	140	1.5	55	65	15	130
29-0000	Healthcare Practitioners & Tech Occupations	1,560	1,735	175	1.1	45	55	20	115
53-3032	Heavy & Tractor-Trailer Truck Drivers	865	975	110	1.3	40	65	10	115
13-0000	Business & Financial Operations Occupations	965	1,000	35	0.4	30	65	5	100

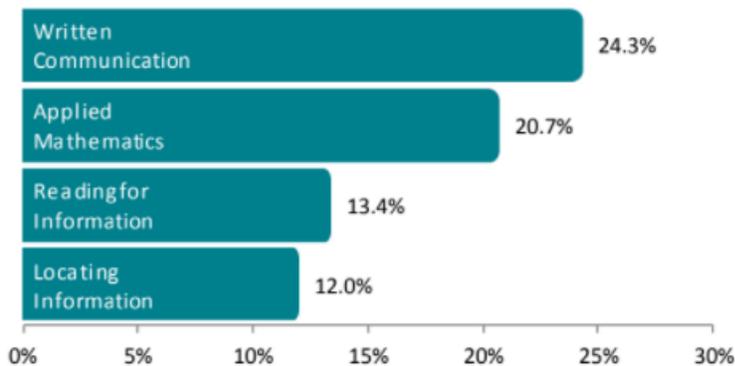
NOTE: Planners should describe and analyze local labor market information data so as to articulate the local area’s economic conditions and employment needs of employers. This includes: identification of key industry sectors, identification of existing and emerging in-demand industry sectors and occupations based on growth, demand projections, etc. In providing an analysis in this section, LWDBs may use an existing analysis of the local rea economy to meet the requirements, as long as it is within a year of final submission. [20 CFR 679.560(a)(1)(iii)]. Best Practices for this section include: conducting surveys and focus groups with employers to identify their needs, consultation with local sector boards, consultation with local chambers of commerce, consultation with local area business services teams, etc.

2. **Workforce Analysis:** Include a current analysis of:
 - a. The knowledge and skills needed to meet the employment needs of employers in the local area, including employment needs in in-demand industry sectors and occupations.
 - b. An analysis of the local workforce, including current labor force employment and unemployment data, information on labor market trends, and education and skill levels of the workforce, including individuals with barriers to employment.

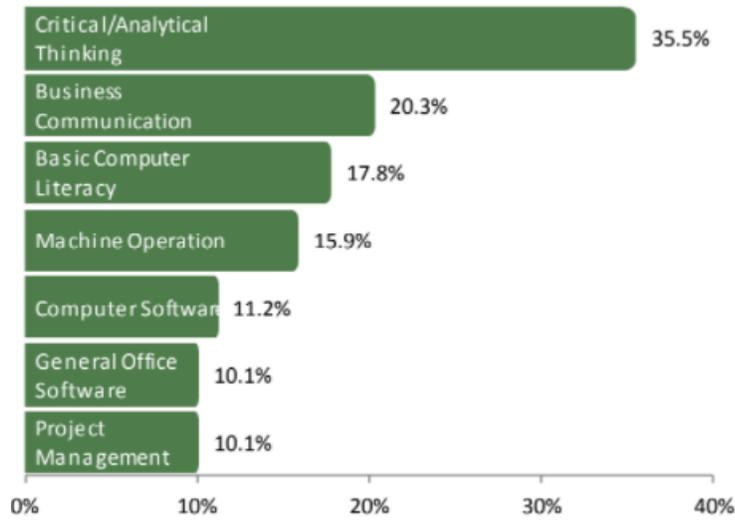
Percentage of Employers That Perceive A Lack of Skills Among Applicants Across All Categories



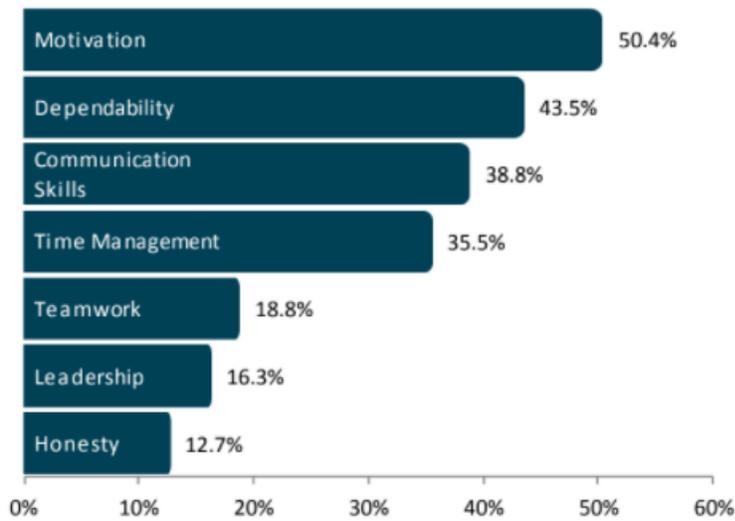
Basic Skills Lacking in Applicants



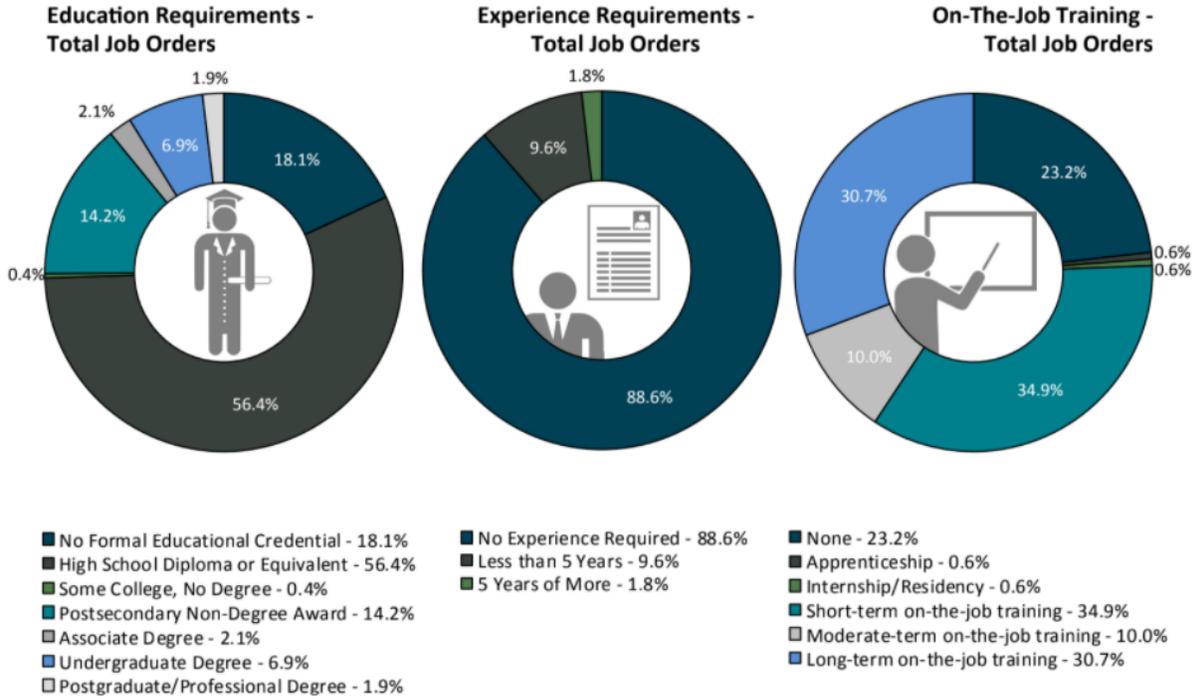
Occupational “Hard” Skills Lacking in Applicants



Interpersonal “Soft” Skills Lacking in Applicants



Southwest Iowa Local Workforce Area Education and Training Requirements:



CRESTON LABORSHED ANALYSIS

EMPLOYMENT STATUS (ESTIMATED TOTAL)*



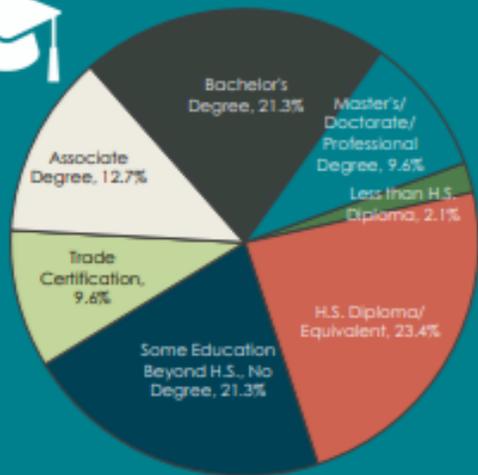
*Employment status is self-identified by the survey respondent. The unemployment percentage above does not reflect the unemployment rate published by the U.S. Bureau of Labor Statistics, which applies a stricter definition.



EMPLOYED: LIKELY TO CHANGE

- An estimated **6,401** employed individuals are likely to change their current employment situation for an opportunity in Creston
- Current occupational categories:

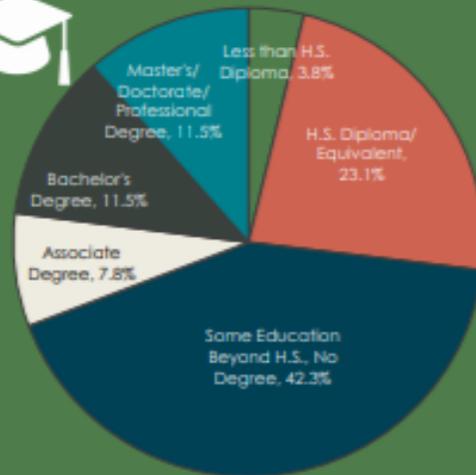
Professional, Paraprofessional, Technical	34.9%
Production, Construction, Material Moving	18.1%
Clerical	16.9%
Service	15.7%
Sales	7.2%
Managerial	4.8%
Agricultural	2.4%
- Current median wages: \$
 - \$15.00/hour and \$58,500/year
 - \$20.00/hour - attracts 66%
 - \$23.50/hour - attracts 75%
- 74.5% have an education beyond HS



UNEMPLOYED: LIKELY TO ACCEPT

- An estimated **400** unemployed individuals are likely to accept employment in Creston
- Former occupational categories:

Service	25.1%
Production, Construction, Material Moving	25.0%
Professional, Paraprofessional, Technical	20.8%
Clerical	12.5%
Agricultural	8.3%
Managerial	8.3%
- Median wages: \$
 - \$14.50/hour - lowest willing to accept
 - \$15.18/hour - attracts 66%
 - \$16.93/hour - attracts 75%
- 73.1% have an education beyond HS



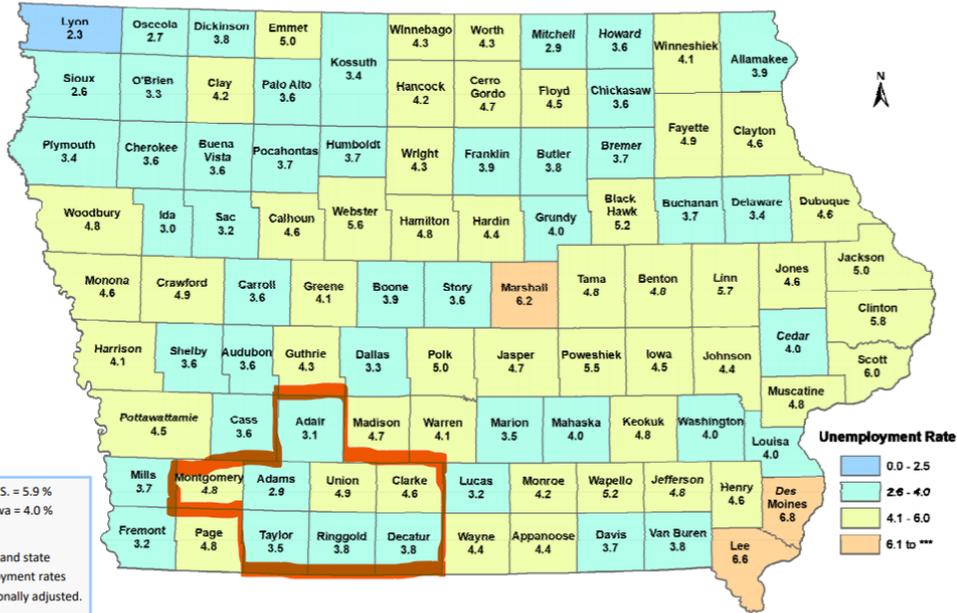
Unemployment Data Southwest Iowa Local Workforce Area

July 2021 Local Unemployment Claims: Monthly Filings (January 2021-July 2021)

Source: Iowa Workforce Development, LMI Division

LWDA	Office	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21
Northeast Iowa	Dubuque	1660	1215	1757	1328	955	583	595
	Decorah	752	415	498	302	270	164	141
	Mason City	1035	835	1382	1273	835	589	518
	Waterloo	1920	1323	2223	1861	1156	956	662
Northwest Iowa	Spencer	1035	458	730	609	459	309	261
North Central Iowa	Fort Dodge	692	468	811	610	445	452	236
Mississippi Valley	Davenport	3357	3188	4367	3832	1886	1341	1264
	Burlington	1605	1401	2135	1778	1306	894	765
East Central Iowa	Cedar Rapids	3420	3079	6251	4076	2365	1580	1240
	Iowa City	2161	1765	3766	2727	1658	1219	652
Central Iowa	Ames	1191	1154	1513	1072	757	420	317
	Des Moines	6746	5352	9836	6815	4940	3033	2142
Western Iowa	Sioux City	1367	1015	1731	1174	929	597	439
	Council Bluffs	1135	875	1382	1107	811	587	328
	Denison	496	270	446	363	236	194	142
Southwest Iowa	Creston	632	543	723	529	398	233	196
South Central Iowa	Marshalltown	734	575	689	582	504	288	218
	Ottumwa	1046	835	1171	927	625	593	357
TOTAL		30984	24766	41411	30965	20535	14032	10473

Iowa Unemployment Rates by County June 2021



Source: Labor Market Information Division, Iowa Workforce Development

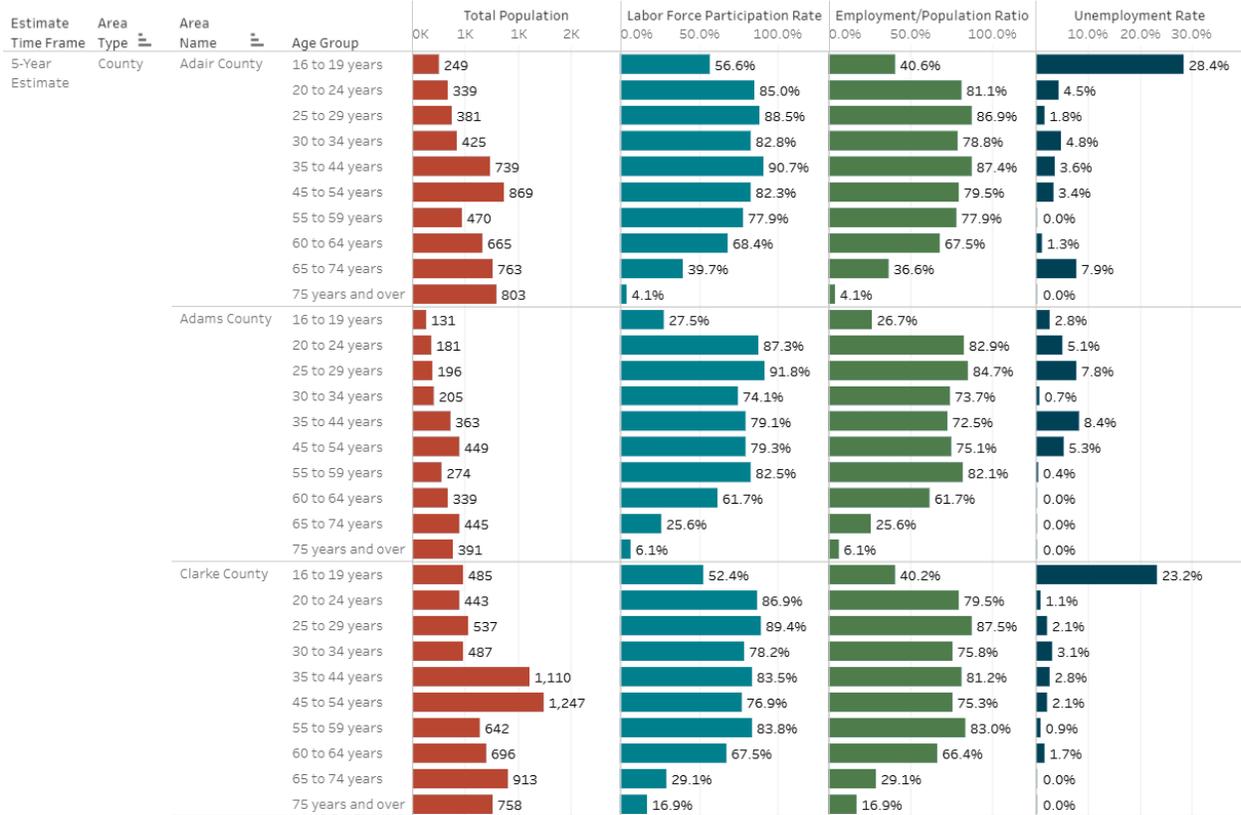
Weekly Unemployment Claim Data: Southwest Iowa Local Workforce Area Counties:

Initial Claims and Continued Weeks Claims by Week (Adair, Adams, Clarke and 5 more)

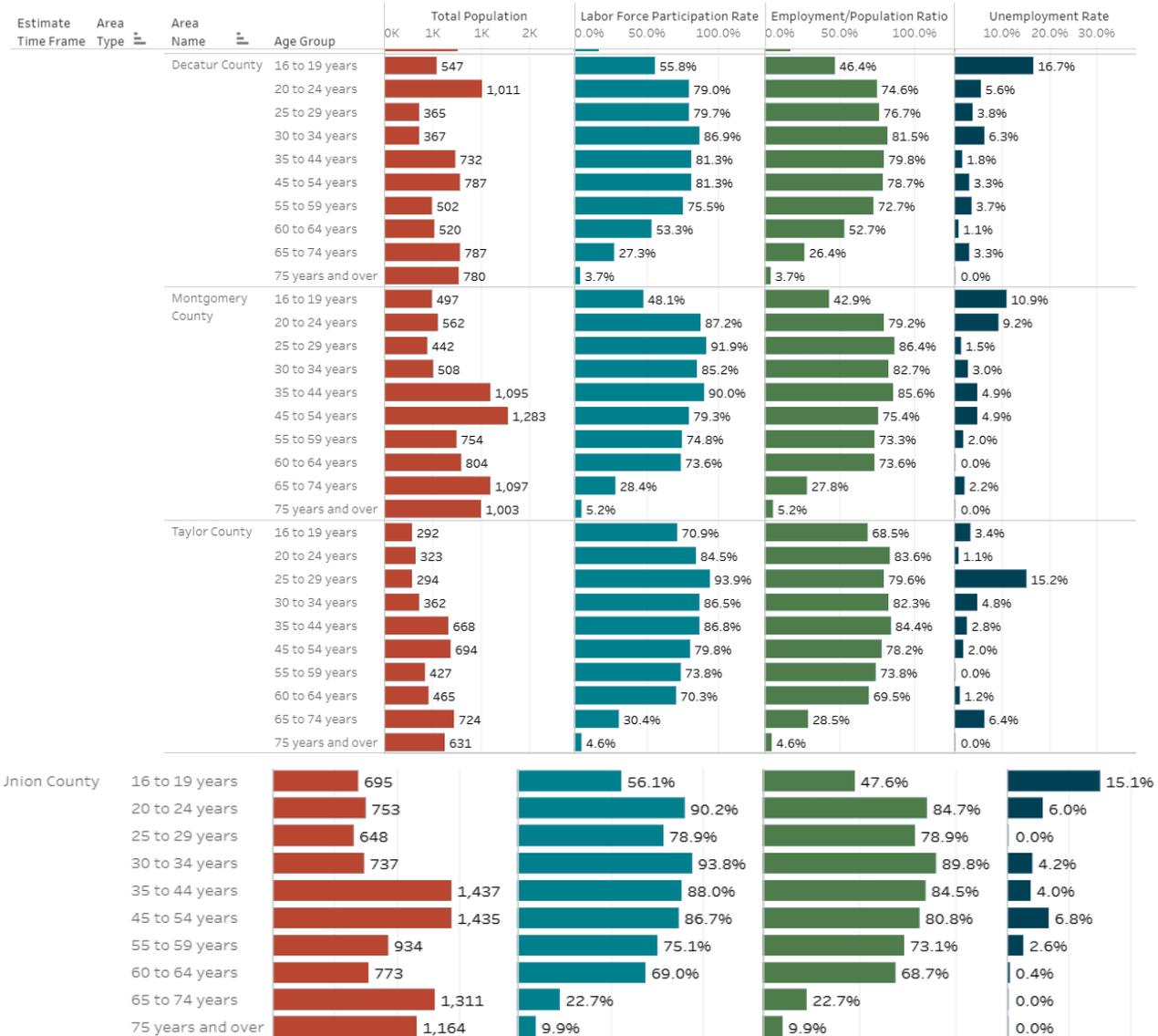
Day of Week E..	Continued Claims	Initial Claims
July 31, 2021	300	33
July 24, 2021	310	24
July 17, 2021	351	59
July 10, 2021	328	43
July 3, 2021	329	28
June 26, 2021	357	24
June 19, 2021	382	30
June 12, 2021	385	48
June 5, 2021	422	41
May 29, 2021	502	75
May 22, 2021	456	88

Source: Iowa Workforce Development, Labor Market Information Division, Unemployment Insurance Statistics (UI Stats) Program

Age (16 years and over): Adair County, Adams County, Clarke County and 4 more



Age (16 years and over): Adair County, Adams County, Clarke County and 4 more



Source: Iowa Workforce Development, ACS Survey, Iowa Laborforce Data

Short Term Industry Projections thru 2022 for Southwest Iowa Workforce Area needs in the marketplace are summarized in local Needs Assessments and Laborshed Analysis as well as employment data. Beyond the categories of the needs of the market in filling job openings to plan for demand and growth of the various businesses that make up the area, it must be understood that there are qualifications of the workforce that need to be addressed to complete the plan for filling the needs. Local laborshed analysis gives some of the information needed to complete any planning. The laborshed included workers living beyond the boundaries of the local workforce area and includes those workers within commuting areas who contribute to the business within the area.

