

Region 11 Local Plan

**Central Iowa Workforce Development Board
Region 11 Chief Elected Official Board**

**July 1, 2016 through June 30, 2020
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**Region 11 Local Plan
Central Iowa Workforce Development Board
May 2016**

Section 1 – Information

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Section 2 – Strategic Elements

Describe existing in demand industries and occupations.

In 2013 Region 11 identified the following industries as critical: health care, finance, wholesale trade and transportation, advanced manufacturing, and construction. These industries continue to be in demand.

Health Care –

The Health Care industry is defined as providers of diagnostic, preventive, remedial and therapeutic services such as doctors, nurses, hospitals and other private, public, and voluntary organizations. It also includes medical equipment and pharmaceutical manufacturers and health insurance.

The Health Care and Social Assistance sector comprises establishments providing health care and social assistance for individuals. The sector includes both health care and social assistance because it is sometimes difficult to distinguish between the boundaries of these two activities. The industries in this sector are arranged on a continuum starting with those establishments providing medical care exclusively, continuing with those providing health care and social assistance, and finally finishing with those providing only social assistance. The services provided by establishments in this sector are delivered by trained professionals. All industries in the sector share this commonality of process, namely, labor inputs of health practitioners or social workers with the requisite expertise. Many of the industries in the sector are defined based on the educational degree held by the practitioners included in the industry.

In 2014 there was an average of 9,561 sector locations in the health care & social assistance sector in Iowa. Ambulatory healthcare services represented the majority of establishments with 5,350 (56.0%). Interestingly, the subsector with the largest amount of employment has the least number of establishments: there are only 250 hospitals in the state, but 67,153 people are employed by them. Social assistance workers are the lowest paid sector, making less than half of the sector average. This subsector includes things like child care centers, family services, and vocational rehab.

Nationally, employment of healthcare occupations is projected to grow 19 percent from 2014 to 2024, much faster than the average for all occupations, adding about 2.3 million new jobs. Healthcare occupations will add more jobs than any other group of occupations. This growth is expected due to an aging population and because federal health insurance reform should increase the number of individuals who have access to health insurance.

In Region 11, health care remains a large presence in the region. Mercy Medical Center and Unity Point are two major private industry employers with locations throughout the counties. According to IWD LMI long term data projects (2012-20122), health care/social assistance is in the top five regional industry sectors based on total employment and projected growth. When looking at projected job growth, registered nurses (#2) and person care aides (#5) are occupations within the largest projected job growth category for Region 11. IWD projections show six health occupations (ex. home health aides, diagnostic medical sonographers) that are part Region 11's ten fastest growing occupations from 2012 thru 2022.

Finance and Insurance –

In 2014, the finance & insurance sector comprised 6.0 percent of all employment in Iowa (private and public sector). This high-wage sector reported an average annual wage of \$68,514 for the sector, which

was 61.1 percent higher than the statewide average of \$42,536 for all industries. Since 2006, this sector has added 4,411 jobs (5.1%) and the average annual wage grew by \$14,713 (27.3%). Despite the trend of long-term growth, finance and insurance contracted slightly after the recession and lost 1,780 jobs between 2008 and 2011. However, the sector began growing again in 2012 and has since surpassed its 2008 peak.

Despite the high wages relative to other industries in Iowa, wages for finance & insurance are 30 percent lower than the national average of \$97,373; however, Iowa's wages are fairly in line with other states in our region. Women make up the majority of employees in this sector holding 63.5 percent of all jobs.

Employment of business and financial operations occupations is projected nationally to grow 8 percent from 2014 to 2024, about as fast as the average for all occupations, adding about 632,400 new jobs. A stronger regulatory environment is driving the demand for more accountants and auditors who prepare and examine financial documents.

In 2014, there was an average of 6,410 locations employing 90,499 people in the finance & insurance industries across Iowa. The majority of finance & insurance employment (94.6 percent) is represented by only two sub-sectors: insurance carriers and related activities report 46.3 percent, credit intermediation or related activities accounts for 48.3 percent of sector employees. Insurance carriers and related activities boasts a significantly higher average wage than Credit Intermediation or Related Activities, \$73,078 and \$43,756 respectively.

Des Moines is considered a global insurance hub. Principal Financial Group, Wells Fargo and Wellmark are three large private industry employers within the region. According to the Greater Des Moines Partnership (American Community Survey 2014), the metro has the highest concentration of finance and insurance employment among the US metros at 16.6%, which is three times more than the national average. In 2014, this industry had 2786 worksites in Region 11. According to IWD LMI long term data projects (2012-20122), finance and insurance is projected to grow 22.7%. In Region 11, the 2014 annual average wage for all industries was \$48,842. For finance, insurance and real estate, the average annual wage was \$75,122.

Wholesale Trade and Transportation –

The Wholesale Trade sector comprises establishments engaged in wholesaling merchandise, generally without transformation, and rendering services incidental to the sale of merchandise. The merchandise described in this sector includes the outputs of agriculture, mining, manufacturing, and certain information industries, such as publishing.

In 2014, the wholesale trade sector comprised 4.6 percent of all employment (including public and private sector) in Iowa, employing 69,057 workers and had an average annual wage of \$58,814. This wage was 38.3 percent higher than the statewide average of \$42,536 for all industries. Sector employment has recovered the jobs lost since the great recession. As of 2013 the sector employed 69,295. This was an increase of 3,236 or 4.9 percent from 2010 when employment reached an eight year low at 66,059 jobs. However, in 2014, employment began to decline again and dropped 0.3 percent to 69,057.

Counties in the northern half of the state tend to have a higher percentage of employment in the wholesale sector due to grain elevators and ethanol production. Men hold a strong majority of the jobs in this sector. In 2013 men made up 75.2 percent of the wholesale trade sector.

In 2014, there were 7,587 industry wholesale trade locations across Iowa. Durable good wholesalers have the most locations in Iowa with 2,672. Electronic market and agent broker wholesalers was a close second with 2,287 locations and lastly, Nondurable wholesalers had 2,628 establishments statewide respectively.

The Transportation and Warehousing sector includes industries providing transportation of passengers and cargo, warehousing and storage for goods, scenic and sightseeing transportation, and support activities related to modes of transportation. Establishments in these industries use transportation equipment or transportation related facilities as a productive asset. The type of equipment depends on the mode of transportation. The modes of transportation are air, rail, water, road, and pipeline.

In 2014, the transportation and warehousing sector comprised 4.2 percent of total employment (including public and private sector) in Iowa, employing 63,784 workers. This sector had an average annual wage of \$42,593, which is nearly identical to the state's average salary of \$42,536. Public employees also have a large impact in this sector, as postal workers make up 12.0 percent of total sector employment. Like most sectors, transportation and warehousing took a hit to employment due to the recent recession. The industry reached its employment low of 60,689 in 2009, losing over 2,000 jobs between 2008 and 2009. Employment reached pre-recession levels again in 2012 and has grown 13.9 percent over all since 2006. This industry is fairly male dominated. Men hold 78.4 percent of all the jobs in this industry.

Transportation and material moving occupations group is projected nationally to grow 5 percent from 2014 to 2024, adding 466,800 new jobs. An increased demand for shipping raw materials and finished products over highways, rail lines, and waterways should contribute to employment growth. However, technology and automation in warehousing enables better tracking and movement of items, which may supplant some functions of workers who move freight or stock.

For 2014, there were about 4,632 locations in Transportation & Warehousing. These establishments employ 63,784 workers. The largest sector by far is truck transportation which employs 30,227 Iowans or about 47.4 percent of total transportation & warehousing workers.

In Region 11, the 2014 annual average wage for all industries was \$48,842. For transportation, the average annual wage was \$49,330, while wholesale trade had \$71,755. According to IWD LMI long term data projects (2012-20122), transportation and warehousing will increase by 10.7%. Truck transportation is expected to increase by 20.1% or 1060 positions. Wholesale trade is expected increase by 1965 or 9.5%. TMC Transportation and Ruan Industries are two of the large private employers for transportation in our region.

Advanced Manufacturing –

The Manufacturing sector comprises establishments engaged in the mechanical, physical, or chemical transformation of materials, substances, or components into new products. Establishments in the Manufacturing sector are often described as plants, factories, or mills and characteristically use power-driven machines and materials-handling equipment. Manufacturing establishments may process materials or may contract with other establishments to process their materials for them. Both types of establishments are included in manufacturing.

In 2014, manufacturing supplied 216,887 jobs to Iowans, which represented 14.3 percent of all employment (both public and private sector). This sector had an average annual wage of \$54,401. This is 27.9 percent higher than the statewide average of \$42,536 for all industries. The manufacturing sector

was hit hard by the most recent recession, shedding 26,621 jobs between 2008 and 2010 (11.7%). Since then, manufacturing has recovered somewhat but hasn't regained its pre-recession employment levels. Manufacturing has added 16,105 jobs since 2010 (8.0%) but still remains 10,516 jobs below its pre-recession, 2008 employment, for net job losses of 4.6 percent between 2008 and 2014. Despite the large drop in employment, wages have continued to rise. Wages have grown every year since 2006, even through the recession. Wages have grown 22.6 percent since 2006, increasing from \$44,357 to \$54,401 over the same period. Men are the majority of this industry holding 72.9 percent of all industry jobs.

Production occupations are one of two major occupational groups that is projected to decline. Employment is projected to decline 3 percent, with a loss of about 282,100 jobs from 2014 to 2024. Technological advancements are replacing many of the manufacturing workers that make up a large share of the production occupations. Fewer workers are needed in the manufacturing sector as many processes have become computer-controlled.

For 2014, there were a total of 4,027 manufacturing locations across Iowa, employing 216,887 jobs. The manufacturing sector produces a wide variety of goods and is made up of 21 subsectors; however, food manufacturing represented 23.2 percent of total manufacturing employment, making it the largest subsector of manufacturing. Wages also vary quite a bit between subsectors in the manufacturing sector. Computer & electronic product manufacturing has the highest average income at \$85,015 which is nearly three times the wage for the small textile product mills salary of just \$29,767.