The laborshed analysis shows:

1. Number of residents willing to change employment at 28%
2. Unemployed and willing to accept employment at 67%
3. Homemakers likely to accept employment at 48%
4. Retired willing to accept employment at 15%

Area needs assessment shows:

1. Education requirements vary from no formal education requirements for some entry level jobs to high school diplomas and post-secondary education per job needs and skill levels required
2. Basic skills requirements of written communication, applied mathematics, reading for information and locating information are required for every job in various levels of competency and can be measured through the NCRC assessment under the Skilled Iowa initiative
3. Hard skills requirements vary from job to job and entail those skills that are required to do the job. These include analytical skills, managerial skills, physical ability, knowledge and experience and vary widely per job
4. Soft skills requirements are skills associated with an individual's habits, personality and character and include timeliness, responsibility, integrity and self-esteem as well as interpersonal skills such as leadership, customer service and teamwork. Individuals with strong soft skills are, generally, well suited to working with others, a requirement for nearly every job.

Businesses' needs vary for each of these categories from job opening to job opening but respondents to the recent needs assessment show that businesses perceive that 12% of applicants lack basic skills, 24% lack soft skills and 32% lack the hard skills necessary. Therefore, planning for workforce needs will include programming and education that improves these skills for workers success and business success in growing their businesses, workers success and ultimately the areas success in attracting growth and sustainability.

Businesses find these other distractions from filling workforce openings

1. Inability for applicants to pass background checks or drug tests
2. Lack of number of applicants
3. Lack of qualified applicants
4. Local competition
5. Applicant expectations for benefits packages
6. Applicant expectations for wages
7. Applicant expectations for hours/shifts

NOTE: The narrative should focus on characteristics of the local area population such as age distribution, educational attainment levels, individuals with barriers to employment, and employment status. This section should focus on trends in each of these areas and explain why some of these groups are harder or easier to serve. The

response should explain how the local area identifies skills gaps between the existing labor force and the needs of area employers and the qualifications of the existing workforce. The narrative may also be supported by identifying the certifications, degrees or fields of study most in-demand in the local area, identifying the employability skills most desired by employers in the area, identifying special populations that exist in the area and any policy/service implications to meet the needs of these individuals, etc.

3. Workforce Development, Education and Training Analysis: Include an analysis of:
a. The strengths and weaknesses of workforce development activities.

Strengths:

- **Strong Collaboration:** Regular meetings between core partners to collaborate and support common clients and job-seekers’ employment and training goals. A smaller, rural office allows on-site collaboration between core partners to maintain positive working relationships, which benefits job seekers. Partners collaborate, not duplicate services. Integrated Resource Team meetings and referral system.
- **Outreach Partnerships with Business and Industry:** Established partnerships with local businesses are key for an effective labor exchange. Southwest Iowa has a history of engaged networking with local businesses.
- **Innovation:** A smaller, tight-knit partner group is able to respond creatively and timely to emerging needs in the workforce. -Providing a service delivery model that includes all partners and extended partners.
- **Strong Educational Partnerships:** IET projects including counseling, support and wraparound services. Career exploration using O-NET, and Career Coach. Free adult literacy classes and employability workshops. Distance Education opportunities. Free HiSET scholarships and transportation vouchers. GAP/PACE to provide free short term training programs for clients in One-Stops.
- **Community Collaboration:** Family TIES-Union County group who meet monthly to discuss program updates, support services, and activities in the area.

Weaknesses:

- **Rural Population/Lack of Critical Mass to Fill Positions: Additional talent recruitment is needed in order to fill current and anticipated vacancies for local employers.**
- **Lack of Sector Partnerships and Registered Apprenticeship:** While Southwest Iowa had a strong start with RA initiatives, a lack of current buy-in from local employers connected to Registered Apprenticeship is a concern and an opportunity to re-energize work-based learning.

- Under-Resourced Staff and Staffing Shifts in the Workforce Delivery System: With staffing shifts experienced during realignment and staff changeover, project continuity and consistency has struggled. We see this as an opportunity to reset our systems to rebuild and restructure.
- Collaboration with Employers and K-12 partners: A need to re-engage and connect businesses, K-12 partners, and job-seekers exists due to COVID-19 closures, as well as staffing/realignment shifts.
- Post-COVID Low Center Engagement: A need for re-engagement and outreach after office closures due to the pandemic. Innovation and reimagining service delivery in the post-COVID era.

B. Capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment.

Soft Skills: Work readiness skills continue to surface as a critical need as expressed by employers, schools, and other stakeholders who struggle to deal with those who do not practice positive work ethic. IowaWORKS has long term experience in accessing and presenting work readiness curriculum which assists to address this issue. Workshops are offered each month to increase soft skills needed by employers. PROMISE JOBS and RESEA programs require workshop participation as part of their programs. GAP/PACE and HSED provide Journey’s curriculum. The AJC will publish a scheduled list of workshops each month. Potential workshops provided include:

- Essential Tools
- Developing a Career Plan
- Maintain a Positive Attitude
- Conduct a Job Search
- Create a Great Resume
- Research Industry Trends
- LinkedIn
- Interview and Negotiate
- Maintain a Positive Attitude
- Excelling in Your New Career
- Bring Your a Game to Work
- Who Would You Hire?
- Business Panel

The skills new workers (youth) are lacking, including basic work ethics, interviewing skills, basic academic skills, responsibility, organizational skills, and self-esteem can be addressed in paid work experiences. Additional service providers, including area schools, expand the ability to provide needed training for

youth through the referral process and providing Pre-employment Training (PET). Those referrals will be made on an individual basis, meeting the needs of each person.

SWCC incorporates workplace education into AEL classes, as well as IET projects.

Iowa Vocational Rehabilitation hosts an annual Limelight event which provides soft skills training to participants. They also host Students in the Workplace events to develop soft skills.

Hard Skills: We offer Basic Computer Training to individuals lacking digital literacy skills. IVRS also provides Customer Service Certificate Training. Services available to address Hard Skills include Occupational Skills Training, Skills Upgrade, Internships, On-the-Job Training, Registered Apprenticeship, Quality Pre-Apprenticeship, Customized Training, and Incumbent Worker Training.

The National Career Readiness Certificate is a portable credential and a tool employers can utilize to assess the Hard Skills of individuals in Applied Math, Workplace Documents, and Graphic Literacy. This testing is also available in Spanish.

Language Barriers: English Language Learners will be referred to Adult Education and Literacy. SWCC English as a Second Language classes are designed for English Language Learners (ELL) who speak, write, and read best in their native language and desire to learn and /or improve English language skills. The classes are available to adults 17 years and older and focus on English for daily living and communication skills in the workplace. Classes and materials are student-centered and communication-based. The curriculum is designed to be flexible based on individual needs. Teachers provide opportunities not only to learn from an instructor, but also for students to work together and find strength in each other and their experiences. Students work independently and interactively in pairs and small groups.

Students work to improve their reading, writing, speaking, and listening skills in English in a supportive, friendly environment. Class participants also learn about U.S. culture, government, and the responsibilities and benefits of citizenship. ESL classes are open to people from any country or culture. Classes at some sites are offered at either a beginner or intermediate/advanced level. Students take a pre-assessment in reading and listening to help determine their level of English.

ESL classes are held at SWCC campuses in Creston, Osceola, and Red Oak. SWCC also partners with local employers to offer English as Second Language classes in the workplace.

The One-Stop Center is equipped with the use of a Language Line to provide interpretation services.

Employment Gaps: This mostly affects Displaced Homemakers, Long Term Unemployed, and Ex-Offenders. Objective Basic Assessments and Career Planning services help the individuals address this issue. Also, Transitional Jobs is a service we will provide to give them some work experience.

Basic Skills Deficiency: We do a variety of assessments to determine basic skills deficiency. We assess utilizing TABE 9/10 and CASAS testing. Title II will work closely with core and required partners under WIOA to re-examine the use of IET programs for those individuals who lack basic skills as a way of connecting with Title I and Title III for training opportunities, and with Title IV and Integrated Resource Teams (IRTs) will ensure participants have access to needed supportive services, while preventing duplication of services. Joint staffing, cross-training and consultations ensure the participants get the services they need. IVRS only looks at skill deficiencies in relation to the vocational goal requirements, aligning supports as applicable to the individual when the vocational goal is determined as attainable.

Each individual assessment of skills would be different. If they are in high school or recent graduates, we can utilize information from that old IEP to get a picture of areas of weakness in say reading comprehension or math, yet we would also look at areas of strength to build off of for vocational planning. If they are in a college program, we will review their transcripts with the Job Candidate to see again areas of struggle and resources that might not be utilized. If not in any training institution, we would work with the Job Candidate to identify and explore areas of struggle in knowledge, skills, and abilities.

Job candidates that do not have their HSED. We would discuss the value of this, and provide linkages for how to move forward if they so choose, however IVRS wouldn't fund this if the vocational goal of record does not require the acquisition of a HSED.

IVRS has had job candidates with a supported goal of CNA. Some have really struggled in passing the exam. In those cases, we have supported through exploration of supports provided by the local community college such as tutors and study materials that align with learning needs. In cases where this has been unsuccessful, we step back to reanalyze the vocational goal and look at building experience as a Nursing Assistant.

Individuals with disabilities: We work with the individual and the employer to provide accommodations. Title I, III, and IV provide Ticket to Work services to those receiving SSI or SSDI to ease them back into the workforce.

Partners can maximize services and funding levels and the participants benefit by having a more complete, comprehensive service plan to reach self-sufficiency. Workforce delivery systems will collaborate to build a Future Ready Iowa pipeline of skilled workers who are prepared to meet the workforce needs of Iowa's current and emerging industries without duplication of services. Future Ready Iowa will help more Iowans attain the new minimum of high-quality education, training, and work readiness by bringing together education, 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

C. Employment Needs of Employers:

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Based on meetings with local economic development and human resource professionals/SHRM representatives, the key employer needs were identified:

- Increased effort for talent recruitment to fill existing vacancies and expand capacity to retain and grow current employers.
- Development of career pathways within industries.
- A centralized, integrated communication between businesses and service providers, including one-on-one relationship building between all parties.
- Diversity, equity and inclusion training at local businesses.

NOTE: In addition to the required analysis, the narrative may address how well existing training programs in the area prepare job seekers to enter and retain employment in the area's in-demand industry sectors and occupations and/or analyze the capacity of the area's workforce partners to provide activities to address the needs of area employers.

4. **Vision** - Include a description of:
- a. The LWDB's strategic vision to support the economic growth and economic self-sufficiency of the local area, including:
 - i. Goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment.
 - ii. Goals relating to performance accountability measures based on the performance indicators.

VISION/MISSION/VALUES OF SOUTHWEST IOWA LOCAL WORKFORCE AREA:

Vision Statement:

Our vision is to meet the employment and training needs of employers and job seekers, both unemployed and under-employed, in the Southwest Iowa Workforce Area.

Core Values:

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- Equipping a Future Ready workforce with a strong work ethic, employability skills, foundational academic skills, and specific occupational skills that fit the needs of local and regional employers
- Preparing our workforce with the portable skills needed to compete in a global economy.
- Honoring diverse prospective workforce with equal access to employment and training resources
- Growing a prosperous job market where there is equal opportunity for all workers and prospective workers.

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

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

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

Goal III: Southwest Iowa’s workforce delivery system will advance a unified vision and strategy to modernize and develop a customer-centered workforce system.

Performance Measures: Performance measurements are negotiated annually with the U.S. Departments of Labor and Education. Iowa has developed proposed targets for the applicable performance measurements for PY20 and PY21. These proposed targets are included below, and are subject to change in each program year based on the negotiation process with the federal departments. The CEO and LWDB will negotiate the next levels of performance in June of 2022.

Title I - Adult Program

	Program Year 2020		Program Year 2021	
	90% of Negotiated	Negotiated Level	90% of Negotiated	Negotiated Level
Employment (Second Quarter after Exit)	64.8%	72%	65.7%	73%
Employment (Fourth Quarter after Exit)	63%	70%	63%	70%
Median Earnings (Second Quarter after Exit)	\$4,860.00	\$5,400.00	\$4,860.00	\$5,400.00
Credential Attainment Rate	60.3%	67%	60.3%	67%
Measurable Skill Gains	39.6%	44%	39.6%	44%

Title I - Dislocated Worker Program

	Program Year 2020		Program Year 2021	
	90% of Negotiated	Negotiated Level	90% of Negotiated	Negotiated Level
Employment (Second Quarter after Exit)	76.5%	85%	76.5%	85%
Employment (Fourth Quarter after Exit)	75%	83%	75%	83%
Median Earnings (Second Quarter after Exit)	\$7,560.00	\$8,400.00	\$7,560.00	\$8,400.00
Credential Attainment Rate	61.2%	68%	61.2%	68%
Measurable Skill Gains	27.0%	30%	27.9%	31%

Title I - Youth Program

	Program Year 2020		Program Year 2021	
	90% of Negotiated	Negotiated Level	90% of Negotiated	Negotiated Level
Employment (Second Quarter after Exit)	65.7%	73%	65.7%	73%
Employment (Fourth Quarter after Exit)	65%	72%	65%	72%
Median Earnings (Second Quarter after Exit)	\$3,240.00	\$3,600.00	\$3,240.00	\$3,600.00
Credential Attainment Rate	53.1%	59%	53.1%	59%
Measurable Skill Gains	36.9%	41%	36.9%	41%

Title II - Adult Education and Family Literacy Act Program

	Program Year 2020		Program Year 2021	
	90% of Negotiated	Negotiated Level	90% of Negotiated	Negotiated Level
Employment (Second Quarter after Exit)	45.0%	50%	45.0%	50%
Employment (Fourth Quarter after Exit)	39%	43%	40%	44%
Median Earnings (Second Quarter after Exit)	\$4,950.00	\$5,500.00	\$5,130.00	\$5,700.00
Credential Attainment Rate	22.7%	25%	23.4%	26%
Measurable Skill Gains	41.4%	46%	42.3%	47%

Title III - Wagner-Peyser Act Employer Service Program				
	Program Year 2020		Program Year 2021	
	90% of Negotiated	Negotiated Level	90% of Negotiated	Negotiated Level
Employment (Second Quarter after Exit)	64.8%	72%	65.7%	73%
Employment (Fourth Quarter after Exit)	62%	69%	63%	70%
Median Earnings (Second Quarter after Exit)	\$5,400.00	\$6,000.00	\$5,490.00	\$6,100.00
Credential Attainment Rate	N/A	N/A	N/A	N/A
Measurable Skill Gains	N/A	N/A	N/A	N/A

Title IV - Vocational Rehabilitation Program				
	Program Year 2020		Program Year 2021	
	90% of Negotiated	Negotiated Level	90% of Negotiated	Negotiated Level
Employment (Second Quarter after Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter after Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter after Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	34.8%	38.7%	36.5%	40.6%

B. Strategic vision to align local resources, required partners, and entities that carry out core programs to achieve the strategic vision and goals.

Southwest Iowa’s workforce system partners will work to advance a unified, integrated workforce delivery. This vision will include systemic collaboration, integrated service delivery, data-informed services, and improved outcomes for business and job seeker customers.

- 5. **Strategies – Taking into account the analyses described in sections 1-3 above:**
 - a. **Describe the strategy to work with the entities that carryout the core programs and required partners to align resources available in the local area to achieve the strategic vision and goals described in section 4 above.**

Systemic Collaboration

While each of our One-Stop partners administer separately funded programs, we must deliver them as a set of aligned streamlined services to customers. We all serve a relatively common customer base, many of whom are low income or face barriers to employment. One-Stop Centers and partners provide job seekers, including individuals with barriers to employment with skills and credentials necessary to secure and advance in employment with family-sustaining wages. The LWDB, as strategic leaders, we will facilitate public-private partnerships; support sector strategies and career pathways that advance opportunities for all workers and job seekers; foster innovation; and ensure streamlined operations and service delivery excellence. We will work to ensure that workforce and economic development goals are aligned. The Core partners will work to develop a crosswalk of services available to individuals and specifically to individuals with barriers to employment.

Iowa has partnered with the Workforce Innovation Technical Assistance Center (WINTAC) to explore service integration and the implementation of the requirements of WIOA. Aligning and developing integrated education and training (IET) programs for low-literacy and low-skilled adults to concurrently address foundational skills with workforce training. The IET programs prepare adults with limited academic or limited English skills to enter and succeed in post-secondary education and training leading to career path employment in demand occupations. The core partners will focus on expanding access and success in sector-based education and training programs that provide opportunities for low-skilled and low-literate youth and adults. The state will support new initiatives that promote sector-based pre-IET, and IET models that expand access and success of low-skilled youth and adults in career pathways. These programs are designed to introduce individuals to career pathway programs of interest. Southwest Iowa has also worked with WINTAC to develop a current model of the integration continuum assessment. This model assists us in determining where we are at in the different levels of integration.

Expand ability of all partners in the network to inform clients of workforce system services. This will be the result of extensive cross-training. Assess the ability to increase access. The core partners will work with local boards and the future one-stop operators to assess the ability to increase access to the system. For example, several adult education programs may be made available as itinerant sites to provide basic career services. This action can greatly expand the number and proximity of access points of contact for both employers and clients. Expand the use of technology. Given Iowa’s diverse regional needs, it cannot be assumed that all who need to travel to the current comprehensive sites will be able to do so. To address the barriers of distance, childcare, transportation, and schedules that many people face, services will be available digitally. These services will include up-to-date and comprehensive employment and training websites with links to partner websites. In addition, resources will be accessible using videoconferencing and live chat.