In Region 11, the 2014 annual average wage for all industries was \$48,842. For manufacturing, the average annual wage was \$54,131. According to IWD LMI long term data projects (2012-20122), manufacturing will increase by 1980 which is 6.2%. Recently, we have seen larger layoffs, as with John Deere, and are unsure how that will affect the industry growth in the long run. The 2015 Region 11 profile produced by IWD shows manufacturing as one of the top five region industries based on the percentage of growth. Pella Windows and Doors, Vermeer, and Lenox Manufacturing are three large private employers for manufacturing in our region.

Construction –

In 2014, the construction sector, statewide, comprised 5.0 percent of all employment in Iowa; however, this is an industry that is sensitive to the volatilities of the business cycle, so this percentage is subject to more variation than other industries. This sector had an average annual wage of \$51,965 for 2014, which is 22.2 percent higher than the statewide average for all industries (public and private sector). In terms of employment, the construction sector was one of the hardest hit by the most recent recession. The industry shed 3,396 jobs (5.1%) between 2009 and 2010 after hemorrhaging 8,115 jobs (10.9%) between 2008 and 2009. The sector has mostly recovered since then and is nearly up to its 2006, pre-recession peak of 76,002 employing 75,697 Iowans in 2014. Construction has added 12,601 (20.0% growth) jobs since bottoming out in 2010. Wages have increased by 27.7 percent between 2006 to 2014, even though they dipped a bit in 2009. Men make up an overwhelming majority of this industry, holding over 88.6 percent of all jobs in the sector.

Nationally, employment of construction and extraction occupations is projected to grow 10 percent from 2014 to 2024, faster than the average for all occupations, increasing from 6.5 million jobs to 7.2 million jobs. Overall growth in the economy and population will increase demand for new buildings, roads, and other structures, which will create new job openings for construction and extraction occupations. The median annual wage for all construction and extraction occupations was \$41,380 in May 2014, which was higher than the median annual wage for all occupations of \$35,540.

In 2014, there were 9,413 construction locations across Iowa, employing 75,697 people averaged throughout the year. Construction work tends to be seasonal. The heavy & civil engineering construction subsector accounts for 16.3 percent of total covered sector employment—making it the smallest and best paid segment with average annual wage of \$63,083, construction of buildings represents 21.7 percent, and the largest sub-sector, specialty trade contractors, employs 62.0 percent of all sector employment.

In Region 11, construction was the largest growing industry based on employment percentage increase of 15.8% during 2014. According to IWD LMI long term data projects (2012-20122), construction will increase employment by 4745, which is 28.3%. Current vacancies by occupation show the average vacancy by day is 262 people. In Region 11, the 2014 annual average wage for all industries was \$48,842. For construction, the average annual wage was \$55,480. The region is seeing several large construction projects ranging from pipeline construction to building of data centers.

Describe emerging in demand industries and sectors in the region.

The top industry sectors (based on projected growth) –

Professional, Scientific and Technical Services –

The Professional, Scientific, and Technical Services sector comprises establishments that specialize in performing professional, scientific, and technical activities for others. These activities require a high degree of expertise and training. The establishments in this sector specialize according to expertise and provide these services to clients in a variety of industries and, in some cases, to households. Activities performed include: legal advice and representation; accounting, bookkeeping, and payroll services; architectural, engineering, and specialized design services; computer services; consulting services; research services; advertising services; photographic services; translation and interpretation services; veterinary services; and other professional, scientific, and technical services.

In 2014, the professional, scientific and technical services sector comprised 3.2 percent of all employment (both public and private sector) in Iowa. Employment in this sector had an average annual wage of \$60,549 for 2014, which was 42.3 percent higher than the statewide average of \$42,536 for all employment. However, when compared to other states in this region, only South Dakota has a lower average annual wage of \$52,747. Employment in the professional, scientific and technical services sector contracted a bit in 2009 and 2010 due to the recession but has expanded rapidly since then, bounding past its 2008 pre-recession high as early as 2011. Since 2008, the sector added 5,685 jobs, growing by 13.2 percent. The sector is pretty balanced between the genders, but women hold a small majority of the jobs, accounting for 51.7 percent of employment in the sector.

In 2014, the professional, scientific and technical services sector had 8,834 locations in Iowa, employing 48,593 people. This sector is dominated by small establishments, averaging just 5.5 employees per location. The largest single sub-sector, computer design services, accounted for 21.0 percent of total employment and architectural & engineering is the second largest subsector, with 15.5 percent of sector employment. This industry tends to be well paid, but wages vary significantly by the type of professional service

In Region 11, the professional, scientific and technical services industry is listed at one of the top five industries based on projected growth. According to IWD LMI long term data projects (2012-20122), professional, scientific and technical service will increase employment by 3835, which is 22.0%. Regional

business leaders and organizations view this industry as one of important growth potential. They have financially invested by creating the Cultivation Corridor, which encompasses many counties in the region. This organization focuses on economic development and strategic innovation for agbiosciences, biorenewables, biotech, and advanced manufacturing.