Integrated Service Delivery

All populations will receive the necessary services regardless of where they enter the system, whether it be through the AJC or connection with a partner program or agency. This approach supports an integrated workforce staff, so that any customer who walks into any AJC can be served seamlessly by any staff member.

Co-enrollment is another important strategy to provide services to a customer that a specific program might not be able to fund themselves. This is where the crosswalk of services available will be needed to address customer needs. Co-enrollment provides the ability to use multiple funding sources and share accountability for an individual.

Center staff are cross-trained, as appropriate, to increase staff capacity, expertise, and efficiency. This allows staff from differing programs to understand other partner programs' services, and share their own expertise related to the needs of specific populations so that all staff can better serve all customers.

The Clearinghouse for Work-Based Learning connects students and employers through shared projects that give students professional experience. This virtual platform is available to all Iowa schools, K-12 classrooms, and businesses for project involvement through a system where both classes and businesses can enter themselves as an interested party and browse for a good match for a project. Students work on the projects primarily in the classroom, making this distinctly different from work-study or internship formats

Data-Informed Services

We will focus on continuous improvement. Continuous evaluations support continuous improvement of the American Job Centers by identifying which strategies work better for different populations. The Local Workforce Development Board will hold training providers accountable for the performance measures listed in 4 (ii). Reports provided from the Core Partners provide high-quality, integrated data to inform the Local Workforce Development Board for policy decision making. It also drives how we need to change, innovate, or align services to meet the needs of job seekers and business customers.

Leveraged Resources

Effectively and strategically leveraging and braiding an array of public and private financial and in-kind resources to ensure sufficient broad support to meet the service and training needs of all participants. This includes sources from businesses, industry associations, labor organizations, community-based organizations, education and training providers. No one program can address all the needs of the individuals we serve. Aligning and coordinating WIOA Title I services with efforts that currently address justice-involved and returning citizens. Southwest Iowa is exploring a range of career pathway models for justice-involved participants that examines best practices and ways to braid and blend funding for maximum impact.

Improved Outcomes for Business and Job Seeker Customers

We will go beyond the performance indicators that are negotiated, we will look at the customer experience and we will look at economic mobility of the individuals we have served. We will continuously evaluate the needs of participants and businesses to ensure we are providing services that meet the needs and removes barriers.

Business Objectives: Southwest Iowa Local Workforce Area’s workforce system sets the following objectives for the next 2 years to meet the Vision and Mission of this region:

1. Provide Integrated/seamless services that are streamlined to train job-seekers as quickly as possible so they are ready for jobs with local businesses
2. Promote Future Ready Iowa to validate skills of the area’s workforce to optimize their ability to demonstrate their skills to employers and to provide a method of evaluation for businesses to make appropriate hiring decisions
3. Continuously improve menu of local services based on input from job-seekers and businesses so services are flexible and effective.
4. Continuously improve internal processes so they are as lean and paperless as possible to maximize the time we have available to provide value-added services to our customers.
5. Utilize data and performance reports as well as feedback from employers and job-seekers to drive continuous improvement initiatives in our services and programming
6. Incorporate STEM goals into One-Stop programming to align that initiative with One-Stop Center goals
7. Partner with ECI to develop programming that provides relevant information and services that improve and enhance businesses in our region
8. Improve communications in all areas so we continue to use our internal and external partnerships to their maximum benefit for the customers we serve.

NOTE: The local area’s strategic vision and goals must align with the State of Iowa’s vision, goals, and strategies. The local area’s strategic vision and goals should demonstrate how the local area will align resources with the core and required programs to ensure an educated and skilled workforce is available to meet employer demand.

NOTE: Provide an explanation of how these strategies will assist in aligning all of the resources available to achieve the strategic vision and goals of the local area.

SECTION 3 – IowaWORKS SYSTEM COORDINATION

Questions in this section are designed to address collaboration and coordination across workforce system partners to ensure the LWDB is administering an effective and efficient local workforce system.

1. **The workforce development system in the local area, including the identification of:**
 - a. **The programs that are included in the system**

At a minimum, the following programs will be provided through the Southwest Iowa Workforce Area Workforce System:

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Customers entering the workforce system are provided comprehensive services and targeted referrals to other core partners. Through the IowaWORKS integrated service delivery system:

- Customers are provided career services
- Services are provided through our two integrated one-stop centers
- Dedicated Title I, III, RESEA, JVSG, and PROMISE JOBS staff are located in the integrated One-Stop center
- Customers ready for employment after receiving career services may receive staff assisted job search and placement

Customers in need of training services are referred to other core partners depending on customer needs. Training services are provided through WIOA Title I, Title II or Title IV services

Online services include, but are not limited to:

- Resume builder
- Targeted job leads
- Career exploration and assessments
- Identification of gaps in skills, experiences and education

One-Stop services aim to respond to business demand for workforce improvement by up-skilling job seekers and equipping them with current, in-demand skills to help them compete in today's job market. The system provides collective access to career services to meet the diverse needs of job seekers. Career and training services, tailored to the individual needs of job seekers, form the backbone of the one-stop delivery system. All customers have immediate access to employment and skill advancement services in basic career services, with connection of the customer to additional individualized career services, when determined appropriate in order for a customer to achieve their career goals and obtain or retain employment.

Adult, Dislocated Worker, and Youth Services (Title I) (Core) WIOA Title I Adult, Dislocated Worker, and Youth programs connect eligible individuals to a continuum of services and activities, aimed at providing career planning to navigate the appropriate educational and workforce systems based on an established career pathway. Services are based on the unique needs of each individual participant, and include, but are not limited to: Creating awareness of career opportunities. Connecting a youth's skills, interests and abilities to career opportunities. Assistance in addressing and overcoming barriers to education and training. Connections to education, training and work-based learning opportunities.

Southwest Iowa recognizes the significance of serving out-of-school youth who are not engaged in education or employment. The Title I Youth program remains compliant with meeting the requirement to spend 75 percent of local area funds on out-of-school youth.

Trade (Title I)(Core) Rapid Response team and local level leadership identify possible trade-related layoffs as early as possible. Additionally, developing relationships with employers soon after layoffs are announced has allowed Iowa to submit more robust petitions, including comprehensive data and research to increase the probability of certification. Case management training has been a focus, increasing program knowledge and assisting in the transition to the new data management system. A focus on marketing materials to include published materials (pamphlets and postcards) were used to keep in touch with all impacted workers every 60 days following the WIM.

Unemployment Insurance (Title III)(Core) Benefits are made available to workers who meet all requirements and have lost their jobs through no fault of their own, such as when a plant closes, they are laid off or in other similar circumstances. Job seekers file for benefits online or in certain circumstances can be assisted over the phone through Iowa's call center or by calling any of the IowaWORKS centers. Weekly certifications are also online and benefits can be direct deposited or customers can take advantage of Iowa's debit card. The new case management system is tied into the

online unemployment claim filing site, capturing full registration data for claimants not likely to return to the same employer and feeding that information back to the IowaWORKS system, satisfying registration requirements for both programs. At the IowaWORKS center, customers can utilize computer labs to file their initial or weekly claims, engage with trained staff who can answer the hard questions, adjudicate or fix issues on the spot. Customers can take advantage of the IowaWORKS center in person for claim assistance to share services, connect with programs, classes and training options all on their first visit.

Federal Bonding Program (Business Services) Federal bonding benefits an employer by providing free fidelity bond insurance to protect them against loss of money or property due to employee dishonesty. The advantage of the program is that the employer benefits from the worker’s skills and abilities while opening up doors of opportunity to job seekers that might otherwise struggle to overcome those barriers. The bond promotes confidence in a job seeker who needs to gain re-entry into or maintain a connection to the labor market and demonstrate that he or she can be a productive worker.

Rapid Response Assistance and Layoff Aversion (All Programs)(Core) Rapid Response (RR) efforts continued to play an important part in business engagement. As Worker Adjustment and Retraining Notifications (WARN) are received, RR staff immediately begin working with company officials to organize and deploy RR activities. Iowa legislated that employers with any layoffs of more than 25 employees must notify IWD. This state requirement is in addition to the federal requirement to notify in the event of a layoff impact of 50 or greater. When WARN notices are received, each employer is contacted by State RR staff. Subsequently, most receive local-level delivery of RR services. The RR Worker Information Meetings (WIMs) are scheduled as soon as possible to ensure services reach as many employees as possible. The Dislocated Worker Survey remains a key component to the WIM.

Employers’ Council of Iowa The Employers’ Council of Iowa (ECI) is an advisory group, located in each One-Stop Center, and offers no-cost membership open to all businesses in the community. Its purpose is to guide IWD’s business focus, address topics of concern to employers, sponsor training initiatives, and assist IWD in meeting critical human resource needs.

Voluntary Shared Worker Program (Business Services) The Voluntary Shared Work Program (VSW) is Iowa’s version of Short Term Compensation (STC). The VSW program is intended for use as an alternative to layoffs and has been an effective tool for Iowa businesses experiencing a decline in regular business activity. Under VSW, work reductions are shared by reducing employees’ work hours and Unemployment Insurance (UI) partially replaces lost earnings. By avoiding layoffs, employees stay connected to their jobs and employers maintain their skilled workforce for when business improves.

Veterans Services and Disabled Veterans’ Outreach Program (JVSG) DVOPs main activity is to provide individualized career services (comprehensive and specialized assessments of skill levels and service needs; development of an individual, employment plan to identify the employment goals, appropriate achievement objectives and appropriate combination, of services for the participant to achieve the employment goals; group counseling; individual counseling and career planning; and short-term prevocational services that may include development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training) to eligible veterans and eligible spouses who have a significant barrier to employment. DVOPs receive regular training and education from WIOA core partners (Title I through Title IV) as part of a fully integrated American Job Center. Representatives from each core partner provide information and training annually, if not more regularly, during staff meetings and staff in-service dates which are twice a year. Each partner strives to work together in an effort to improve integration and braided funding whenever possible.

Home Base Iowa (HBI) A program by Iowa’s governor, “Home Base Iowa,” was signed into law on Memorial Day, 2014. This legislation provides the following benefits to Iowa Veterans, as well as

Transitioning Service Members looking to make this state their home: Fully exempts military pensions from state income tax, and includes surviving spouses in this exemption; Special license plate fees waived for those eligible for veteran-related specialty plates (Bronze Star, Disabled Veteran, Ex POW, Gold Star, Iowa National Guard, Legion of Merit, Medal of Honor, Pearl Harbor Veteran, Purple Heart, Retired by branch, Air Force Cross Medal, Airman’s Medal, Navy Cross, Service Cross Medal, Navy/Marine Corps Medal, Soldier’s Medal, Silver Star Medal, Veteran); Allows private employers to give preference in hiring and promotion to veterans and surviving spouses of military personnel who died either while on active duty, or as a result of such service; Increases funding and eligibility for Military Homeownership Assistance Program; Requires licensing boards to adopt rules giving credit for military training and experience, as well as draft proposals allowing license reciprocity for military spouses; and Higher education institutions must set academic credit standards for military experience. Another component of Home Base Iowa is member businesses and communities. The Home Base Iowa Communities initiative designates communities as centers of opportunity for military veterans and further highlights Iowa’s statewide commitment to welcoming veterans to the state. Standards to become a Home Base Iowa community include: Ten percent of the businesses in the community agree to pledge to hire a specific number of veterans, post their jobs with IWD, and become a member of Skilled Iowa; The community develops its own welcome/incentive package for veterans; The community prominently displays the Home Base Iowa Community designation; and The community obtains a resolution of support from the appropriate local governing body. For more information, see www.homebaseiowa.org. This website also provides information on job opportunities in Iowa through the jobs microsite for Veterans, <https://workiniowaveterans.jobs>, veteran-friendly employers and communities, veteran resources, Home Base Iowa employers, and more.

Iowa Adult Education and Literacy (Title II) (Core) Adult education provides services that assist adults in improving their skills, achieving their educational goals, and transitioning to further education or employment. Instruction is designed for adults functioning at the lowest levels of basic skills and English language instruction to advanced levels of learning. As defined by Title II of the Workforce Innovation and Opportunity (WIOA), Adult Education enables adults to: (1) become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; (2) obtain the educational skills necessary to become full partners in the educational development of their children; and (3) complete a secondary school education. South Central Iowa’s adult education and literacy (AEL) programs are delivered through Southwestern Community College. By improving the education and skill levels of individual Iowans, the programs enhance the competitiveness of Iowa’s workforce and economy. Through instruction in adult basic education (ABE), adult secondary education (ASE), and English as a Second Language (ESL), programs help learners to: gain employment or better their current employment; obtain a high school equivalency diploma by passing the state approved assessment; 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.

High School Equivalency Diploma (HSED) (Title II)(Core)—For many participants in AEL programs, the main goal is to achieve a HSED. In January 2018, the Iowa State Board of Education (Board) adopted an administrative rule change establishing alternative pathways for an Iowan to earn a high school equivalency diploma (HSED). Previously, the only way to earn a HSED was by passing the HiSET®, the state approved high school equivalency test. The new pathways, which are in addition to the HiSET®, are based on completion of an approved program consisting of at least 36 secondary credits; the completion of a regionally accredited postsecondary credential equal to or beyond an associate degree; or to a

resident participant who presents a postsecondary degree equivalent to an associate degree or higher from outside the United States.

Participants in an IET program received adult education and literacy activities, workforce preparation activities, and workforce training.

Career and Technical Education (Perkins) (Community School Districts, Southwestern Community College) The rapidly evolving skill requirements of the global economy pose challenges for young workers and businesses. Increasingly, workers of all ages must update their skills and credentials to obtain a job with family-sustaining wages, remain employable, or move ahead in a career. At the same time, businesses need a robust pipeline of qualified workers to meet the changing skill demands of their sector. Employers are generally looking for three types of skills in their entry level employees: (1) employability or soft skills, (2) hard skills, and (3) occupation- or industry specific skills. Under HF2392 Division I, through rule and guidance, the IDOE requires all school districts choose a career information system, develop a district plan for career guidance, and have every eighth-grade student complete an individual career and academic plan (ICAP), which is updated annually until the student graduates from high school. For Division II, the legislation requires the establishment of regional planning partnerships (RPPs) to facilitate planning around CTE in a given region. This is achieved through: (1) development of a multi-year plan and budget; (2) coordination of the mandatory secondary CTE program approval process; and (3) use of funds for key activities and items including career guidance, professional development, and equipment. RPP’s were established at Iowa Valley and Indian Hills Community Colleges. At a minimum, all RPPs are expected to address the following: Promotion of career and college readiness through thoughtful career guidance and purposeful academic and technical planning practices; Promotion of high-quality, integrated career and technical education programming, including the delivery of quality career and technical education programs by school districts, and career academies, comprised of secondary exploratory and transitory coursework, to prepare students for higher-level, specialized academic and technical training aligned with labor market needs; Affording all students equitable access to programs and encouraging the participation of underrepresented student populations in career and technical education programming in six CTE service areas – agriculture, food and natural resources; business, finance, marketing, and management; health science; human services; applied science, technology, engineering, and manufacturing; and information solutions, which encompasses two divisions.

Registered Apprenticeship Programs (Titles I, III, IV)(Core) Job seeker and business referral processes have been created and fine-tuned to incorporate Registered Apprenticeship (RA) as a workforce solution. The apprenticeship training program funds will be used to support grants to Registered Apprenticeship program (RAP) sponsors—which are typically employers, labor-management partnerships, or industry associations—to subsidize the cost of RAP. Such costs include related classroom instruction, purchasing equipment for the apprenticeship program, and establishing new locations to expand apprenticeship training. The U.S. Department of Labor’s (DOL) Office of Apprenticeship (OA) is responsible for registering apprenticeship programs that meet federal guidelines. It issues certificates of completion to apprentices and encourages the development of new programs. Community colleges and workforce development centers have collaborated with business and industry to develop Registered Apprenticeship programs through sponsoring employer participation agreements.

Iowa Apprenticeship Programs: (Business Services) Training employees through apprenticeships. There are more than 1,000 occupations eligible for apprenticeship training grants, from accounting specialists to nurses. Registered Apprenticeships are a proven approach to preparing workers for in-demand jobs and meeting the needs of business for a highly skilled workforce that can innovate and adapt. Iowa is committed to supporting Registered Apprenticeship Programs and increasing the number of registered

apprentices in Iowa by providing training grants through the Iowa Apprenticeship Act (15B) and the Iowa Registered Apprenticeship Development Fund (15C).

The Industrial New Jobs Training Program (260E) (Southwestern Community College) provides businesses expanding its workforce with new employee training funds. If a business is expanding operations, or relocating to a new facility in the state, the 260E program can provide flexible funding to meet a wide variety of training and employee development needs. The program is financed through bonds sold by the colleges. Depending on wages paid, the business then diverts 1.5 or 3 percent of the Iowa state withholding taxes generated by the new positions to the community college to retire the bonds. In addition to increasing worker productivity and company profitability, businesses participating in the 260E may also be eligible for reimbursement up to 50 percent of the award amount for on-the-job training, as well as a corporate tax credit if employment is increased by at least 10 percent.

Iowa Jobs Training Program (260F) (Southwestern Community College) provides job training services to current employees of eligible businesses located in Iowa. Eligible businesses work with the local Iowa community college, to assess training needs, determine funds available, and to provide training. For participating businesses, the advantages include valuable employee training at a reduced - or no - cost. These programs play an essential role in enabling employees to remain current in their training and development so that the businesses they work for remain competitive.

Benefits Planning (Title IV)(Core) is provided in each area office. Benefits planning provides analysis and assistance for job candidates from intake through closure so that our job candidates understand the impact of work on benefits, and how to utilize Social Security work incentives. At IVRS, we strive through benefits planning to assist all SSA recipients to work towards the optimum level of employment and financial independence. Progressive Employment VR job candidates can access a continuum of employment services designed to meet the job candidate at the level of their ability and provide steps for employment progress through a menu of service options designed to facilitate competitive employment.

Self-Employment Program (Title IV)(Core) The Self-Employment program provides resources to help prospective business owners with disabilities in developing skills specific to running their own business and provides connection to entrepreneurial opportunities.

Business Services (Title I, III, IV, Job Corps) Integrated Business Services teams will be at the One-Stop Center in Creston. The Core Partners will represent the Unified Business Services team for the Southwest Iowa Workforce Area. These teams will work to develop opportunities to fill vacant positions for businesses as well as connecting businesses with other programs to increase talent pools.

Pre-Employment Transition Services and Transition Services (Title IV)(Core) The Iowa Department for the Blind has expanded opportunities for students and youth who are blind or have low vision. These individuals are able to access services designed to assist them to develop an understanding of work, navigate their communities, and obtain work experience before graduating from high school. Pre-employment Transition Services for students who are blind or low vision or potentially eligible students include career exploration counseling, work readiness training, instruction in self-advocacy, counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs, and work-based learning experiences. Services available to eligible youth include rehabilitation technology training and rehabilitation teaching services, transportation and occupational clothing, and work related tools. Students have the opportunity to learn cane travel, braille, assistive technology, and home management skills. Intensive services are also provided to eligible individuals who require additional supports with work behaviors, require job-coaching, need to build stamina to work and require assistance with identifying the right career field and work environment. Training is offered through weekend retreats, nine-week long summer program, visits to school, home or work site. A year

long residential program is offered to students who have completed their academic requirement and need blindness trainings along-side building career readiness skills.

Vocational Rehabilitation Services (Title IV)(Core)

Iowa Vocational Rehabilitation Services (IVRS) is Iowa’s state vocational rehabilitation program, a division of the Iowa Department of Education, and part of the state-federal vocational rehabilitation system. Each state receives funding to operate a vocational rehabilitation program(s) based on the [Rehabilitation Act of 1973](#), as amended by the Workforce Innovation and Opportunity Act (WIOA).