Information –

The Information sector comprises establishments engaged in the following processes: (a) producing and distributing information and cultural products, (b) providing the means to transmit or distribute these products as well as data or communications, and (c) processing data. The main components of this sector are the publishing industries, including software publishing, and both traditional publishing and publishing exclusively on the Internet; the motion picture and sound recording industries; the broadcasting industries, including traditional broadcasting and those broadcasting exclusively over the Internet; the telecommunications industries; Web search portals, data processing industries, and the information services industries. The Information sector groups three types of establishments: (1) those engaged in producing and distributing information and cultural products; (2) those that provide the means to transmit or distribute these products as well as data or communications; and (3) those that process data.

In 2014, the information sector provided 26,110 jobs to lowans, which represented almost 1.7 percent of all covered employment. This sector reported an average, sector annual wage of \$50,600, which is 19.0 percent higher than the average wage across all industries (both public and private sector) of the state, \$42,536..

Employment in this sector was fairly steady from 2006 through 2008, but since then has dropped precipitously, even as the recession has ended and other industries have regained the jobs they shed during the downturn. The downward trend has not proven true for the average income, which has been steadily rising. Since a recent peak in 2007, employment has decrease by 23.5 percent, while over the same period, wages increased 19.9 percent. This likely reflects the fact that the well-paid data and web industries have actually added employment as the sector as a whole has shrunk. Male workers account for a slight majority of the employees in this sector, holding 50.9 percent of the sector's jobs. Women are actually the majority of workers over the age of 45, perhaps reflecting the growing influence of male-dominated tech careers creating the new jobs in this sector.

Employment of computer and information technology occupations is projected nationally to grow 12 percent from 2014 to 2024, faster than the average for all occupations. These occupations are expected to add about 488,500 new jobs, from about 3.9 million jobs to about 4.4 million jobs from 2014 to 2024, in part due to a greater emphasis on cloud computing, the collection and storage of big data, more everyday items becoming connected to the Internet in what is commonly referred to as the "Internet of things," and the continued demand for mobile computing. The median annual wage for computer and information technology occupations was \$79,390 in May 2014, which was higher than the median annual wage for all occupations of \$35,540.

The information sector consists of 1,683 units, employing 26,110 works in 2014. The largest subsector is publishing industries (except internet) with 476 establishments (28.3 percent of the industry's total) and 8,630 employees (33.1 percent of the industry's total). Telecommunications and data processing, hosting, and related services also make up a significant portion of this sector (25.9 and 22.5 percent respectively). After holding steady for a few years, employment in this sector began to contract in 2009, and the sector continued to shed jobs every year since then. At the same time, wages have grown steadily, bolstered by employment growth in the well-paid data processing, hosting, and related services

In Region 11, salary growth for the information sector continues to grow. The Region 11 2014 annual average wage for all industries was \$48,842. For information, the average annual wage was \$57,596, which was a 1.92% increase from 2013. Information is projected to grow at a low level. In the last few years, the region has seen a growth in the building of data centers and other information based infrastructure. Many of the innovation and startup organizations focus on information. From an information technology perspective, businesses from all sectors need and use those services.

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

Employability skills include personal skills, which enable one to be successful in both training programs and employment. These skills include critical thinking, self-awareness and self-confidence, assertiveness, organizational skills, goal setting and planning skills, and team work and problem solving in both personal and public situations. Many of these underlying skills are valued by today's employers and are important to success in getting and keeping a job. Employability skills are the key to workplace success and are valued by employers because they are linked to how you get along with coworkers and customers, your job performance, and your career success.

Essential Employability Skills include:

- A. Foundational Skills:
 - 1. Be organized.
 - 2. Arrive to work on time, or early.
 - 3. Be dependable.
 - 4. Have a positive attitude toward work.
 - 5. Exert high levels of effort and perseverance.
 - 6. Complete tasks on time and accurately.
 - 7. Seek out information to improve skills.
 - 8. Be flexible and adaptable.
 - 9. Complete all tasks, even if unpleasant.
 - 10. Understand dress code or uniform guidelines.
 - 11. Maintain personal hygiene.
- B. Interpersonal Skills:
 - 1. Be friendly and polite.
 - 2. Respect supervisors and coworkers.
 - 3. Respond appropriately to customer requests.
 - 4. Ask for feedback.
 - 5. Take constructive criticism.
 - 6. Resolve conflicts calmly and appropriately.
- C. Communication Skills:
 - 1. Read and understand written materials.
 - 2. Listen, understand, and ask questions.
 - 3. Follow directions.
 - 4. Express ideas clearly when speaking or writing.
 - 5. Learn required technology and use appropriately.
- D. Problem Solving and Critical Thinking Skills:
 - 1. Accept change.

2. Be willing to start, stop, and switch duties.
 3. Work calmly in busy environments.
 4. Start tasks without prompting.
 5. Ask questions to solve problems and do job better.
- E. Teamwork:
1. Be comfortable working with people of diverse backgrounds.
 2. Be sensitive to other peoples' needs and perspectives.
 3. Take responsibility for own share of work.
 4. Contribute to team goals.
- F. Ethics and Legal Responsibilities:
1. Take responsibility for own decisions and actions.
 2. Understand and follow company rules and procedures.
 3. Be honest and trustworthy.
 4. Act professionally and with maturity.
- G. Career Development:
1. Learn new skills and take on different projects.
 2. Serve on work committees.
 3. Take initiative and work with little supervision.
 4. Understand your industry and common business practices.
 5. Align your work goals with the mission and vision of your employer.
 6. Understand the different roles of coworkers.
- H. Leadership:
1. Coach and mentor others.
 2. Be willing to take risks.
 3. Be able to negotiate.
 4. Motivate and direct people as they work.
 5. Demonstrate efficiency.
 6. Seek to simplify processes.
 7. Save time or money for the company by analyzing business needs.
 8. Build partnerships and teams with coworkers.

The following data was collected in the 2014 Region 11 Workforce Needs Assessment compiled by IWD.

Percentage of Employers that Perceive a Lack of Skills Among Applicants.

16.4% BASIC SKILLS

(Includes: literacy, numeracy, basic computer skills and organization)

- Written Communication 56.2%
- Reading for Information – 49.5%
- Mathematics – 34.3%
- Locating Information – 25.7%

25.1% SOFT SKILLS

(Includes: timeliness, responsibility, teamwork, integrity and self-esteem)

- Motivation – 75.8%
- Dependability – 74.5%
- Communication Skills – 63.4%

- Time Management – 55.3%
- Leadership Skills – 36%
- Teamwork – 33.5%
- Honesty – 31%

34.5% HARD SKILLS

(Includes: analytical skills, physical ability, knowledge and experience)

- Analytical Thinking – 48.9%
- Business Communications – 29.4%
- Machine Operation – 24%
- Project Management – 19.5%
- Basic Computer Literacy – 17.6%
- Computer Software – 12.2%
- General Office Software – 11.3%

Assessments (skills, interest, aptitude and attitude) determined to be necessary by a career counselor in conjunction with reviewing local market information, O'NET descriptions, and local labor market needs of Region 11 are pulled together and discussed to develop an objective assessment of a participant. The objective assessment is then used to justify and plan training needs for the participant. This process is done in conjunction with choosing a training provider from the eligible training provider list. All of these activities must be completed prior to enrolling participants into WIOA funded training.

Beginning in November 2016, business services staff of the core partners began meeting. The group includes staff from Title I providers, IWD, IVRS, IDB, ABE, and DMACC Business Solutions. The core partner business team is meeting to educate each other on available services, to discuss collaboration efforts, and to determine how to more strategically focus coordinated outreach efforts with employers. With improved communication and strategy, the core partners will be able to better understand the training needs of employers. Further development of sector partnership boards is needed and will enable additional in-depth conversations with a number of sector employers to determine training needs specific to an industry.

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

Unemployment Rate		
	Dec. 2016	Dec 2015
United States	4.7	5.0
State of Iowa	3.6	3.6
Boone	2.4	2.8
Dallas	2.5	2.5
Jasper	3.6	3.7
Madison	3.3	3.6
Marion	2.9	3.0
Polk	3.3	3.3
Story	2.1	2.2
Warren	3.0	3.1

Over the past year, the unemployment rate in Region 11 continued a slight decline. Dallas and Polk counties didn't decline keeping the same unemployment rate. Boone county had the largest decline of 0.4%. The low unemployment rate reflects a region that has reached full employment. The total unemployment insurance benefits paid in Region 11 have decreased in all the counties except Marion. A total of \$83,961,000 of unemployment insurance benefits were paid in Region 11 during 2016. The region has also seen an increase in the adjusted Non-Farm employment for the Des Moines metro. In December 2015, the Des Moines metro had 350,000 individuals employed, which increased by 5,400 to 355,400 in December 2016. As more individuals are employed with a decreasing unemployment rate, the hiring pool is becoming smaller and more challenging for employers. The Local Market Information Division from Iowa Workforce Development provided the above data.

Information released by the US Bureau of Labor Statistics in March 2016 highlights a concerning fact for the state of Iowa. The 2015 annual unemployment rate for Iowa was 3.6%. The unemployment rate for Black Iowans is a rate of 14.8%, which is the highest Black unemployment rate in the nation. Additionally, Iowa has the largest gap in the nation (11.2%) between the overall Iowa unemployment rate and the Black unemployment rate.

Individuals with disabilities, including the blind, are cross-sectional and are included in the statistics listed above.

Unemployment data specific to individuals with disabilities is a challenge to collect as many people with disabilities are not captured in unemployment data. They may have not had work experience or were unemployed for many years. The April 2016 Department of Labor data shared that for people 16 years and older, people with disabilities had a 10.7% unemployment rates while people without disabilities had a 4.4% rate. The participation rate in the labor force for individuals with disabilities is 20.4% as compared to 68.3% individuals without disabilities. In Region 11, we have 6705 SSI recipients (18 and older) and 16,795 SSDI beneficiaries (disabled workers and widows) for a total of 23,500 ticket holders. Ticket to Work ticket holders are eligible to work with the Region 11 employment network. According to a report provided by IWD, Region 11 has 43,379 non-institutionalized individuals with disabilities between the ages of 18 and 24.