Iowa Vocational Rehabilitation Services is an employment program for individuals who experience a disability and who are determined to be eligible for services. Services that assist individuals to prepare for, obtain, retain, and advance in employment. Services are collaborative efforts between IVRS job candidates, business partners, community providers, and One Stop Core Partners. The goal is employment for job candidates that meets their needs and interests, as well as the needs of businesses.

Services provided can include: Medical and psychological assessment, technological assessment, vocational assessment, counseling and guidance, transition services for students, physical and/or mental restoration services, special adaptive equipment or devices, training for employment, occupational tools, equipment or licenses, planning for self-employment, personal assistance, supported employment, job coaching, job placement, follow-up after placement to assist with work and employer satisfaction, services may be provided after employment to help participants.

IVRS also has a presence in secondary school systems, facilitating transition services for students with disabilities in efforts to prepare a Future Ready Iowa Workforce. IVRS, in collaboration with high school teachers and community partners, provides Pre Employment transition Services (Pre-ETS) for students to learn about career and training options as well as work experiences and self- advocacy skills.

Iowans who are blind or have low vision and have goals to become employed can receive assistance planning for employment or maintaining a current job through training, education, technology, career counseling, and more. IDB provides services to eligible transition aged youth and adults that include vocational and other assessments designed to assist an individual to define career goals and a plan to reach those goals. Disability related skills training is provided to assist individuals in preparing for and accessing education, training and employment. Additional services such as medical and psychological services, interpretation services and transportation are provided if needed to assist the individual in successfully attaining their goals. IDB helps individuals obtain training such as vocational training or post-secondary education training to achieve the vocational goals they have selected. VR counselors help job seekers develop job-search plans, write résumés, practice interviewing, and locate job and placement resources. Supported employment services are also available to individuals who require long term supports to obtain success in employment. Through services such as work site assessments, procurement of assistive technology, and training in the use of adaptive equipment, individuals who are blind or have vision loss can perform their jobs competitively and efficiently.

Adult Orientation and Adjustment Center Training Program (Title IV)(Core) The Adult Orientation and Adjustment Center provides a curriculum for learning the skills of blindness needed for employment. This residential program offers clients the ability to maintain an apartment independently. The students learn key employment skills in home management and life skills classes. Communication skills are taught in braille and technology classes. Students are expose to confidence building activates through woodshop and activates around the greater Des Moines Area. Clients participate in philosophy discussions and are mentored by successful blind role models.

Business Enterprises Program (Title IV)(Core) The Business Enterprises Program (BEP) provides opportunities for Vocational Rehabilitation (VR) clients of the Iowa Department for the Blind to manage their own businesses -- operating vending machines, roadside vending sites, micro markets or snack bar/catering services. Program participants are provided with training as they learn the skills needed to manage their own business – hiring and managing employees, inventory control, ordering, scheduling, accounting and preparing equipment.

Iowa Library for the Blind and Print Disabled (Title IV)(Core) This program provides resources and training to ensure individuals can participate in skill and certificate training. Accessible resources and training are provided to locate, evaluate and effectively use information. In addition, resources to develop and enhance digital literacy skills are available. The Library provides accessible resources and programs for English Language Learners who are blind or have low vision and individuals with other disabilities, i.e. dyslexia, hand mobility impairments, etc. The Library offers regular, large, braille, and electronic books and magazine. The instructional materials for k-college is located in the library and offers accessible books for students in custom formats. They loan out braille displays and braille writers for patrons.

PROMISE JOBS Promoting Independence and Self Sufficiency through Employment (PROMISE JOBS) is Iowa’s Temporary Assistance for Needy Families (TANF) Employment & Training program designed to assist cash assistance recipients to become self-sufficient through participation in work ready activities. Program participants will develop an individualized Employment Plan outlining work ready activities in order to reach their individualized goals and reduce their dependence on the welfare support systems. A number of work ready activities are available to PROMISE JOBS participants, including: Assessments – Aptitudes and interest inventories are used to help participants determine their best route toward meeting their individual goals. Life Skills – Workshops covering money management, self-esteem, housing information, nutrition, parenting information, identifying personal goals, etc. Job Seeking and Skills Training – Workshops covering interviewing techniques, résumés, completing job applications, career exploration, networking, building skills and other work search information. Job Search/Job Coaching – Expanding and capitalizing on job search techniques in order to obtain employment with a livable wage. Employment & Community Service Opportunities – Obtaining/retaining full/part-time employment through unsubsidized employment, subsidized employment, self employment, work experience, and/or community service opportunities to build and expand experiences and skills. Apprenticeship Opportunities – Education, training and employment option available to job seekers wanting to earn a wage while receiving specialized training in a skilled profession. Basic Education – Includes assistance with covering the costs and supportive assistance in order to obtain their high school diploma, HiSET (formerly known as GED) certificate, adult basic education, and English-as-a-Second-Language (ESL) to open doors to opportunities that provide sustainable earnings. Post-Secondary Classroom Training – Includes assistance with academic and vocational training and certification to prepare participants for careers that are in high demand. Parenting Skills – Classes that provide parents resources and techniques to adapt to demands parenting requires. Family Development Services – Supportive services to assist with addressing and overcoming the challenges and obstacles family and work place on participants. Family Planning Services – Classes that provide the resources to gain a better understanding on financial and social impacts of raising a family.

Future Ready Iowa Governor’s Initiative Future Ready Iowa aims to achieve systemic changes to increase the number of citizens with a post-secondary credential with the intended result of increasing the number of skilled workers available to employers. The goal of Future Ready Iowa is for 70 percent of Iowa’s workforce to have post-secondary education, training or a credential of value by 2025. Future

Ready Iowa recognizes that education or training beyond high school is the new minimum to earn a living wage in a knowledge-based, global economy.

Last-Dollar Scholarship Program (Southwestern Community College) The Last-Dollar Scholarship program is designed to cover tuition and mandatory fees for Iowans to complete education and training up to an associate degree in an eligible program related to a high-demand occupation.

Senior Community Service Employment Program (National ABLE Network) Individuals age 55 and older, at or below 125 percent of poverty, and unemployed can take advantage of opportunities for economic self-sufficiency and useful part-time jobs in community service organizations. The primary objective is to increase the numbers of older persons who can obtain employment. Assist participants in receiving work skills training and provide work services for non-profit and governmental organizations. All eligible participants start the program by receiving job training through a host agency. The host agency is a private non-profit (501(c)(3)) or a governmental agency. During the time the participant is in training they are paid minimum wage (\$7.25/hr), spending 18-20 hours per week providing services to the agency. The participant is also expected to be looking for unsubsidized employment during the host agency training time. The maximum time that can be spent in the program is 48 months.

Accelerated Career Education (ACE – 260G) (Southwestern Community College): Partnering with community colleges to enhance Iowa’s workforce. The ACE program is designed to provide businesses with an enhanced, skilled workforce. ACE assists community colleges to either establish or expand programs that train individuals in the occupations most needed by Iowa businesses.

Iowa Student Internship Program (IEDA): Assisting businesses with a future workforce and linking Iowa students to careers. The Iowa Student Internship Program provides grants to small and medium-sized companies in targeted industries to support internship programs with a goal of transitioning interns to full-time employment in Iowa upon graduation. The goal is to retain educated workers in Iowa. **STEM Internship Program:** Helping Iowa employers hire STEM students. The Science, Technology, Engineering and Mathematics (STEM) Internship program provides grants to Iowa companies for internship programs with a goal of transitioning interns to full-time employment in Iowa upon graduation. The goal is to retain educated workers in Iowa.

Economic Development Loan Program (IFA): Through its Economic Development Loan program, IFA issues bonds and loans the proceeds to private entities or organizations for eligible purposes. The interest on the bonds may be tax-exempt (if eligible under the Internal Revenue Code), taxable or a combination of both. In 2018, the State of Iowa received \$330 million of volume cap for allocation to eligible projects in the following categories: single-family, job training, student loans, beginning farmers, industrial and political subdivision.

Private Activity Bond Cap Allocation (IFA): The State of Iowa annually receives several millions of volume cap (the “State Ceiling”) to be allocated to certain Private Activity Bonds set forth in Section 146 of the Internal Revenue Code of 1986, as amended. Section 7C of the Iowa Code distributes the State Ceiling among these types of bonds. In 2018, the State of Iowa received \$330 million of Private Activity Bond Cap (“Cap”) for allocation to certain private activity bonds. These include industrial revenue bonds, affordable multifamily housing bonds and other purposes specifically defined by the IRS.

Weatherization Assistance Program (MATURA, SCICAP, West Central Community Action Agency) Is a federal grant program established to help reduce the heating and cooling costs for low income persons, particularly the elderly, disabled, and children, by improving the energy efficiency of their homes. The installation of energy efficiency measures for each dwelling is based on a computerized energy audit which determines the cost effectiveness of each measure. Low-Income Home Energy Assistance Program Is a federally funded block grant designed to help eligible low-income Iowa households in the payment of a portion of their non-business residential heating costs for the winter heating season.

Community Services Block Grant (MATURA, SCICAP, West Central Community Action Agency) Is a federal block grant program administered by the states. The purpose of the Program is to provide funding to states and local agencies for the reduction of poverty, the revitalization of low-income communities, and the empowerment of low-income families and individuals in rural and urban areas to become fully self-sufficient.

Family Development and Self-Sufficiency (FaDSS) (MATURA) Families can participate if they are on the Family Investment Program and are required to participate in PROMISE JOBS. This Program provides services to families facing multiple barriers to self-sufficiency and provides comprehensive in-home services through certified Family Development Specialists.

Credit Union Family Partnership Individual Development Account The Individual Development Accounts (IDA) program was established at the Division of Community Action Agencies in 2009 to encourage low-income working lowans to establish savings accounts for long-term asset development that lead to family self-sufficiency. Participants can qualify for up to \$2,000 in state matching funds to pay for higher education, job training, purchase a home, start a small business, pay for emergency medical costs, pay for an automobile, or purchase assistive technology for a family member with a disability. Savers must also participate in financial education courses and asset-specific education. Participants must make regular deposits with earned income to their IDA. Each dollar saved is matched with contributions from the operating organization (private sector), the state IDA program, or federal IDA funds. The Iowa Credit Union Foundation's Credit Union Family Partnership Individual Development Account Program offers matched savings accounts for Iowa families with limited resources who meet income-based criteria.

Job Corps Job Corps, a program administered by the U.S. Department of Labor's (DOL) Employment and Training Administration (ETA). Job Corps is a no-cost education and vocational training program to help young people ages 16 through 24 improve the quality of their lives through vocational and academic training. Many Job Corps participants face significant barriers to education and employment. Job Corps students receive individualized services that are organized into four service periods: (1) outreach and admission, (2) career preparation, (3) career development, and (4) career transition services. In our local area there is a Job Corps located in Ottumwa. During their first 60 days enrolled at Job Corps, students take the Test of Adult Basic Education (TABE) to determine their academic achievement and competency. They also submit to medical and counseling assessments to determine their other needs. Following these assessments, students create and commit to a Personal Career Development Plan to guide their future training activities. Centers also must provide new students with career exploration activities, such as using labor market information to identify available career opportunities and assessing their own interests and skills when making career choices. Students receive targeted academic instruction and career and technical education and training in their chosen career. As part of their training, students often obtain hands-on experience through real-world projects in the community. The time a student spends in Job Corps varies, depending on his or her personal career plan and the goals set in the plan.

National Farmworker Jobs Program (Proteus) The NFJP responds to chronic seasonal unemployment and underemployment experienced by migrant and seasonal farmworkers. The NFJP offers assistance that strengthens the ability of farm workers and their families to achieve economic self-sufficiency. NFJP provides access to education services and job training, support, and additional services suited to the customer's career goals.

Migrant and Seasonal Farm Worker Program During the peak season, Iowa estimates more than 10,700 MSFWs working in the state. Non-peak season in Iowa is January-March when the number of MSFWs drops to approximately 2,630. IWD currently has four outreach workers. The outreach workers are

strategically placed across the state to allow outreach to be conducted in each county without more than a two-hour drive. This allows the outreach workers to visit each local office in their area at least once each month.

Iowa Jobs for America Graduates (iJAG) — Partner in the provision of pre-employment transition services for students utilizing the framework of the iJAG program. Through iJAG programs, middle school through college age students discover their individual talents, develop skills, and seize opportunities to achieve their personal potential. Each iJAG program is operated as a "for-credit" elective course during the regular school day. The iJAG specialist serves as adjunct faculty within our partnering school districts. The specialist continues to work with students into the summer in areas of leadership, employment and, in some cases, academic support. Critical to the success of the iJAG program is the relationship established between the student and the iJAG specialist. Each specialist works with a total of 35-45 students in a small learning environment and plays a unique role of teacher, advocate, guidance counselor and mentor. After finishing high school, students receive one year of follow-up supports from their education specialist.

iJAG offers a venue for students to interact with employers and community-based organizations. The iJAG program teaches 37 core competencies comprised of six skill sets: personal skills, leadership skills, communication skills, job attainment skills, job success skills and career development skills. iJAG has proven to be a cost effective and successful program by increasing:

- Graduation Rates
- Academic Performance
- Attendance
- Job Placement
- Continued Education/Training

- b. Describe the steps the LWDB will take to locally implement and support the state strategies identified in the State Plan and work with the entities carrying out core programs and other workforce development programs, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006, to support service alignment.**

State Goal I: Iowa’s employers will have access to skilled, diverse and Future Ready workers

State Strategy 1.1: Expand and support the framework of sector partnerships that are championed by business and industry to drive career pathways.

All core programs will collaborate with local workforce development boards to provide and gather information from local employers by developing effective relationships between the local workforce system and sector partnerships as a means to engage directly with industry across traditional barriers. Championed by Workforce Development Boards, but “driven” by employers, Sector Strategies are regional in scope and industry specific. The goal of Sector Strategies goes beyond immediately placing workers in jobs; rather, the goal is to build regional talent pipelines, address skill shortages, and create meaningful “Career Pathways” for a range of workers in specific industry sectors.

Building Capacity: Providing professional development and technical assistance to state administrators and regional stakeholders on how to expand and strengthen regional

collaboration, industry-training programs, and other aspects of designing and implementing sector strategies. Provide technical assistance for state policy makers and administrators: Offer learning opportunities to enhance decision makers’ understanding of both the benefits and the mechanics of implementing a sector partnership. Support efforts in making available and promoting such technical assistance services such as mini-academies and peer learning forums across states. Publish best practice guides and ‘How to’ manuals for state administrators and policy makers. Furthermore, provide direct technical assistance and consulting to regions that are ready to launch a sector strategy. Creating institutional seamlessness: Create seamless and easily accessible workforce systems that respond to the needs of industry Sector initiatives. Support seamlessness by bringing about collaboration across agencies and jurisdictional boundaries. The coordination of activities among key stakeholders and multiple-employer focus allows sector initiatives to capitalize on economies of scale by spreading the costs and risks of new program development across multiple partners. Aligning Activities: Increase collaboration between public and private institutions that oversee and conduct workforce, economic development, education and social services.

Local Strategy 1.1.1: Facilitate the training of Business Marketing Specialists or partner staff as trained Sector Partnership Facilitators.

Local Strategy 1.1.2: Development of at least one sector partnership in Advanced Manufacturing and Healthcare in the Creston area.

State Strategy 1.2: Grow the skilled labor force by advancing the Future Ready Iowa initiatives, resources and programming to all Iowans.

Further expand Iowa’s sector workforce and economic development priorities like Future Ready Iowa: Educate on the results produced by sector initiatives and the potential to strengthen workforce and economic development infrastructures to target and support key industries. Enhance communications strategies that convey the value and effectiveness of sector strategies. Tap into underutilized human capital: Fully utilize all potential sources of workers and identify and develop underutilized sources of workers and talent. Sector initiatives help regions identify and tap underutilized and underemployed workers, addressing the barriers faced by workers in securing employment and advancing in high-wage, high-growth industries. Sector initiatives also utilize the expertise of education and workforce partners in coordinating training and support services to guide low-wage, low-skill workers on career paths out of poverty. Building a self-directed workforce: Create a workforce with the attitudes, learning habits, and decision tools necessary for upward mobility within industries. Sector initiatives create a self-directed, demand-driven workforce system due to the high level of employer involvement. They focus on and succeed in giving individuals the tools needed for economic mobility, and businesses the resources needed to attract and retain skilled workers. Sector initiatives measure the benefits of participation to both industries and workers including pre and post training wages, employee retention, and employer satisfaction rates. Creating Funding Strategies to Support Future Ready Iowa goals: Providing and aligning state funding to support the creation and implementation of regional sector initiatives. This may be done through grants that encourage regional collaboration or by directing workforce resources toward a specific industry.

Local Strategy 1.2.1: Develop collaboration between Title I, Title II, Title IV and Southwestern Community College to enhance enrollment and completion of credentialed participants based on in-demand occupations and participation of programs on the ETPL.

Local Strategy 1.2.2: Partnership with college: IowaWorks will be holding a job fair at the college for recruitment of college students for part-time employment for business and industries. Business and industries are modifying work schedules to accommodate part-time jobs for college student and also offer incentives to employees, which may include college scholarships.

State Strategy 1.3: Collaborate with sector partnerships and Iowa employers to enhance work based learning opportunities for all Iowans.

Core programs will educate, promote, design and collaborate with Iowa employers to facilitate work-based learning activities.

Strengthen economic growth and industry competitiveness by creating new pathways into targeted industries, and toward good jobs and careers. This approach benefits low-income individuals and sustains and creates middle-class jobs. Utilize the intermediary networks in facilitating the many stakeholders involved to develop and implement industry-based workforce solutions. Develop the interest of philanthropic and other investors to assist in sector initiatives: Engage existing philanthropy as partners in identifying and funding potential states and sites where sector strategies can be implemented. Educate potential funders on sector strategies and opportunities to finance them. Create funding collaboratives, long-term partnerships between philanthropy and the public sector, which will seed and sustain sector initiatives. Building Sector Intelligence: Analyzing labor market changes to produce workforce trend reports and industry occupational projections, conducting workforce surveys and skill gap analyses, identifying and defining boundaries of regional labor markets, charting the skills needed for specific occupations, and creating certification programs that validate workers' ability to perform effectively in a variety of occupations.

Local Strategy 1.3.1: Educate, promote, design, and collaborate with local area employers to facilitate work-based learning activities.

Local Strategy 1.3.2: In partnership with Sector Initiatives, develop, train, and market available human capital to meet the needs of local industries.

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

State Strategy 2.1: Further develop and promote accessible career pathways to all Iowans.

Build upon prior work to expand regional partnerships that are deeply rooted in employer engagement and industry leadership, labor market alignment strategies and seamless career pathways that encompass grades 9-16, including youth and registered apprenticeship opportunities. Strategic emphasis will be placed on seeking solutions to work-based learning barriers at all levels of learning. Iowa will also continue its commitment to refining processes and

protocols for validating the state’s most in-demand industry certifications and credentials, ensuring an assessment and accountability system that is fully aligned to the needs of the state’s workforce. Engage Iowa’s students in the career path development process using creative, progressive, and self-directed techniques in the delivery of career services. Access to academic counseling, expansion of guided pathways which are aligned to career pathways.

Local Strategy 2.1.1: Promote the use of the Iowa Department of Education’s Career Pathways guides.

Local Strategy 2.1.2: Utilizing the Youth Standing Committee to develop processes for core partner involvement in ICAPs for all of the Community School Districts in the area.

State Strategy 2.2: Educate the system, partners and communities about the programs, initiatives, resources and opportunities available to up-skill the workforce.