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

Region 11 has both urban and rural communities. While both types of communities have definite differences in the labor market needs, we are seeing trends that affect both urban and rural. The EMSI 3Q 2015 data set shows a large increase in the total number of jobs posted in Region 11. In January 2015, the region had approximately 80,000 total postings. By September 2015, there were 245,120 total postings with 31,806 of those being unique. While 58.5% of the unique postings are in Des Moines, West Des Moines, and Ames, there are job postings in 50 cities from our region with all trending up showing an increase in the number of postings. For example, Truro has a population of approximately 490 people. In September 2015, Truro had 45 unique job postings.

Based on the Region11 Workforce Needs Assessment published by IWD, 20,703 of the region's workers are currently over the age of 64. This number represents 5.1% of the regions workforce. Of those retiring in the next five years, 23.7% are within the healthcare and social services industry; followed by 17.2 % within the wholesale and trade industry, and 10.7% within the public administration industry. The estimate of newly eligible retirees is expected to remain constant. Another factor to consider is that 20.7% of the region's workers are age 55 and older.

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

According to the EMSI 3Q 2015 data set, the total population of Region 11 is 801,612, which is 25.7% of Iowa's population. Region 11 has 35,604 people 18 and over without their high school diploma, according to the 2011-2015 American Community Survey. This number represents 7.4% of the adult population. In Region 11, 26% of the population has a high school degree only. A total of 66.6% of the population has some college, an associate's degree, or a college degree.

Black, Non-Hispanic individuals make up 4.43% of the Iowa population, but has 13.1% of their adult population that does not have a high school diploma. Hispanic individuals make up 5.5% of Iowa's total population with 38.1% of the Hispanic adult population without a high school diploma. From 7/1/15 through 12/31/15 there were 10,499 members that sought services at the Region 11 One Stop Center. Of those members, 2181 (20.8%) did not have their high school diploma or equivalency.

Individuals with disabilities also have a higher percentage of people who don't have their high school diploma when compared to the general population. For non-institutionalized individuals with disabilities between the ages of 21 through 64, the percentage of people who had less than a high school diploma was 12.9% (ACS 2014). Lack of high school equivalency adds another barrier for the job seeker who is an individual with a disability.

Adult education and literacy instructional programs represent a progression of basic skill attainment as defined by the National Reporting System educational functioning levels. Each level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at that level. Each level has a description of basic reading, writing, numeracy, and functional and workplace skills that can be expected from a person functioning at that level. These levels are referred to as Educational Functional Levels (EFL) and are based upon the initial (pre-test) test score for the participant. After pre-testing, and upon determination of the appropriate EFL, students are placed into classes with instruction targeted to address needed skill sets. After receiving a minimum of 40 instructional hours, the post-test is administered to determine students' progress within the EFL.

In the FY2015-2016 program year, DMACC administered 7,773 post-tests and had 5,453 students with an EFL gain in Adult Education and Literacy (high school equivalency and ESL). DMACC awarded 1,866 High School Equivalency awards. DMACC's target enrollment for Adult Education and Literacy, for the same program year, was 3,321 students; DMACC's actual enrollment was 3,389 students.

Limited English Proficiency is not only a barrier to obtaining employment but also serves as a barrier for English Language Learners (ELL) who want to obtain their high school equivalency credential, post-secondary education or career training. Of the 1,409 students enrolled in ESL programming in Region 11, 49% are unemployed and 84% of that enrollment is at or below the ESL Low Intermediate level. Region 11 offers ESL programming through Des Moines Area Community College at nine different locations within the district in order assist individuals with building their English proficiency to a level that is conducive to obtaining better employment opportunities and educational credentials.

Region 11's Adult Education and Literacy program serves a diverse population and the core partners are collaborating to meet the demand.

Total ESL enrollments for PY15-16: 2,310

Male: 916

Female: 1,394

Ethnicity by Gender		
	Male	Female
Hispanic	288	467
Not-Hispanic	628	927
Total	916	1,394

Race	
White	774
Asian	907
Black or African-American	498
Native Hawaiian/Pacific Islander	4
Filipino	5
American Indian	21
Alaska Native	2
No Response	123 (but all indicated they are Hispanic)

**White includes both Caucasian and Hispanic*

Total HiSET enrollments for PY15-16: 2,806

Male: 1,246

Female: 1,563

Ethnicity by Gender		
	Male	Female
Hispanic	285	415
Not-Hispanic	956	1,148
Total	1,241	1,563

Race	
White	1,740
Asian	232
Black or African-American	604
Native Hawaiian/Pacific Islander	4
Filipino	3
American Indian	32
Alaska Native	3
No Response	188 (but all indicated they are Hispanic)

**White includes both Caucasian and Hispanic*

When looking at initiatives, the adult basic education needs of Region 11 are taken into consideration. For example, the classes for English language learning in Region 11 consistently have waiting lists. Title I providers and IWD worked with DMACC, the ABE provider, to implement an ELL class at the One Stop Center. Additionally, the ABE provider comes to one-stop center weekly to work with clients. Currently, the AEL program staff is working with community partners to determine host sites for additional class

locations. Reports and data are being used that determine need by zip code and the partners are strategically aligning course offerings in these areas.