The goal of the state is to clearly communicate available pathways, resources and opportunities to students, adults, academic and work counselors, employers, community workforce partners as well as to those who might be assisting in choosing career pathways through an interactive website. These resources and pathways will also be communicated via printed brochures, flyers and social media by the system as a whole. Education faculty, staff, and administrators also help communicate information through public relations messaging, orientations, one-on-one advising, public meetings, and other methods. Develop a guide for students and parents, as well as another for high school counselors and administrators, which will include information on the various career pathways. The main message for all pathways is to make every credit count. The goal is to help parents, students, advisors and instructors understand that students should enroll in dual credit courses that have value and count towards their postsecondary plans. Standardize messaging across programs, initiatives and resources and focus communication to those Iowan’s who are in most need of enhanced skill development.

Local Strategy 2.2.1: Market our success stories, especially with multiple partner involvement, to highlight our services and resources.

Local Strategy 2.2.2: Develop a Career Pathway Guide based on local employers and local area specific Labor Market Information.

State Strategy 2.3: Connect all Iowans with long-term career opportunities from high-growth, in-demand sectors.

Iowans will be engaged in the career pathway development process by utilizing innovative approaches in the delivery of career services and offering a variety of career pathway navigation supports to enhance transition into the workforce.

Activities to support career pathways strategies will be the development of an interagency definition of “self-sustaining employment.” Workforce delivery systems will work in concert to provide workers with the skills, work-based learning opportunities, resources, accommodations and supports needed through the systematic development of career pathways for in-demand

industries. All Iowans will have access to the occupational and training resources and skills needed to work to their fullest potential and to secure and maintain self-sustaining employment.

Over the next four years, we will encourage sector partnerships to focus on their role in informing career pathway development for youth, adults, and individuals facing barriers to education and employment by promoting a recently developed framework and offering tools, resources, and technical assistance.

Activities to support sector partnership strategies include working with employers to increase opportunities for all Iowans to gain the experience, skills, and credentials needed to obtain and maintain self-sustaining employment, closing skill gaps between Iowa's workforce and employers by expanding and supporting sector strategies for in-demand industries. Identifying and quantifying employers' education, training, and workforce needs will be a priority.

Local Strategy 2.3.1: Improve degree and credential completion and target resources to support attainment of high demand credentials, degrees, and certifications valued by employers, including for those individuals with barriers to employment.

Local Strategy 2.3.2: Increase the availability of short-term stackable and portable credentials needed by local employers on the Eligible Training Provider List.

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

State Strategy 3.1: Align workforce programs and initiatives to improve service delivery and outcomes for all Iowans.

Alignment of programs across the workforce system will greatly improve seamless delivery of services and outcomes for Iowans engaged in those activities. Core partners realize that alignment of policy, resources, programs and staffing will result in a system integrated to drive success. All core programs will work to blend and braid resources to the extent possible to maximize benefits to Iowans, reducing duplication of services and enhancing the customer experience. Core partners will assess policies, both joint and individual, that can align to performance outcomes. They will assess programs for duplication and work to align those programs across the partners for a more streamlined integrated approach. Partners will also inventory resources to look for cohesive ways in balancing those resources across the system to better impact outcomes for customers.

Local Strategy 3.1.1: Develop a service/resource crosswalk to identify duplication of resources and gaps in services.

Local Strategy 3.1.2: Develop promotional video or guide of the Southwest Iowa services, one for employer's and one for job seekers.

State Strategy 3.2: Ensure seamless access to programs and services of the workforce delivery system to all Iowans.

The quality of workforce development services is dependent upon the provision of consistent, integrated, and non-duplicative services across education, rehabilitation, economic and workforce activities.

All core partners will employ an integrated service delivery model, giving customers seamless access to all programs and services needed, while reducing duplication of effort amongst programs. All core programs will promote a concurrent and contextual approach to their service delivery activities.

Cross training will be a major focus between partners, programs, communities and employers to ensure Iowan's have access to services no matter which door they step into.

Continued expansion of accessible technology resources, alignment of case management and program delivery systems and a seamless referral system that promotes program accountability and ultimately success for the individual.

Local Strategy 3.2.1.: Develop a service/resource crosswalk to identify duplication of resources and gaps in services. SWIWA will meet with all partners and thoroughly document services/resources provided.

Local Strategy 3.2.2: Core partners will develop a cross-training plan to include all partners, community agencies, and employers.

Local Strategy 3.2.3: Development of an interactive referral and follow-up system among all partners.

State Strategy 3.3: Continuous improvement of the system to ensure no programmatic or physical barriers exist to accessing programs and services by all Iowans.

Implement continuous professional development for staff from all programs to elevate internal expertise and professionalism and to equip them with the tools necessary to operate a comprehensive, holistic approach to talent development. Core partners will participate in and support state and local area Disability Access Committees work in improving physical, technology and program accessibility for Iowan's.

Local Strategy 3.3.1: Continuous monitoring of the Disability Access Committees' Physical Accessibility Report findings and corrections to ensure physical accessibility.

Local Strategy 3.3.2: Improve programmatic accessibility by improving the use of technology and assistive technologies available in the One-Stop Center.

NOTE: The list of programs in the local system should include the core programs, required partner programs, and other programs. A chart that lists each program and

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identifies if it is a core, required or other program along with the office locations the program is offered is ideal. This section should describe how local strategies align with and support the stateside strategies identified in the Iowa WIOA Unified State Plan. This should include specific strategies for local coordination amongst core and required programs in the local area to support service alignment.

- 2. Describe how the LWDB will work with the entities carrying out the core programs to:
 - a. Expand access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment.****

Workforce Development system can be accessed through any core partner program within the Area. Multiple points of access will be established, both physical and through electronic means, throughout the Area. Area developed referral and verification forms will assist to document access to services. Orientation sessions that describe the workforce development system will be developed and available at any partner location within the Area. All core partners are focused on ensuring services are delivered and available to all eligible individuals, including eligible individuals with barriers to employment.

Dependent on the needs of the customer, between the Core Partners and Required partners, we have the ability to address all needs of the customer to become employable. In combination of all of our resources and knowledge, customers remain engaged and participate fully in all of the services and opportunities available through WIOA. Our integrated service delivery system provides our customers assistance with employment applications, resume assistance, assessments, skills development and employment services programs. Career Planners provide information to participants on community resources, Labor Market Information, HiSET (high school equivalency program), occupational training, on-the-job training and support services. Additionally, Career Planners share the ETPL with participants so they may make an informed decision on training providers. They also provide information on GAP/PACE, Title I programs, Future Ready Iowa Last-Dollar Scholarship, and other grants and scholarships that they may be eligible for. Career Planners identify participants' needs, assist with unemployment insurance, employment and reemployment assistance, trade services, workshops and training. When Career Planners identify that a customer may benefit from a referral, they facilitate a "warm handoff" to our core partners.

Employment Services:

With the development of an Integrated Employer Outreach toolkit and communication from the Integrated Business Services Teams, we can increase access to employer services which in turn will increase access to employment services such as job development and recruitment and placement. We will work to improve opportunities for individuals with a disability to obtain Competitive Integrated Employment.

Training Services:

Southwest Iowa will develop one-pagers and policies to increase awareness of and the use of Incumbent Worker Training and Customized Training. IVRS has prioritized business engagement to expand access to the trades industry and apprenticeships. The Iowa Workforce Center is a leader in the country with their emphasis on quality apprenticeship programs and IVRS collaborated with IWC during

the past two years in training and outreach to apprenticeship programs attempting to identify opportunities to improve access for individuals with disabilities.

Education Services:

We will work with Eligible Training Providers to increase the availability and access to training and education programs that align with our in-demand occupations. We will also work to increase the availability of stackable and portable credentials throughout the 8-county county area. Through partnerships between the core and required partners, Southwest Iowa’s career pathways support local programs that empower students and participants of all ages to explore their academic and career interests. We will leverage the work of statewide and local, public-private partnerships to better coordinate investments, resources and planning for those career pathways to expand access along with interactive delivery with the goal of providing more opportunities for targeted individuals.

Aligning and developing integrated education and training (IET) programs for low-literacy and low-skilled adults to concurrently address foundational skills with workforce training. IET programs prepare adults with limited academic or limited English skills to enter and succeed in post-secondary education and training leading to career path employment in demand occupations. The core partners will focus on expanding access and success in sector-based education and training programs that provide opportunities for low-skilled and low-literate youth and adults. The Core partners will work to develop new initiatives that promote sector-based pre-IET, and IET models that expand access and success of low-skilled youth and adults in career pathways.

Supportive Services:

Supportive services are available to all eligible individuals to assist them in removing barriers and help them participate in Career and Training Services. We will expand access by working with the Core and Required partners to facilitate the expansion of access and funding of Support Services, while avoiding duplication.

b. Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.

Core and required partners will be engaged in the career pathway development process by utilizing innovative approaches in the delivery of career services and offering a variety of career pathway navigation supports to enhance transition into the workforce.

Activities to support career pathways strategies will be the development of an interagency definition of “self-sustaining employment.” Workforce delivery systems will work in concert to provide workers with the skills, work-based learning opportunities, resources, accommodations and supports needed through the systematic development of career pathways for in-demand industries. Southwest Iowans will have access to the occupational and training resources and skills needed to work to their fullest potential and to secure and maintain self-sustaining employment.

Over the next four years, we will encourage sector partnerships to focus on their role in informing career pathway development for youth, adults, and individuals facing barriers to education and employment by promoting a recently developed framework and offering tools, resources, and technical assistance.

Co-enrollment is completed for all eligible and appropriate individuals across core programs and required partners. Co-enrollment is completed as follows:

1. Title I: 100% Co-Enrollment with Trade for Dislocated Workers who are Trade Certified. Co-enroll with other programs when it is beneficial to the customer.
2. Title III: Co-Enrollment with Title I (Adult/Dislocated Worker/Youth) should be completed when it is beneficial to the customer.
3. Ticket to Work: 100% Co-Enrollment with Title III Wagner-Peyser. Co-Enrollment with Title I when it is beneficial to the customer.
4. MSFW: 100% enrollment with Title III Wagner-Peyser when providing services in the field and/or entering an IowaWORKS Center. Co-Enrollment with Title I when it is beneficial to the customer.
5. Returning Citizens: 100% enrollment with Title III Wagner-Peyser. A case manager should be assigned.
6. Trade: 100% co-enrollment with Title I Dislocated Worker. 100% Co-enrollment with Title III Wagner-Peyser if individualized Unemployment Insurance or TRA benefit assistance is necessary.
7. PROMISE JOBS: 100% co-enrollment with Title III Wagner-Peyser for Veterans participating in PJ (DVOP case manager must be assigned). 100% co-enrollment with Title III Wagner-Peyser when PJ participant is job ready. Co-enrollment with Title I (A/DW/Y) should be completed when it is beneficial to the customer (i.e. if supportive services are needed that cannot be provided by PJ).
8. Registered Apprenticeship: 100% enrollment with Title III Wagner-Peyser. A statewide RA Career Planner must be assigned as the case manager. Co-enrollment with Title I (A/DW/Y) should be completed when it is beneficial to the customer. Co-enrollment must occur prior to a participant being hired into an RA program. Co-enrollment with Trade (TAA) should be completed when it is beneficial to the customer. Co-enrollment must occur prior to a participant being hired into an RA program.

Staff will ensure meaningful referrals are made to partners with a follow through process. This verifies that participants' needs are being met and reduces the duplication of services. Collaboration of services will occur when co-enrollment is appropriate. The use of Integrated Resource Teams is encouraged to maximize the benefits of co-enrollment without burdening the customer and to ensure all programs have met their individual program policy requirements.

c. Improve access to activities leading to a recognized postsecondary credential, including a credential that is an industry-recognized certificate or certification, portable, and stackable.

Southwest Iowa Workforce Area will work closely with Eligible Training Providers to ensure that individuals are receiving quality training. The Local Workforce Development Board will review Eligible Training providers within the Area to ensure providers of high-demand careers participate in the Eligible Training Provider list. Individuals should be receiving an Industry-Recognized Credential. An Industry-Recognized Credential is defined as “a documented award by a responsible and authorized body that attests that an individual has achieved specific learning outcomes or attained a defined level of knowledge or skill relative to a given standard needed for an occupation. Credential, in this context, is an umbrella term that includes degrees, diplomas, licenses, certificates, badges, and professional/industry certifications.” Sector strategies will also assist education providers and the workforce system in providing quality training services to participants. Labor Market Information is reviewed annually by the core partners to determine industry clusters in high demand.

We will promote the Future Ready Iowa Initiative which aims at getting 70% of Iowans with a recognized credential by 2025. We will create an inventory list of stackable and portable credentials needed by businesses in our area and work to get them added to the ETPL. We will work to expand our Registered Apprenticeship sponsors throughout the 8-county area. Registered Apprenticeship programs are automatically approved on the Eligible Training Provider List.

The above strategies will ensure that training programs meet the needs of employers and job seekers and that we are providing quality assistance to ensure creation of Future Ready Iowans. By collaborating with all of our partner agencies we can better streamline the process for the client and be effective and efficient with our resources. We will communicate to avoid duplication of effort.

Sector strategies will enable the Area to receive feedback from employers on their needs and with cross communication between partners, they will be able to develop their programs to meet those needs effectively and efficiently. Registered Apprenticeships have over 1400 occupations that are open to apprenticeship.

In the Southwest Iowa Workforce Area, the One-Stop center has partnered with Southwestern Community College in multiple initiatives. One-stop center Business services teams are constantly involved in groups with all core partners to enhance service delivery and avoid duplication. One-stop business services participate in career fairs at postsecondary educational institutions throughout the Area to create an awareness of services provided by the WIOA System. They are involved in serving all public and private schools in the Area to inform them about career pathways and training opportunities available. The One-Stop Center has also partnered with all schools to allow them to be a National Career Readiness Certificate proctor and have the service available at each school location. These partners, along with staff from IowaWORKS, proctor the National Career Readiness Certificate testing in the high schools.

A partnership with the GAP/PACE programs at Southwestern Community College have played a key role in enrolling more individuals into training services. These programs provide financial assistance for short-term training and career pathways. With shrinking funding in the WIOA Title I programs, the GAP/PACE program has picked up the shortage of training dollars and prevented an additional reduction in individuals being trained. In turn this has allowed the One-Stop center to provide other services that would otherwise not have been offered.

Partnership within the Area will be key to leading to recognized post-secondary credentials and Registered Apprenticeships.

NOTE: The narrative should: describe strategies and operation elements established to ensure that participant co-enrollment across relevant programs is practiced; describe strategies and operational elements established to increase awareness and access to WIOA Title II programs and Title IV programs; describe efforts to identify and improve access to activities leading to recognized post-secondary credentials;

describe operational elements the LWDB has developed to address the systemic process created to develop and promote Career Pathways. The local plan should make clear the definition of “industry-recognized credential” applied in the local area and if programs utilize different definitions.

3. Describe the strategies and services that will be used in the local area to:

a. Facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations.

Through the One-Stop Center in Creston, partners will develop, offer, and deliver quality business services that assist businesses and industry sectors in overcoming the challenges of recruiting, retaining, and developing talent for the local area economy. We will achieve this by utilizing the following strategies:

1. Ensure all staff have a clear understanding of industry skill needs
2. Collaboration, coordination and communication of Business contacts and services provided/offered.
3. Establishment and development of relationships with business networks both large and small.
4. Development, convening, and implementation of Industry and Sector Partnerships.
5. Development of a list of customized business services available beyond the required career services available to employers.
6. Development of an event for Small Business Week, which is the first full week in May.
7. Assistance with the development of a Talent Attraction Strategy and promotion of southwestern Iowa.

b. Support a local workforce system that meets the needs of employers in the area.

IowaWORKS in Creston will continually do their utmost to meet the needs of the employers and provide exceptional customer service to business and industry. We will work hard to understand employer needs throughout the 8-county area and will provide employers with qualified job applicants and workshops and professional development that help improve incumbent worker skill sets. The AJC will also help employers market job vacancies far and wide and will provide hands-on technical assistance with setting up Registered Apprenticeship programs. Other services offered to employers will include organizing job fairs, reverse job fairs, virtual job fairs and hiring sessions that allow employers to meet candidates for job openings.

c. Better coordinate workforce development programs and economic development.

The Integrated Business Services teams help promote Economic Development programs to current businesses and new start-up businesses. The teams will receive cross training on Economic Development programs. The following programs will be promoted:

1. High Quality Jobs: The High Quality Jobs (HQJ) program provides qualifying businesses assistance to off-set some of the costs incurred to locate, expand or modernize an Iowa facility. This flexible program includes loans, forgivable loans, tax credits, exemptions and/or refunds. The Iowa Economic Development Authority (IEDA) offers this program to promote growth in businesses, which employ Iowans in jobs defined as high-quality by state statute.
2. Economic Development Set Aside (EDSA): The Economic Development Set Aside (EDSA) program provides financial assistance to businesses and industries requiring assistance to create or retain

job opportunities in Iowa. EDSA develops viable communities that provide economic opportunities for people, especially those with low- and moderate incomes. Priority is given to projects that create manufacturing jobs, add value to Iowa resources and/or increase exports. Preference is given to businesses that create or retain the greatest number of jobs with the least amount of program dollars. Projects must demonstrate a need for assistance. The only three valid criteria to determine need are: a financing gap, insufficient return on investment or location disadvantage.

3. Workforce Training

- [Industrial New Jobs Training Program - 260E](#) - Creating new jobs with employee training.
- [Iowa Jobs Training Program - 260F](#) - Providing job training to current employees.
- [Community College Consortium - 260F](#) - Funding assistance for training projects in which two or more businesses participate.
- [Accelerated Career Education Program - 260G](#) - Partnering with community colleges to train workforce.
- [Career Link](#) - Funding for workforce training for low-income individuals.

4. Apprenticeships & Internships

- [Registered Apprenticeship Program](#) - There are more than 1,000 occupations eligible for apprenticeship training grants.
- [Student Internship Program](#) - Grants to small and medium-sized companies in targeted industries to support internship programs.
- [STEM Internship Program](#) - Grants to Iowa companies for internship programs in STEM fields.

5. [Targeted Small Business Program](#)

Program is designed to help small businesses owned by women, individuals with minority status, service-connected disabled veterans and/or individuals with disabilities.

d. Strengthen linkages between the one-stop delivery system and unemployment insurance programs.

Unemployment Insurance services are incorporated in the Creston One-Stop Center. Iowa’s Unemployment Insurance Division regularly provides UI training at basic and advanced levels. The training is conducted in person with occasional virtual sessions. Team members from the Creston AJC attend these classes as determined necessary and in-service training is provided to IowaWORKS Center staff when needed. Additionally, online policy and procedure documents are available for any team member or partner staff to access if needed. The library of documents is in a keyword searchable format. This process has been very beneficial to ensure the most recent version of a procedure is available when handling UI issues. The Creston IowaWORKS Center has staff trained in recognizing and referring UI eligibility issues for adjudication. Local staff are encouraged to proactively identify and provide assistance to identified individuals on a case by case basis. If a local office team member has a question about a claimants’ situation, IWD has a direct messaging system the team member can contact a UI expert in the main IWD office in Des Moines for assistance. In addition, Iowa participates in the RESEA program which provides additional opportunities for addressing UI concerns while connecting customers with employment services.

Integrated Service Delivery

Southwest Iowa will provide reemployment services to UI claimants and other unemployed individuals using an integrated service delivery.

Integrated data systems -

RESEA, Rapid Response, TAA and WIOA Title I Dislocated Workers program use a common data system. This data system displays services, case notes, workshop attendance and the overall progression of the UI claimant/unemployed individual.

Streamlining case management and assessments -

Each program is able to see case notes and services provided to the UI claimant/unemployed individual. eliminates duplication of services and assessments.