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

By 2025, the Georgetown University Center on Education and the Workforce projects that 68 percent of jobs in Iowa will require education and training beyond high school – 3 percentage points above the national average of 65 percent.

Since the 1980s, education or training beyond high school has become the new minimum threshold for Americans to earn a living wage and attain middle class status. In 1973, only 28% of U.S. jobs required education beyond a high school diploma; by 2025, almost two out of three jobs in the nation will require at least some postsecondary education or training. Iowa's economy reflects this national trend and demonstrates a steady increase in the demand for postsecondary education and training in the industries that form the mainstay of the national economy.

The breakdown is as follows:

- 32% of jobs will require a high school diploma or less. These jobs tend to be largely in blue-collar; food service; and some healthcare support occupations. Even in these categories, however, the trend is increasingly toward upskilling, especially for blue-collar production occupations in advanced manufacturing.
- 39% of jobs will require at least some college or an Associate's degree. These "middle-skills" jobs may require education and training beyond a high school diploma, but not a Bachelor's degree or above. These include Associate's degrees, postsecondary vocational certificates, occupational licenses and professional certifications, apprenticeship programs, and some college credits. In Iowa, the breakdown of requirements for middle-skill jobs is projected to be:
 - > 12% associate's degrees;
 - > 5% postsecondary vocational certificates;
 - > 5% occupational licenses and professional certifications;
 - > 3% apprenticeship programs; and
 - > 14% some college credits that have market value including noncredit courses with market value.
- 21% of jobs will require a bachelor's degree.
- 8% of jobs will require a graduate degree.

In addition, supportive services are also an essential component of successful career pathways systems. Workers often need guidance on how best to take advantage of the education and training opportunities available to them. They may also need help with troubleshooting life challenges so they can finish these programs. To date though, education and training providers must often pull together a patchwork of funding and in-kind resources to provide these skills.

A well-coordinated, overall support system to help consumer's find training, counseling, basic needs assistance, help to find a job, and with continued support in the workplace and at home, is the key to identifying employment barriers. Furthermore, assisting consumers to connect with different resources to help with individual barriers, particularly if the consumer is struggling with more than one barrier, is crucial

in assisting consumers to be the type of employee that employers want to hire. The benefit in connecting to resources is true for every job seeker, not just those with barriers.

Anecdotal information given by Region 11 IWD, IVRS, Title 1 service provider business service team member indicates that a significant skill gap that the employers experience in this region centers around soft skills. Examples include attendance, team work, professionalism, and hygiene. Unfortunately, there isn't any region specific middle skill data available to use in determining a more targeted response in where to most effective direct region resources.

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

Region 11 has made significant achievements over the past year in the four following areas: collaboration, operations/systems, performance, and programming.

Collaboration

- The core partners, as defined in WIOA, have been meeting regularly to foster communication and collaboration.
- The core partners held a joint training session in October 2015 with the next semi-annual training scheduled in February 2016.
- Community partners held jointly sponsored job fairs with one fair specifically focused on individuals with barriers to employment.
- The partner group meetings included planning on creating a multi-agency referral process and drafting the Region 11 local plan.
- IVRS Business Services Specialists and Vocational Rehabilitation have collaborated with IWD business services on multiple business connections.
- The Employer's Disability Resource Network (EDRN) contains members from IVRS, IWD, IDB, Title I providers, and community partners. EDRN has put on three reverse job fairs, held an employer summit, and hosts businesses each month at our monthly meetings.
- IVRS, IDB, and IWD work together to host monthly career fairs for employers and job seekers.

Performance

- Children and Families of Iowa and IES@ DMACC met all three of their negotiated performance measures for PY2014.
- The CIWDB Employment Network assigned 91 customers tickets for the Ticket to Work program. Region 11 received over \$108,000 in Ticket to Work incentives during PY14 by helping individuals with disabilities find and keep employment.
- Des Moines Public Schools and VR have a joint Project Search effort with Mercy Hospital.

Operations/Systems

- Region 11 implemented a Chief Elected Official Board to take the place of the Governor, who had been filling that role since 2010. The CEO Board is comprised of five county supervisors from the region, which provides local input and guidance.
- Staff members with specialized language skills were hired at the One Stop Center to better serve citizens in our region. Ex. Arabic and Burmese.
- All core partners are co-located at the One Stop Center at 430 East Grand Ave, Des Moines.