Job Search and Training Services -

The One-Stop provides a variety of job search activities including but not limited to job search workshops (resume building, interviewing, career planning, mock interviews, application assistance and a variety of other workshops), hosting job fairs, employer meet and greets and assistance in filling out online/paper employment applications. The One-Stop has a direct referral process to training programs to provide short term training for high demand occupations through a variety of partner programs including but not limited to Adult Basic Education, Vocational Rehabilitation and WIOA Title I. These services are available to all UI claimants/unemployed individuals.

Helping UI claimants access the full range of on-line and in person services delivered through the American Job Center - All UI claimants that come in person to the American Job Center are provided information on the range of services offered by the One-Stop.

Ensuring Claimants Meet Eligibility Requirements-

All customers that are selected to participate in an initial or sub RESEA program will complete a UI Eligibility Review to ensure the claimant is conducting appropriate work search contacts and is registered for work in the database system. The RESEA program staff have been fully trained in UI and are able to issue immediate decisions if an eligibility issue arises. There is an immediate feedback loop between UI program staff and the American Job Center for potential eligibility issues. The issue is reported via technology and then the UI program can establish a fact finding if necessary. Ensuring all Claimants are notified of all deadlines and eligibility requirements associated with the TAA program/seamless communication with case managers

Working with rapid response teams

Providing effective services for Veterans that file for UCX - Veterans that file for UCX will be profiled for the RESEA program to ensure services are offered early in the Veteran UI claim and are connected to the menu of services in the American Job Center. If these Veterans are identified as having a significant barrier, a referral to a local DVOP will be made to provide additional services.

The Reemployment Services and Eligibility Assessments (RESEA) program is a program to assist individuals receiving Unemployment Insurance (UI) benefits. The program connects participants with in-person assessments and reemployment services through local American Job Centers (AJC). Activities include, but are not limited to, developing an individual re-employment plan, providing labor market information, identifying job skills and prospects, and reviewing claimant’s continued UI benefit eligibility.

- e. **Implement initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, other work-based learning opportunities, registered apprenticeships, industry and sector strategies, career pathway initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of local employers. These initiatives must support the strategies described in a.-c. above.**

IowaWORKS will also work with partners to support the development of industry based, employer-driven sector initiatives. Sector partnerships are industries with shared needs, as well as various education, workforce, economic, and community organizations in supportive roles. These partnerships develop and continuously evaluate goals, policies, and service-delivery strategies to meet the needs of employers in a given sector. In doing so, they operate within labor market regions and are not confined to municipal, county, educational, or state boundaries. Effective sector partnerships are industry-driven, meaning industries identify needs and assume the lead role in developing strategies which address their identified needs.

Career pathways are one strategy utilized by sector partnerships to address industry-identified labor market needs. Career pathways organize education and training into a coherent, stackable sequence aligned within specific occupations within a given industry. In that way, career pathways support an individual in developing the personal, technical, and employability skills required for advancement within an industry and transitioning from training and education into the workforce. Colleges, primary and secondary schools, economic development agencies, workforce service providers, employers, labor groups, and social service providers all play a vital role in the successful development of career pathways. As a partner to employers involved in Sector partnerships, we can assist with strategies for some of their workforce issues, including Incumbent Worker Training and Customized Training.

Some individuals with multiple barriers to employment may need to begin with a less intensive activity such as transitional jobs, where they learn or become accustomed to the basic expectations of a workplace. Whereas, other individuals may present as job ready and can be placed in a more intensive OJT arrangement. Conversely, it is important to place individuals with the right fit and ensure business partners are aware of their obligations as well. Business service teams are integral in engaging participating businesses and ensuring they are educated about the benefits and responsibilities of a business partner. Like job seekers, businesses must be screened to identify what type of placement they are equipped to manage, and the business service teams serve an important role in ensuring a suitable placement exists for both customers.

OJT is beneficial to participants who are prepared to enter the workforce long-term. OJTs are used to teach a participant specialized skills and competencies needed to perform a specific job at a worksite where there may be a chance for advancement. The participating business has a major investment in the OJT process as they assist to complete a training plan and are the employer of record. Incumbent worker training is designed to assist employers in upgrading the skills of their current workforce. These efforts have shown to increase the competitiveness of employers in their designated markets while creating an internal workforce whose skills are assisting the employer to remain competitive with a skilled workforce and increased worker tenure. Employees benefit by receiving training to upgrade their skills, wages, and increased experiences within an organization.

Incumbent worker training is designed to assist employers in upgrading the skills of their current workforce. These efforts have shown to increase the competitiveness of employers in their designated markets while creating an internal workforce whose skills are assisting the employer to remain competitive with a skilled workforce and increased worker tenure. Employees benefit by receiving training to upgrade their skills, wages, and increased experiences within an organization.

Transitional jobs are a time-limited work experience that is combined with comprehensive employment and supportive services. This work-based learning activity is for individuals with barriers to employment, are chronically unemployed, or have an inconsistent work history. The purpose is to support individuals to establish a work history, demonstrate success in a work environment and develop skills to obtain and retain unsubsidized employment.

Customized training provides training that is specific to an employer (or group of employers) specific requirements so that individuals will be hired by the employer after successful completion of the training. Customized training is designed to provide local areas with flexibility to ensure that training meets the unique needs of the job seekers and employers or groups of employers. These types of activities are very effective training models for both youth and adult populations. Gaining hands-on training in a work environment allows individuals to gain not only the transferable skills needed in employment, but the soft skills employers require.

Registered Apprenticeship provides an earn and learn opportunity for both job seekers and employers. It brings together On-the-job training with Related Training Instruction to receive a Nationally recognized credential. IowaWORKS works with employers to become registered sponsors with the Department of Labor Office of Apprenticeship. They also work with job seekers to match them to Registered Apprenticeship opportunities.

The Southwest Iowa Workforce Area will utilize the Training Contract Policy in regards to these services.

NOTE: The narrative should describe the above strategies and services by: indicating how the area will engage employers in in-demand industry sectors and occupations to ensure that employment and training activities in the local area meet the needs of its employers; describe how integrated business services teams are used in the local area to serve employers; describe how the area plans to better coordinate with area economic development strategies; describe how the LWDB can improve strategies and practices to increase business and employer engagement over current levels; describe how the LWDB's strategies and operational elements support unemployment insurance programs and resources employed for the benefit of local area businesses and citizens. The narrative may contain other strategies the area employs to expand employment and training opportunities for workforce system participants in in-demand industries and occupations.

4. Describe how the LWDB will coordinate local workforce investment activities with economic development activities that are carried out in the local area and how the LWDB will promote entrepreneurial skills training and microenterprise services.

1. Describe how the LWDB will coordinate local workforce investment activities with economic development activities that are carried out in the local area and how the LWDB will promote [1](#) entrepreneurial skills training and microenterprise services.

The LWDB partners with local economic developers throughout the local area to coordinate workforce investment activities. Services available through Southwestern Community College’s economic development include activities encouraging new business, assist existing business to create long-term economic growth. The LWDB and integrative business services team will meet regularly with Economic Developers to identify and address needs of employers. Economic Developers will also be an integral part of Sector Strategies in the healthcare and manufacturing industries within the Area. Also under the respective Continuing Education Divisions is the New Jobs Training Program (260E) and the Iowa Job Training Program (260F) which assists businesses in remaining economically competitive. These funds are administered through Iowa Economic Development Authority (IEDA) Our Business Services team partners with Economic Developers to address employer needs in their area. IowaWORKS also provides assistance to employers thru the Iowa Apprenticeship Training Program (15B) which provides training grants to businesses for eligible apprenticeship programs. Each of these programs increases economic development within our 8-county area.

Union County Development Association operates The Roundhouse, a coworking facility, which provides training and incubation to new businesses. UCDA offers Just Start training for budding entrepreneurs and hosts a variety of other workshops throughout the year. The Small Business Development Center provides ongoing entrepreneurial training and assistance throughout the area. UCDA also operates an adult and youth leadership program that many area employers take advantage of to encourage leadership development for up and coming managers and supervisors.

Economic development professionals are involved with the Rapid Response Teams during times of layoffs and are also engaged in to also partnered with in hosting events such as career fairs or employee trainings. Additionally, developing collaborations between LWDB, economic development agencies and AEAs/school districts are growing to create business and education partnerships and workplace learning experiences for career exploration.

Additionally, Iowa Department for the Blind has an Iowa Self-Employment Program. A program for self-employment has been developed under an agreement between Iowa Vocational Rehabilitation Services (IVRS) and Iowa Department for the Blind (IDB). It is available to active candidates of IVRS or IDB who are able to become self-sufficient establishing, expanding or acquiring a small business. Self-Employment is a vocational option that must be agreed upon by the individual and IVRS/IDB, and is available only to for-profit businesses intended for operation within the State of Iowa. The intent of self-employment services is to support an employment outcome that will significantly contribute to a candidate's financial self-sufficiency. The program

is one that is designed to encourage and assist individuals to become entrepreneurs where the team works to enhance the entrepreneurial skills and knowledge of the candidate. The small business development center provides ongoing entrepreneurial training and assistance throughout the Area. IowaWORKS promotes and explores opportunities for center customers to establish self-employment and refers individuals to the Small Business Development Center.

The Department for the Blind and Vocational Rehabilitation can also assist in funding for start up costs.

NOTE: Alignment between the public workforce system and local economic development activities is critical in order to identify and fulfill industry talent needs by training customers for emerging and in-demand job skills. Furthermore, microenterprise development refers to training for the purposes of self-employment. Describe the resources the LWDB will use to promote entrepreneurial skills training and microenterprise services, including how the LWDB will support and promote a training strategy that leads to self-employment. How might this strategy be used to help individuals with barriers to employment, including persons with disabilities?

5. Describe the one-stop delivery system in the local area, including:
 - a. **How the LWDB will ensure the continuous improvement of eligible providers through the system and that such providers will meet the employment needs of local employers, workers, and job seekers.**

The Southwest Iowa Workforce Area LWDB will conduct ongoing analysis of the Area's economy and workforce needs to ensure continuous improvement of eligible providers of services and to ensure that such providers meet the employment needs of local employers, workers and job seekers.

This analysis will be completed as part of the LWDB's regularly scheduled meetings with needs assessments being completed as necessary. Local labor market information will be utilized with this review.

Elements potentially included in the analysis:

- * A review of the local area data gathered from customers of the One-Stop
- * An assessment of the current economic situation and projected trends of the local area economy, industries and occupations, including major economic Areas and industrial and occupational sectors as determined through LMI data;
- * An assessment of the required workforce skills and knowledge individuals need in order to find employment.
- * An analysis of the skill and education gaps for individuals within the local area.

All partners will participate in a process of continuous improvement to offer the best possible services and seize opportunities for further integration. To assure that services are responsive to the needs of the community, partners will survey customers to obtain feedback on customer satisfaction. All partners will participate in the ongoing development and improvement of the

Southwest Iowa Workforce Area one-stop center procedures, policies and operational management. All partners will be part of a joint planning process that will continuously review the needs of the Southwest Iowa Workforce Area workforce and business community and refine the services of the one-stop system based upon those needs.

In addition, the partners will encourage, accommodate staff, and/or provide training and cross training, as deemed appropriate, to ensure that all partner staff are familiar with all programs represented within the Southwest Iowa Workforce Area One-Stop System in order to integrate services, reduce duplication, and improve overall service delivery.

b. How the LWDB will facilitate access to the services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.

- * The Disability Access Committees will help to ensure the One-Stop has physical and programmatic accessibility.
- * Multiple points of access are available through partner sites within the Area
- * IowaWORKS staff provides outreach and enrollment in all outlying counties within the area on an itinerant basis
- * Partners provide services through the One-Stop physical center on an as needed basis
- * Partners provide one-stop system services ongoing through various partner locations
- * Partners participate in ongoing referral, coenrollment and performance management
- * Utilizing Zoom, Teams, Facetime electronic video conferencing for appointments, orientations, and workshops.
- * Basic Career Services can be accessed online utilizing the iowaworks.gov website or mobile app.
- * Instruction is provided remotely using Burlington English and ESL Library.
- * HSED Instruction is provided remotely using HiSET Academy by Essential Education or Essential Education and Learning Upgrade.

Social Media

IowaWORKS One-Stop Centers will utilize social media to engage with job seekers in the local area in accordance with State Communications policy to highlight services that are being provided by the IowaWORKS One-Stop Centers, including but not limited to workshops, hiring events, career fairs, job postings, and programs available. Teams will also share relevant posts from media sources or community partners when it is informative to job seekers of the local area.

c. How entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with section 188 of WIOA, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, including providing staff training and support for addressing the needs of individuals with disabilities.

i. Include how the LWDB will utilize Disability Access Committees (DACs) as a strategy.

The LWDB has a disability access committee (DAC) with a chair and co-chair from IVRS/IDB. The DAC is composed of various core partner and outside partner members who work together under the direction of the Statewide DAC. They have conducted physical accessibility and ADA accessibility surveys and

continue to work on program accessibility. Both groups have conducted disability focus groups to gather information about the various needs of customers with disabilities in accessing Center programs. In addition to this, the groups have completed local assessments of the assistive technology options that would be available to the community, the level of comfort of Center staff in offering those accommodations, and as well, the appropriate process for working with requests for accommodations from customers. The DACs also drives the Integration Continuum process.

The Southwest Iowa Workforce Development Board is committed to providing programs and services in a readily-accessible format and delivery method to any individual who is seeking services from the workforce system. Accessibility as referenced throughout this plan refers to the direct and indirect ideas, actions, philosophies and physical and emotional supports used by an individual or employer to support employment for all lowans. Core partners have legal obligations under federal and state anti-discrimination laws when providing workforce services. Federal and state antidiscrimination laws prohibit discrimination in the provision of services on the basis of an individual’s race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age, or disability. Meeting the partners’ legal obligations under federal and state anti-discrimination laws must be a focus when they develop and implement policies, procedures, guidance, and proven and promising practices with respect to increasing and maximizing access to workforce services, and when assessing the physical and programmatic access of one-stop system partners, physical office spaces, websites, etc.

Individuals with disabilities constitute a population that has traditionally been underserved or unserved by the workforce development system. Partners recognize that state and federal anti-discrimination laws impose legal obligations with respect to workforce services delivery to individuals with disabilities. Further, WIOA singles out individuals with disabilities as a group with a barrier to employment that the partners must target for increased and maximized access to workforce services. As such, the partners will develop policies, procedures, guidance, and proven and promising practices to create maximized physical and programmatic access and opportunity for individuals with disabilities. Implementation of policies, procedures, guidance, and proven and promising practices to increase and maximize physical and programmatic access for individuals with disabilities must be an element of One-Stop Certification that is strictly applied. Southwest Iowa Workforce Board has worked very closely with and has relied upon the expertise provided by the Iowa Vocational Rehabilitation Services (IVRS) and the Iowa Department for the Blind (IDB). As core partners, IVRS and IDB provide ongoing technical assistance and support regarding development of policies, procedures, and system design and evaluation protocols to ensure that all lowans have full and welcoming access. The Iowa Department for the Blind will also be utilized to consider all forms of accessibility impacting the field of vision. Their Assistive Technology services will ensure accommodations are in place to support access for needed services and supports for all lowans.

ii. Describe the process that an individual would use to request an accommodation as well as how an individual will know what accommodations/assistive technology equipment are available.

The Disability Access Committee will address program accessibility through identifying existing assistive technology resources at the One-Stop Centers and how it relates to reasonable accommodations for job seekers who need assistance. Auxiliary aids and services are available upon request for individuals with disabilities.

The individual or his/her representative must let the associated agency know that s/he needs an accommodation. Requests for reasonable accommodation do not have to be in writing and can be requested in a face-to-face conversation or using any other method of communication.

A list of accommodations/Assistive Technology equipment will be posted at the main entrance of each One-Stop Center.

iii. **Describe how partners/operator will ensure individuals with disabilities can participate in workshops and services offered throughout the center.**

All buildings follow the ADA requirements. The One-Stop Center is evaluated for physical accessibility using the following criteria:

1. Approach and Entrance: Parking, passenger, loading zones, public sidewalks, and public transportation stops.
2. Access to Goods and Services: The layout of the building should allow people with disabilities to obtain goods and services and to participate in activities without assistance.
3. Toilet Rooms:
4. Additional Access: Amenities such as drinking fountains and public telephones should be accessible to people with disabilities.

The checklist can be accessed here: [ADA Checklist for Existing Facilities](#)

D. The roles and resource contributions of the one-stop partners, pending completion of the Memorandum of Understanding and Infrastructure Funding Agreement.

The management of the One-Stop system is the shared responsibility of the LWDB, CLEO, WIOA core program partners, required One-Stop partners, One-Stop operators, service providers, and any non-mandatory partners added to the local system by the LWDB and CLEO. In other words, the system is a total collaborative for the planning, operations, and management of local workforce services.

All partners should be aware of their responsibility under the law. All partners must:

1. Provide access to their programs through the IowaWORKS system.
2. Use their program's funds to:
 - a. Provide career services.
 - b. Maintain the one-stop system and jointly fund it.
3. Sign the Memorandum of Understanding (MOU) with the LWDB.
4. Participate in the operation of the system.
5. Provide representation on the LWDB, as required, and participate on committees of the LWDB, as needed.

Required Partner Services

The Parties to the Memorandum of Understanding will collaborate to ensure all required and needed services are available to Iowans and Iowa businesses and will work to ensure the Creston IowaWORKS location offers integrated services and have staff who work to ensure quality service delivery.

Acceptable methods and options for providing access to each of the required services:

1. Having a program staff member physically present at the American Job Center.

2. Having a staff member from a different partner program physically present at the American Job Center and appropriately trained to provide information to customers about the programs, services, and activities available through all partner programs.
3. Making available a direct linkage through technology to a program staff member who can provide meaningful information or services.

Services delivered within the system are outlined in the Partners Services section in the Memorandum of Understanding, Attachment D: Matrix of MOU Partners Shared Service and Delivery Methods.

NOTE: The narrative should provide details on how the LWDB will work with eligible training providers in the area to ensure the most current and relevant training is available to meet the needs of local employers, workers, and job seekers. Also describe how services will be provided in remote areas to ensure equal access to all employers and job seekers in the local area. Include how the needs of individuals with disabilities are met, including physical and programmatic accessibility, to ensure access for all center customers. Describe the roles and contributions one-stop center partners make to the system: which programs are offered and where, how are costs shared amongst partners, etc.

6. A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.

Title I Adult and Dislocated Worker:

Basic Career Services are offered in the eight counties (Adams, Adair, Clarke, Decatur, Montgomery, Ringgold, Taylor and Union) and include:

1. Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs;
2. Outreach, intake (including identification through the state’s Worker Profiling and Reemployment Services system of unemployment insurance (UI) claimants likely to exhaust benefits), and orientation to information and other services available through the one-stop delivery system;
3. Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs;
4. Labor exchange services, including— Job search and placement assistance, and, when needed by an individual, career counseling, including—
 - a. Provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA); and,

- b. Provision of information on nontraditional employment (as defined in sec. 3(37) of WIOA);
5. Provision of referrals to and coordination of activities with other programs and services, including those within the one-stop delivery system and, when appropriate, other workforce development programs;
 6. Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, local area, and national labor market areas, including— Job vacancy listings in labor market areas; Information on job skills necessary to obtain the vacant jobs listed; and Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs;
 7. Provision of performance information and program cost information on eligible providers of training services by program and type of providers;
 8. Provision of information about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area’s one-stop delivery system;
 9. Provision of information relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: child care; child support; medical or child health assistance available through the State’s Medicaid program and Children’s Health Insurance Program; benefits under the Supplemental Nutrition Assistance Program (SNAP); assistance through the earned income tax credit; housing counseling and assistance services sponsored through the U.S. Department of Housing and Urban Development (HUD) ; and assistance under a State program for Temporary Assistance for Needy Families (TANF), and other supportive services and transportation provided through that program;
 10. Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA; and
 11. Provision of information and assistance regarding filing claims under UI programs, including meaningful assistance to individuals seeking assistance in filing a claim—
 - a. Meaningful assistance means providing assistance:
 - i. On-site using staff who are properly trained in UI claims, filing, and/or the acceptance of information necessary to file a claim , or By phone or via other technology, as long as the assistance is provided by trained and available staff and within a reasonable time.
 12. Provide these services also on the Exploratory Floor.

Provide the following Individualized Career Services

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1. Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include—
 - a. Diagnostic testing and use of other assessment tools; and
 - b. In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
2. Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, eligible training providers;
3. Group and/or individual counseling and mentoring;
4. Short-term pre-vocational 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, in some instances pre-apprenticeship programs may be considered as short-term prevocational services;
5. Internships and work experiences that are linked to careers;
6. Workforce preparation activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, or training, or employment;
7. Financial literacy services;
8. Out-of-area job search assistance and relocation assistance; and
9. English language acquisition and integrated education and training programs.
10. Provide opportunities for Work Based Learning that lead to careers.
11. Provide the 14 Required Youth Services.
12. Conduct Integrated Resource Team meetings with participants and partners when meeting with dual-enrolled clients to coordinate services.

Provide the following Training Services:

- (a) Occupational skills training, including training for nontraditional employment;
- (b) On-the-job training (OJT);
- (c) Incumbent worker training;

- (d) Programs that combine workplace training with related instruction, which may include cooperative education programs;
- (e) Training programs operated by the private sector;
- (f) Skills upgrading and retraining;
- (g) Entrepreneurial training;
- (h) Transitional jobs;
- (i) Job readiness training provided in combination with services listed in paragraphs (a) through (h) of this section;
- (j) Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with training services listed in paragraphs (a) through (g) of this section; and
- (k) Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training .

Provide Follow-up Services

1. Follow-up services must be provided as appropriate for participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Counseling about the workplace is an appropriate type of follow-up service.

NOTE: The narrative should provide a description of how the local area will provide adult and dislocated worker employment and training activities, including a list of the services that are provided and the availability of those services across the local area. Questions you may ask to assess services include: are comprehensive employment and training services offered in the area; what additional services could be provided to increase the success of participants; are all services widely available across the area; what partnerships have been developed locally to increase access to these services in rural areas or areas of low access?

7. How the LWDB will coordinate workforce investment activities in the local area with statewide rapid response activities.

When the Title 1 Dislocated Worker and Wagner Peyser team are notified about a business closing we work together as soon as possible with the company to come up with a plan to provide the affected employees with information they can use to ease their unemployment. While state law indicates employers must let IWD know of any layoffs of more than 25 in order

for a Rapid Response to be completed, we will provide Rapid Response information to any company who is laying off less than 25 employees. During the initial meeting with the company we provide them an understanding of the services we can provide their employees as well as gather information of the affected workforce in order to tailor the needs for the rapid response presentation. We work with the employers to facilitate the Rapid Response information meetings in order to serve as many employees as possible, this is done virtually and in person. If a company is not interested in hosting the information meeting the meeting is held in a centralized location so as many employees can attend as possible. During the informational meetings based on the demographics of employees we invite other partners to speak about their programs and requirements- examples of this could be Department of Human Services, Trade and Iowa Vocational Rehabilitation Services.

NOTE: The narrative should describe the strategy and roles of IowaWORKS center staff to coordinate and provide rapid response activities locally and in conjunction with statewide activities.

8. The type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities, which must include an identification of successful models of such activities.

The LWDB will provide the following 14 required services through a collaboration of existing service providers and services provided through the local Workforce Innovation and Opportunity Act (WIOA). MATURA, as the WIOA Youth Service Provider, will be responsible for either directly providing or contracting for these ten services.

Youth Services: WIOA Title I Youth program is focused on ensuring services are delivered and available to all eligible youth, including those with barriers to education and employment. Title I Career Planners persistently provide guidance and counseling to assist youth with the next steps toward successful, self sustaining employment. The program design focuses on utilizing the 14 Youth Required Elements to help participants meet their educational and employment goals. These elements are:

1. **Adult Mentoring for Youth:** Career Planners act as adult mentors for every youth participant they serve. For youth in need of more intensive Adult Mentoring Services, those services are contracted out to agencies able to provide background checks. Mentoring is a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee.
2. **Alternative Secondary School Offerings:** Career Planners provide participants with information on alternative solutions to complete a secondary school diploma. These solutions include alternative schools, career academies, and High School Equivalency Diploma (HSED) programs.
3. **Comprehensive Guidance and Counseling:** Career Planners provides participants with connections to a wide array of counseling services provided by health agencies. Participants struggling with drug and

alcohol abuse are referred to agencies that provide treatment, counseling, and support to help them resolve these issues. Career Planners also provide participants with mental and behavioral issues with referrals to area counseling programs offered and personally assist them with enrolling in the respective agency's services.

4. Follow-up Services: Career Planners provide follow-up services to youth participants for no less than 12 months after program exit.

5. Leadership Development Opportunities: Career Planners provide community service and peer centered activities that encourage responsibility, employability, and other positive social and civic behaviors to participants and other in-school youth.

6. Occupational Skills Training: Participants may be eligible to take part in training that teaches them the technical skills and information needed for a specific occupation. Training is related to the participant's career pathway goal and often leads to postsecondary or industry recognized credential.

7. Paid and Unpaid Work Experience: Career Planners coordinate with area employers and community agencies to provide short term work experiences to participants. These experiences may include job shadowing, quality pre-apprenticeship programs, internships, work experiences, and On-the-Job Training.

8. Summer Employment Opportunities: Summer employment opportunities are offered in the same manner as the paid and unpaid work experiences above.

9. Supportive Services: Career Planners work with youth to eliminate barriers to participating in WIOA activities such as issues with transportation, child care, counseling, financial need, lack of proper clothing, and healthcare.

10. Tutoring and Study Skills Training: Career Planners refer participants to partner agencies and programs to receive tutoring services that will assist them with completing secondary or postsecondary credentials.

11. Financial Literacy Education: Career Planners provide financial literacy education to youth participants via classroom instruction and referrals to partner agencies and online financial literacy resources.

12. Entrepreneurial Skills Training: Participants are exposed to entrepreneurial skills training at the IHCC Regional Entrepreneurial Center (REC), which is located next door to the IowaWORKS One-Stop Center in Ottumwa on the IHCC North Campus.

13. Services that Provide Labor Market Information (LMI): As youth participants develop their career pathway goals during the ISS development process, Career Planners provide them LMI that shows them what jobs are in-demand locally, are anticipated to have a growth in available positions, and offer self-sufficiency wages.

14. Activities that Prepare Youth for Transition to College/Training: In an effort to help prepare participants for the transition to postsecondary education or training, Career Planners take participants on in-depth college campus visits to IHCC and other colleges in the Area and surrounding area.

a. Include how the LWDB will utilize the Youth Standing Committee as a strategy.

The Southwest Iowa Workforce Area Youth Standing Committee performs the following duties and other functions as necessary and proper to carry out its responsibilities.

- 1) Providing information to the LWDB on the provision of services to youth;
- 2) To assist with planning, operational, and other issues relating to the provision of services to youth;
- 3) Coordinating programs, services, and activities that address the employment, training, or education needs of eligible youth, including out-of-school youth, in Southwest Iowa; and
- 4) Coordinating with the State Workforce Development Board Youth Standing Committee on statewide initiatives

The Southwest Iowa Workforce Area Youth Standing Committee will meet at a minimum on a quarterly basis.

NOTE: The narrative should provide a description of how the local area will provide youth activities, including a list of the services that will be provided and the availability of those services across the local area. Questions you may ask to assess services include: are comprehensive employment and training services offered in the area; what additional services could be provided to increase the success of participants; are all services widely available across the area; what partnerships have been developed locally to increase access to these services in rural areas or areas of low access? The narrative must include how the local area will meet the minimum expenditure rate for out-of-school youth and the minimum expenditure rate for youth experiential learning (work experiences). The narrative should also describe how the Youth Standing Committee will guide youth activities in the local area.

9. How the LWDB will coordinate relevant secondary and postsecondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services.

The LWDB will work closely with the core program partners, including those authorized under the Carl D. Perkins Career and Technical Education Act, to establish standard processes to deliver services in a coordinated and seamless manner. This includes providing an overview of the services available through the one stop center. Regular communication and information sharing through all staff meetings and trainings further enhance the linkages, and avoid duplication, between the One-Stop delivery system partners.

Postsecondary education programs used in the LWDB must be approved providers/programs. Providers wishing to offer postsecondary training opportunities can apply. Secondary education programs, including literacy and basic skills training, are provided in Region 14 through Southwestern Community College. This includes adult education, community college credit, non-credit training programs, and Career and Technical Education (CTE) programs. The LWDB has established procedures to provide the LWDB with information on available program services and a process to refer candidates for these services.

Perkins is designed to enhance coordination between education and workforce systems in part through expanding the focus on industry-recognized credentials and incorporating the use of work-based learning in curriculum, while expanding access to low income learners and special populations. CTE course offerings and activities through Perkins include a comprehensive needs assessment to receive financial assistance. This includes evaluation of progress and strategies to overcome barriers. One strategy is combining basic skills with workplace skills to assist with academic outcomes and produce a more attractive candidate for employers. In addition, ESL can also be offered to those non English-speaking individuals, thus, making the learning experience more beneficial and enable special populations to meet the local levels of performance.

The Workforce Development Board have sub-committees that are designed to bring together partner agencies to address education and workforce activities and coordinate strategies to enhance service delivery. These committees include representatives from community partners, local businesses, education, and training agencies and meet to coordinate services, eliminate duplication, and improve program services. The subcommittees of the LWDB, is tasked with streamlining services and avoiding duplication in the local workforce system. The subcommittees meet throughout the year to discuss program service needs and the most efficient manner of delivering these services.

- a. **Include the name of the Title II adult education provider grantee(s) in the local area that were included in this coordination.**

Southwestern Community College (Darla Helm, Director) is the Title II adult education grantee in the Southwest Iowa Local Workforce Area.

NOTE: The narrative should describe LWDB strategies to coordinate and enhance workforce services regarding secondary and postsecondary education. The

description needs to include methods involved to avoid duplication of services. Also describe the LWDB actions related to Perkins Act Section 134 biennial “CTE comprehensive needs assessment.” Please describe the relevant education programs in the local area that include adult education, community colleges, CECs, private licensed schools and basic skills training.

10. How the LWDB will coordinate WIOA Title I workforce investment activities with the provision of transportation and other appropriate supportive services in the local area.

Title I program serves job seekers who face a wide variety of challenges and barriers as they work to meet their career goals. To engage these individuals, Title I career planner and business liaisons will develop meaningful relationships with their clients. Through assessments, interviews, IEP development and the provision of case management services, Title I staff will get to know the individuals they serve and understand what obstacles they may face in progressing down their chosen career pathway. Ongoing, regular contact between Title I staff and participants will help assure that barriers, both old and new, are tackled with additional resources and support.

Title I staff will work closely with partners and other agencies and programs to link participants to supportive services that help them overcome barriers to employment. Once a participant’s barriers have been identified, Title I staff will complete a Financial Needs Determination to determine what the participant's unmet need is. If the needs outweigh the support Title I can provide, Title I staff will look for other possible funding avenues. Supportive service providers we have worked with in the past for the Title I program include: Pathways for Academic Career and Employment (PACE) and the GAP Tuition Assistance Program, IVRS, PROMISE JOBS, County General Relief assistance, Veterans’ Administration and other community resources. The local area has developed a community resource guide for the 8-county area that identifies possible resources available in the community.

Expenses that may be covered through Title I supportive service payments include: clothing, counseling, dependent care, emergency financial assistance (auto repair, housing assistance, etc.), healthcare when it affects employment and transportation, among others. The need for supportive service payments, as well as the amount, will be determined for each client during the Objective Assessment process, utilizing the financial needs determination form, and will be documented in the client’s IEP. Payments will only be made while the participant is enrolled in and receiving WIOA individualized career, training or follow-up services, and back-up documentation from the participant will be required.

NOTE: The narrative must include a list of the transportation and other supportive services available in the local area. Description how those services will be coordinated with other Title I workforce investment activities in the area, such as, is a

*supportive service only available if a participant is receiving certain other services?
Please provide a link to the LWDB's supportive services policies.*

11. Plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act services and other services provided through the one-stop delivery system.

The One-Stop focuses on providing a variety of employment related labor exchange services including but not limited to job search assistance, job referral, and placement assistance for job seekers, re-employment services to unemployment insurance claimants, job seeker assessment of skill levels, abilities and aptitudes, career guidance when appropriate, job search workshops, referrals to training and recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitated self-help services and staff assisted service delivery approaches.

Training will be provided to American Job Center staff on a continuous basis to improve the skills and knowledge of the team to provide superior customer service. This will include cross-training between programs to increase the staff's understanding of their roles and the role of the other core partners to increase the effectiveness of referrals and minimize duplication between programs.

The One-Stop will offer co-location of partner programs when possible so that there are program staff members physically present in the American Job Center. When not possible will have appropriately trained team members from different partner programs that can provide information about services available and how to access those services or the ability to link the customer through technology to that partner.

When beneficial, Wagner-Peyser Career Planners will promote Integrated Resource Teams to work with participants that utilize services from multiple partner programs. These team meetings will identify the needs of the customer and develop a plan for which program can best help the participant with the necessary steps of that plan.

IowaWORKS is the common data-collection process for the following programs:

- Title I, Adult, Dislocated Worker and Youth
- Title III, Wagner-Peyser
- Veterans Employment Training programs
- Migrant and Seasonal Farm Workers
- TANF
- Food Assistance Employment & Training
- Iowa's State Performance Accountability System

NOTE: The Wagner-Peyser program is authorized to and should provide many of the same Career Services that can be provided by other WIOA core programs. The plan should describe how core programs coordinate service delivery to maximize the

resources and services provided by all WIOA core programs and avoid duplication of services. TEGl 16-16 and TEGl 16-16, Change 1 provide additional information.

12. How the LWDB will coordinate WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II, including how the LWDB will carry out the review of local applications submitted under Title II.

The LWDB collaborates with Title II partners, who offer secondary programs, making sure their programs align with workforce skills required by their industry sector/partners. Allowable activities under Title II funding include adult education, literacy, workplace adult education and literacy, family, English language acquisition, integrated English literacy and civics education, workforce preparation, and integrated education and training (IET). Title II–funded programs are required to implement the 13 Considerations into their program operations. These 13 considerations are also used in the program application, so applicants can describe how each consideration will be addressed.

The local LWDB will facilitate career pathways by promoting secondary education and training designed as a series of manageable steps leading to successively high credential and employment opportunities. This business engagement collaboration is essential in creating practical stackable credential training. Many employers have found that basic educational skills have been lacking in their new employees. Co-enrolling in academic programs, as well as adult education and literacy for an IET experience bringing workplace education and training together with basic skills concurrently and contextualized will be crucial to the success of these pathways. Having a person enrolled in secondary education/training and basic skills education will create a learning experience preferred by employers.

As a part of the coordination with education partners, WIOA requires that the Local Workforce Development Board (LWDB) review local applications for Title II: Adult Education and Literacy funding. The LWDB does not approve the application, but reviews it to ensure alignment with the Local Plan for workforce development activities under WIOA (WIOA Sec. 107(d)(11)(B)(i)(I)). The LWDB created a review committee to review the application to determine whether the proposed services is consistent with the strategies, needs and activities of the local plan. The LWDB read a questionnaire to disclose, manage, reduce, or eliminate conflict of interest prior to the selection of the review committee. Upon completing the Title II review, the Local Board submitted a recommendation to the IDOE that rates the degree of alignment and offers suggestions for better alignment with the local plan.

NOTE: In accordance with WIOA Title II, the Iowa AEFLA grant application requires the LWDB to review all AEFLA applications submitted to IDOE from eligible providers within the local area to determine whether the applications are consistent with their Local Plans. The plan should describe the process the LWDB will following in selecting knowledgeable reviewers to conduct an alignment review of adult basic education and English language acquisition services with one-stop center activities and services as described in the Local Plan. The plan should also detail how the LWDB will

disclose, manage, reduce or eliminate conflict of interest from reviewers of the Title II applications for the local area.

- 13. Provide copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop delivery system. This includes cooperative agreements (as defined in WIOA Sec. 107(d)(11)) between the Local WDB or other local entities described in WIOA Sec. 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of the Rehabilitation Act (29 U.S.C. 720 et seq.) (other than Sec. 112 or part C of that title (29 U.S.C. 732, 741) and subject to Sec. 121(f)) in accordance with Sec. 101(a)(11) of the Rehabilitation Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts of cooperation, collaboration, and coordination.**

IVRS has agreements with Easter Seals Iowa Assistive Technology Program, the Iowa Program for Assistive Technology (I-PAT), the Center for Disabilities and Development (CDD) and the University of Iowa Health Care for providing assistive technology and assistive technology services, or administrating staff training to such services found [here](#). Services include referrals, exchange of information, services provided in collaboration, staff development, and strategies for coordination and collaboration.

NOTE: To expedite the review process please provide links to the electronic version of all agreements.

- 14. The competitive process that will be used to award sub-grants and contracts for WIOA Title I activities.**

Awards for contracts are made to service providers who can provide services that are the most advantageous to the Southwest Iowa Local Workforce Development Area (LWDA) regarding service, price and other specific factors. It must be understood that any and all services procured are the best available to meet the employment and training needs of eligible individuals that reside in the LWDA.

The Southwest Iowa Workforce Area Local Workforce Development Board (LWDB) will adhere to the principles outlined in 29 CFR Part 97 and the procurement procedures required by the State of Iowa. All steps of the procurement process will be documented in accordance with 29 CFR Part 97, including solicitations, selection process, contract negotiations, and award. In addition,

all documents developed during the procurement process will be maintained as required by Iowa Workforce Development.

General Provisions

The competitive procurement process for the selection of service providers will occur every 4 years.

All potential providers, who have expressed interest in being considered for awards, will be sent Requests for Proposals for the areas of service for which they wish to be considered when such awards are due to be made.

Awards will be made only to service providers that demonstrate the ability to meet objectives of the proposed procurement. Examples of how the ability to meet the procurement objectives can be demonstrated include, but are not limited to:

- financial resources, technical qualifications, experience, organization and facilities adequate to carry out the project
- resources to meet the completion schedule contained in the contract
- a satisfactory performance record for completion of contracts
- cost analysis of proposed budget -accounting and auditing procedures adequate to control property, funds and assets

The LWDB will also ensure that any entity is not debarred, suspended, or otherwise excluded from or ineligible to participate in Federal assistance programs or activities.

Information about the selection of the service provider will be made available to the public on a regular basis through electronic means and open meetings, in accordance with the Sunshine Provision.

Equitable Procedures

Procurement procedures will not restrict or eliminate competition. Activities that may be considered to be restrictive of competition include, but are not limited to:

- Placing unreasonable requirements on firms in order for them to qualify to do business.
- Requiring unnecessary experience and excessive bonding.
- Non-competitive pricing practices between firms or between affiliated companies.
- Non-competitive contracts to consultants that are on retainer contracts.
- Organizational conflicts of interest.
- Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement.
- Any arbitrary action in the procurement process.
- Cover Sheet
- Executive Summary
- Organization Overview
- Program Narrative
- Budget & Budget Narrative
- Attachments

Required Content for RFP

Solicitations for goods and services (requests for proposals or RFPs) should provide for all of the following:

- Requirements which the bidder/offer must fulfill and all other factors to be used in evaluating bids or proposals.
- funding level range or an up to amount must be provided in the RFP that ensures the responsibilities in the Statement of Work can be performed.
- Technical requirements in terms of functions to be performed or performance required, including the range of acceptable characteristics or minimum acceptable standards. *(45 CFR Part 75.328(c)(1))*
- The specific features of "brand name or equal" descriptions that bidders are required to meet when appropriate. *(45 CFR Part 75.328(c)(1))*
- A description of the format, if any, in which proposals must be submitted, including the name of the person to whom proposals should be sent.
- The date by which proposals are due.
- Required delivery or performance dates/schedules.
- The release of an RFP for services does not obligate the LWDB to accept any or all proposals. The LWDB shall be held harmless from any action resulting from any decision not to accept any or all proposals.

Proposal Process and Evaluation Review

1. The LWDB will meet and select a small committee of at least three Board members to oversee the RFP process.
2. RFP will be open for a minimum of 20 business days and posted on the board website, other outlets, and distributed to bidder's list when applicable.
3. A pre-set time period will be available for written questions, and answers will be posted to the board website.
4. LWDB staff will perform a technical review of each proposal prior to them being distributed to the review team.
5. The technical review will determine if the proposal is complete and meets all the submission guidelines stated in the RFP.
6. Proposals that are incomplete or fail to meet all submission guidelines stated in the RFP will be rejected.
7. Bidders will be notified regarding the status of their proposal after the technical review.
8. Proposals will be evaluated by the RFP committee and a recommendation will be made to the LWDB for selection.
9. The LWDB will vote on the RFP committee recommendation at a regularly scheduled board meeting, and reserves the right to either accept, reject or make changes to the committee's recommendation.
10. Bidders may request, in writing, feedback on the proposal submitted after the funding awards are determined.

Sole Source

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Sole source must only be pursued after a minimum of two attempts to competitively procure, including one attempt that combines the procurement of the Adult and Dislocated Worker service provider with the selection of the one-stop operator.

Sole source selection of a service provider can only be completed under the criteria outlined in the Workforce Investment and Opportunity Act (WIOA). When the sole source selection process is used the board must prepare and maintain written documentation describing the entire process of making such a selection.

Sole source procurement can only be utilized when:

- The item or service is available only from a single source.
- The public exigency or emergency for the item or service will not permit a delay resulting from competitive solicitation.
- The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity.
- After solicitation of a number of sources, competition is determined to be inadequate, whether for reasons of number or quality of proposals/bids.

Should the LWDBs request to use sole source procurement for service providers it will submit a formal request to Iowa Workforce Development electronically. The request will include justification that all other options were exhausted and identify the reason for sole source. Also, identify the timeline and the activities performed prior to the sole source request, and certify that all appropriate measures consistent with the WIOA and this policy have been taken.

The following documentation should also be included with the request for sole source:

- Copy of the RFP or IFB
- Proof of the announcement medium used (newspaper, social media)
- Documentation showing how long the announcement was posted
- The name of the entity to which the sole source is to be awarded
- Documentation showing that the entity has the capacity and ability to perform the functions required to provide career services and/or youth workforce investment activities

Right to File a Grievance

Any organization making an application under this RFP has the right to file a grievance related to the RFP process within five (5) working days of the award announcement. All grievances must be made in writing and must fully identify any contested issues and/or policy or procedural violations. Subjective interpretations by evaluators are not subject to protest or grievance. A bidder may file a grievance in writing, with the LWDB Executive Director, who will then have ten (10) days in which to reach an informal written resolution of the grievance.

Should the grievance not be resolved within ten (10) days, the bidder may submit in writing a protest to the LWDB Executive Committee. The Executive Committee will then have twenty (20) days to reach a formal written decision. A hearing is not a right under this LWDB grievance policy. No further appeals will be allowed. This does not prohibit the bidder from seeking other resolutions in addition to those allowed

by the LWDA. Any further resolutions taken by the bidder outside of this policy will be handled by the CEOs of the LWDA.

Standards of Conduct

Any officer, employee or agent of the LWDB who is either:

- engaged in negotiations with a potential contractor;
- has arrangements concerning prospective employment with a potential contractor; or,
- has a financial interest in a potential contractor may not participate in the review, award of administration of a contract for a potential contractor. Such relationships constitute a Conflict of Interest. This prohibition also extends to:
 - an immediate family member of any officer, employer or agent of the grantee/subgrantee;
 - a partner or organization who employs any officer, employee or agent of the grantee/subgrantee.

Additionally:

- No LWDB member shall participate in the selection or in the awarding of a contract if a conflict of interest is involved. This provision does not prohibit a community-based organization, educational agency, employer, or other service provider represented by a LWDB member from receiving a contract for the provision of training and/or services to participants. However, when such a conflict of interest arises, LWDB members must abstain from voting on the award and disclose all financial/non-financial information of the contractor.
- No employee, officer or agent of the LWDB shall participate in the selection, in the awarding, or administration of a contract if a conflict of interest exists.
- No contract will be awarded to any LWDB member or entity with which he/she is affiliated which results in direct personal gain to that LWDB member.
- LWDB officers, employees or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from service providers, potential service providers (i.e., persons who perform services of type contracted for), or parties to grants.

Confidentiality and Non-Disclosure

Information will not be disclosed to anyone who is not directly involved in the procurement process relating to the intent to implement a procurement, the amount of funds available, or any related data, until that information is made known to all bidders through a notification of the intent to solicit or dissemination of a Request for Proposal (RFP) or Request for Quote (RFQ). Technical and cost/price information from any proposal must not be disclosed to anyone not officially involved in the procurement process while the procurement is still in progress. Certain technical or proposal information that a bidder has designated as proprietary or trade secret, and with which LWDB concurs, must not be disclosed to other bidders, even after the award is made and publicized. The number or names of bidders will not be disclosed to anyone not officially involved in the procurement process until the contract is awarded and the decision is made public.

NOTE: Please describe the competitive procurement process established to select WIOA Title I Adult, Dislocated Worker, and Youth service providers by the LWDB. This section should establish the ongoing local procedures used for the procurement and is not specific to any individual procurement completed. Also include the manner in which the LWDB will address the settlement of all contractual and administrative issues, such as protests, appeals, and disputes. This should include an assurance that all federal, state, and local procurement laws, regulations and policies are followed.

15. Provide information on the local levels of performance negotiated with the Governor and CLEO and LWDB, to be used to measure the performance of the local area and to be used by the LWDB for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I subtitle B, and the one-stop delivery system in the local area.

NOTE: This section is not required for the PY2021 local plan submission.

16. The actions the LWDB will take toward becoming or remaining a high-performing WDB, consistent with the factors developed by the State WDB.

NOTE: This section is not required for the PY2021 local plan submission.

17. How training services will be provided through the use of individual training accounts (ITAs), including:

a. If contracts for training services will be used.

ITAs are the primary method to be used for procuring training services for adults, dislocated workers, and Out-of-School youth participants.

Participants purchase training services from eligible training providers they select in consultation with career planners. This includes discussion of program quality and performance information regarding the available eligible training providers. ITAs allow participants the opportunity to choose the training provider that best meets their needs. To receive funds from an ITA, the training provider must be on the Eligible Training Provider List (ETPL).

In order to enhance consumer choice in education and training plans, as well as to provide flexibility to service providers, youth program-funded ITAs may be used for out-of-school youth (OSY) ages 16-24, when appropriate. In-school youth (ISY) cannot use youth program-funded ITAs. However, ISY between

the ages of 18 and 21 may co-enroll in the adult program and receive training services through an adult program-funded ITA.

Payments from Individual Training Accounts

Payments from ITAs may be made in a variety of ways, including the electronic transfer of funds through financial institutions, vouchers, or other appropriate methods. Payments also may be made incrementally, for example, through payment of a portion of the costs at different points in the training course.

The Title I operations manager will be responsible for ensuring ITAs comply with all applicable federal, state and local regulations and policies. To stay abreast of updates in this arena, the Title I operations manager will actively take part in professional groups with other Iowa Title I directors and will take part in compliance-related professional development on an ongoing basis. The Title I operations manager will also monitor the state e-policy website for additional changes.

b. If contracts for training services will be used.

1. On-the-job training, which may include paying for the on-the-job training portion of a Registered Apprenticeship program, customized training, incumbent worker training, or transitional jobs/Work Experience. For OJT, Customized Training, and Incumbent Worker Training, contracts may only be written to employers identified as an in-demand industry.
2. If the Local WDB determines that there are an insufficient number of Eligible Training Providers in the local area to accomplish the purpose of a system of ITAs. This determination process must include a public comment period of at least 30 days for interested providers and must be described in the local plan.
3. To use a training services program of demonstrated effectiveness offered in a local area by a community-based organization or other private organization to serve individuals with barriers to employment. The Local WDB must develop criteria to be used in determining demonstrated effectiveness, particularly as it applies to individuals with barriers to employment to be served. The criteria may include:
 - a. Financial stability of the organization.
 - b. Demonstrated performance in the delivery of services to individuals with barriers to employment through such means as program completion rate; attainment of the skills, certificates, or degrees the program is designed to provide; placement after training in unsubsidized employment, and retention in employment.
 - c. How the specific program relates to the workforce investment needs identified in the local plan.
4. If the Local WDB determines that the most appropriate training could be provided by an institution of higher education or other provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations. This is true provided that the contract does not limit consumer choice.
5. If the Local WDB determines a pay-for-performance contract is suitable. No more than 10 percent of the local funds may be spent on pay-for performance contract strategies.

c. How the use of contracts will be coordinated with the use of ITAs.

Southwest Iowa Workforce Area will utilize one or the other for a respective service. Contracts and ITA's may be used together for Registered Apprenticeship but the Contract would be used for the On-the-Job Training and the ITA would be used for Occupational Skills Training or related support services.

d. How the Local WDB will ensure informed consumer choice in the selection of training

The Southwest Iowa Workforce Area will utilize the Eligible Training Provider List (ETPL). The list includes a description of the programs through which the providers may offer the training services, and the performance and cost information about those providers. This list is available on the IowaWORKS website at www.iowaworks.gov.

An individual who has been determined eligible for training services, will review the Eligible Training Provider List and complete the Consumer Choice Worksheet, reviewing at least three Eligible Training Providers with the program that they are interested in. An individual will select a provider after consultation with a career planner based on the outcome of their research into the ETPL and which program meets their needs.

NOTE: The plan must describe limitations for ITA amount and duration, if established in the local area. Limitations may include a range or maximum amount and length of time. Training contracts may only be used if at least one of the five circumstances listed in TEGE 19-16 section 8 applies. The local plan must include if training contracts will be used and the process for their use. The plan must also describe how the LWDB will ensure consumer choice, for example, will the local area develop forms that must be completed to compare and contracts providers?

18. The process used by the LWDB to provide a 20 business days’ public comment period prior to submission of the plan, including an opportunity to have input into the development of the local plan, particularly representatives of businesses, education, and labor organizations.

Southwest Iowa solicited public comments on the Local Service Plan in its entirety for the 20 business-day period. Other targeted stakeholders were notified of the posting and included all core, required, and optional partners as well as community stakeholders. The plan was also posted (or linked to) on all core partner websites with instructions on how to submit public comments. The draft was publicly available on www.iowawdb.gov website under Southwest Iowa and included instructions on how to comment.

NOTE: Please describe the methods utilized by the LWDB to ensure robust availability to review the plan by the many local stakeholders. This may include posting the plan online and then advertising and/or further communicating the where the plan can be reviewed. Additionally, the LWDB could host public meetings to review the local plan draft and accept feedback from the public.

19. How one-stop centers are implementing and transitioning into an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and by one-stop partners.

The IowaWORKS data management system encompasses case management, data collection, reporting, labor exchange, LMI, etc. and is used in all of the AJCs among several partners to track customers and activities in one common database. IowaWORKS is an intuitive, customer centered, WIOA compliant system which allows customers, both job-seekers and employers, as well as AJC staff enhanced access to workforce services and delivery. The system provides a coordinated method to manage multiple programs, while streamlining services to customers. The communication center allows AJC staff to communicate with job-seekers and employers. Appointments and notifications can be easily shared within the system ensuring continuous accessibility for individuals when accessing programs and services.

Title I, Title III, PROMISE JOBS, DVOP/JVSG, Trade, and Ticket to Work are currently utilizing the IowaWORKS Case Management System.

Additionally, all core programs are currently working on using IowaWORKS as a single reporting system for the Employer Services tracking functionality. This allows all partners to report all Effectiveness in Serving Employer measures jointly. As Iowa continues to develop and refine our data management systems, the exchange of information and common data elements will improve and continue to expand.

Knowing that each individual agency will need the flexibility to conduct analysis, evaluate data, engage service providers and prepare data for internal and state uses, as well as meet their unique reporting requirements of their corresponding federal agencies, core partners are maintaining existing legacy data systems or have been involved in the launch of IowaWORKS. Each system has their respective capability to mark and track co-enrolled participants and is able to produce all the WIOA required reports.

While a common intake through a single data management system isn't being utilized across the core partners, all Titles are collecting and reporting based on the WIOA required PIRL data elements through their respective system. This process lends itself toward co-enrollment and referrals to core partner programs and/or outside community agencies. Increased collaboration among core partners within local areas with cross training has shown an increase in co-enrolled participants who could benefit from the services provided by core partner programs and community agencies. The improvements to the process allows for direct connection by and between key agency staff, and holds agencies accountable for assisting workers in achieving success and making it easier for jobseekers to navigate the system.

While current field practices have included secure tracking sheets and frequent core partner meetings to track service delivery among shared co-enrolled participants, best practices are still being reviewed. Southwest Iowa will continue to pursue the development of a technological solution to integrate data when applicable. This technology could allow core programs to share common data elements at intake and "sit-on-top" of existing technology to maximize the efficient exchange of common data elements and improve service delivery tracking across core programs. Iowa will continue to work to streamline intake across all core programs.

NOTE: The plan should describe how the local area is using technology to integrate application processes and case management of the core and required programs. How are the IowaWORKS case management system and other IT systems used to integrate services, etc.?

20. A description of how the LWDB will ensure priority of service for the WIOA Title I-B Adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient (20 CFR 680.600).

Regarding WIOA Adult funds, priority must be provided in the following order:

1. To veterans and eligible spouses who are also included in the groups given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services with WIOA Title I Adult formula funds for individualized career services and training services.
2. To non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA Title I Adult formula funds.
3. To veterans and eligible spouses who are not included in WIOA's priority groups.
4. To priority populations established by the Governor and/or Local Workforce Development Board (Local WDB).
5. To non-covered persons outside the groups given priority under WIOA.
 1. Priority of Service for Adult Program Funds
 - Recipients of public assistance
 - Temporary Assistance to Needy Families (TANF)
 - General Assistance (GA)
 - Refugee Cash Assistance (RCA)
 - Supplemental Security Income (SSI)
 - Supplemental Nutrition Assistance Program (SNAP)
 - Other income based public assistance
 2. Low-Income Individuals
 - Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the SNAP, TANF, SSI under Title XVI of the Social Security Act, or state or local income-based public assistance program; or
 - Receives an income or is a member of a family receiving an income that in relation to family size, is not in excess of the current U.S. DOL 70 percent Lower Living Standard Income Level Guidelines and U.S. Department of Health and Human Services Poverty Guidelines, or
 - Is a homeless individual, or
 - Is an individual with a disability whose own income meets the income requirements above, but who is a member of a family whose income does not meet this requirement.
 3. Individuals Who Are Basic-Skills Deficient must meet at least one of the following:

- Lacks a high school diploma or equivalency and is not enrolled in secondary education; or
- Is enrolled in Title II adult education (including enrolled for English Language Acquisition); or
- Has poor English-language skills and would be appropriate for ESL, even if the individual isn't enrolled at the time of WIOA participation; or
- The career planner makes observations of deficient functioning, and, as justification, records those observations in the data management system; or
- Scores below 9.0 grade level (8.9 or below) on the Test of Adult Basic Education (TABE); Comprehensive Adult Student Assessment Systems (CASAS) or other allowable assessments as per National Reporting System (NRS) developed by the U.S. Department of Education's Division of Adult Education and Literacy; or
- Individual does not earn the National Career Readiness Certificate (NCRC) (e.g., one or more of the scores are below a Level 3 on the Workplace Documents, Applied Math, or Graphic Literacy assessments).

4. Individuals with Barriers to Employment. Individuals with barriers to employment may include:

- Displaced homemakers
- Indians, Alaska Natives, and Native Hawaiians
- Individuals with disabilities, including youth who are individuals with disabilities
- Older individuals (age 55 and older)
- Ex-offenders
- Youth who are in or have aged out of the foster care system
- Individuals who are:
 - English language learners
 - Individuals who have low levels of literacy (an individual is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, or in the individual's family, or in society); and
 - Individuals facing substantial cultural barriers
 - Eligible migrant and seasonal farmworkers
 - Individuals within two years of exhausting lifetime TANF eligibility
 - Single parents (including single pregnant women)
 - Long-term unemployed individuals (unemployed for 27 or more consecutive weeks)
 - Underemployed individuals. Underemployed individuals may include:
 - Individuals employed less than full-time who are seeking full-time employment
 - Individuals who are employed in a position that is inadequate with respect to their skills and training
 - Individuals who are employed who meet the definition of a low-income individual
 - Individuals who are employed, but whose current job's earnings are not sufficient compared to their previous job's earnings from their previous employment, per state and/or local policy

The above list is used only for applying for the individual to receive individualized career services and training services. Certain individualized career services or training services may require pre- and post-test

scores to measure skills gain for the specific activity; in this case the determination is made by administering an acceptable skills assessment or by using scores from any partner’s previous assessment. When there are multiple applications, a waiting list will be established based on priority categories listed above and based on the date their application was received.

NOTE: The narrative should describe the process for how the LWDB will ensure priority of service is followed for Adult services. For example, how will it be documented, will a waiting list be created, how will adult participants be added to the waiting list – first come, first serve, etc.?

21. A description of how the LWDB will provide Veterans priority of service.

All WIOA team members are trained on veteran services and resources and have a solid understanding of Priority of Service. State policies across Department of Labor funded programs contain requirements for Veterans Priority of Service, which ensures veterans and their eligible spouses receive access to services before or instead of a non-covered person. The SOP is designed to identify veterans and eligible spouses at their first point of contact. As part of Iowa’s Standard Operating Procedures, each new customer who visits an American Job Center (AJC) is asked by non-JVSG (Jobs for Veterans State Grant) Career Planners, “Have you, or your spouse, ever served in the U.S. Military?” If the customer states that they are a veteran, they are thanked for their service. If the customer is a spouse, the customer is thanked for their support. During an initial “triage” conversation to determine the reason for their visit, the veteran is provided a folder with veteran-related resource information, including information regarding Priority of Service. If it is determined that the veteran or eligible spouse needs assistance beyond self service, priority of service is applied to ensure the veteran or eligible spouse is given precedence in services compared to other job seekers. All AJCs have Priority of Service posters in several locations throughout the center. Iowa has a 24-hour hold on all job orders so that veterans receive priority over non-veterans. Additionally, when AJCs host large job fairs, veterans, service members, and spouses are invited to attend earlier than the general public. Each AJC has at least one designated computer for veteran customers in the Exploratory (resource) area. This area has a plethora of information displayed regarding veteran programs, Priority of Service, and Home Base Iowa. To monitor and ensure Veterans are aware of all services, AJC operations managers run a monthly report that displays all registered individuals which allows them to identify Veterans that may have registered outside of the center. Non-JVSG Career Planners then contact those veterans, share information regarding programs and services, and invite them into the Center. Core partner programs refer customers to JVSG and DVOP services, and DVOP’s often refer customers to core partner programs, ensuring Veterans receive the services they need.

NOTE: The strategies must include processes that ensure veterans and eligible spouses are identified at the point of entry and give n an opportunity to take full advantage of priority of services for all types of career and training services (20 CFR 680.650).

22. Assurances

- a. **By submitting this local plan, the Local Workforce Development Board assures it has established all local policies and procedures required by State WIOA policy and federal legislation and that all local policies are made available on the local area website.**

NOTE: The state agencies responsible for administering the core partner programs provide state policies that establish the requirement of local policies and should provide each area with those requirements.

REMINDER: Comments submitted during the public comment period must be submitted with the plan, along with any actions taken to resolve or respond to those comments.