Programming

- High School Equivalency Testing classes were opened at the One Stop Center

- Classes and training opportunities were expanded to multiple locations in the region. Ames Public Library and Des Moines Public Schools are two of the examples of new training locations.
- IVRS held Community Conversations around the state to obtain input from stakeholders to enhance services and expand employment opportunities for customers. This resulted in some new relationships on which to build in connecting customers to employment opportunities. IowaWORKS staff participated in one of the community events in the area. Topics identified for work readiness training include; work habits, work experiences where customers can earn and learn, career pathways opportunities and job seeking strategies that include business input.
- Board members and staff of the CIWDB worked together to determine areas of focus and draft white papers on how Region 11 will work with those areas. White paper topics included WIOA, HiSET, and policy work.
- All core partners participate in Employer Disability Resource Network (EDRN), which has hosted and is planning to host several conferences and job fairs, including a reverse job fair.
- Region 11 was awarded funds from the Round 6 Disability Employment Initiative grant. Funding for the grant will pay to maintain the disability resource coordinator position at the One Stop Center.

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

A definite strength for Region 11 has been the regularly scheduled meetings of the core partner groups. The group includes representatives from the Workforce Development Board, IDB, IVRS, IWD, Title I Service Providers, and Adult Basic Education. This group has helped further collaboration as well as defined some areas of development. The core group will continue to meet with the intent to invite other workforce partners to attend regularly scheduled meetings later in 2017.

Career fairs have been an area of success for the region. Several workforce partners have collaborated to share resource and create job fairs focused to help individuals with barriers and the aging. Reverse job fairs where a specific number of job seekers present their skills to a group of employers have been effective. The region will offer reverse job fairs specifically for youth populations including youth with disabilities. The region is developing plans to continue to offer reverse job fairs in all counties in the region. Implementing reverse job fairs in all 8 counties will increase access to services for youth including youth with disabilities and individuals with barriers to employment. A growing strength is the ability of core and community partners to share information regarding employer development and business needs. This collaboration has been the case with groups such as EDRN and the newly formed Business Services core partner group. There are ongoing conversations about how to better address the needs of businesses and forming employer focus groups.

Some areas of development have been defined in the areas of sector partnerships and career pathways. While there has been sector work within the region, there is a need for the full region to understand the need for stronger sector boards and have a common understanding for the roles of these partnerships. The region needs a comprehensive and integrated plan in working with sector boards as well as further developing career pathways. There have been many important efforts, but they haven't been coordinated or communicated. Partner meetings and joint trainings will be important tools in providing comprehensive planning. IVRS, IWD, IDB and all core partners will work to ensure appropriate accessibility and accommodations are provided for services in the region.

Workforce Development Needs of Employers –

A concern of the employers has been the recruitment of people that live in the area as well as the readiness of the available labor force to enter employment. The Region 11 labor force population is decreasing and local employers cannot find workers to fill open positions. Basic skills, which include literacy, numeracy, English proficiency, basic computer skills and organization skills, in addition to many of the “soft skills” necessary to be successful, are described by employers as lacking. Included in these soft skills needs, employers identified social skills such as basic work ethic, dependability and retention as necessary skills. Also noted by employers were a lack of occupational skills including, specific occupational knowledge and experience in particular middle-skill occupations in the areas of healthcare, welding, information technology, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.

Strategies to address the workforce needs of area employers and address gaps in services:

1. Work in partnership with economic developers from the counties and cities in Region 11 to expand the knowledge of training opportunities available to new and expanding businesses.
2. Enhance the relationship between training providers and business employers in the region.
3. Identify and expand means to share information about training opportunities to entry-level workers - especially in tune with the preparation for under-utilized populations such as veterans, ex-offenders, disabled, non-English speaking minorities, older workers, youth and families on Temporary Assistance for Needy Families (TANF) in the region.
4. Increase the knowledge of employers in services that can prepare them in employing people in under-utilized populations.
5. Increase the availability of workers trained in soft skills.
6. Increase the availability of workers trained and certified in technical areas, including healthcare, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.
7. Encourage and expand ways to identify businesses that can be assisted by the workforce system.

Workforce Development Needs of Job Seekers –

Many job seekers are not aware of the products and services of workforce partners within their region. Jobseekers may need additional services beyond what they are able to access themselves.

Local/regional newspapers & media, regional IowaWORKS offices, internet, social media and college/university career centers are the predominant means for job recruitment. However, a review of the demographics of the population in Region 11 shows the typical jobseeker in the region is older than the state average with a larger proportion 55 and older. The entire region is above the state average in persons with less than a high school diploma. These jobseekers may need additional services to qualify for and fill the jobs available in the region.

Strategies to address the workforce needs of area job seekers and address gaps in services:

1. Continue to expand marketing of available workforce products and services throughout the communities in the region. Adding access through Core partner sites within the region will be an important part of this connectivity.

2. Make a variety of IowaWORKS partner services and information available throughout the region in all partner locations.
3. Continue to work with communities to find ways to address the needs of an ever growing diverse workforce, including veterans, ex-offenders, disabled, non-English speaking minorities, older workers, those on Temporary Assistance, and youth.
4. Make HSED/English Language Learner training information more readily available.
5. Make information on citizenship training and the Future Ready Iowa Initiative more readily available to the jobseeker.
6. Continue to work to develop and market a greater variety and number of skill upgrade and short term training programs to jobseekers.
7. Promote the use of the National Career Readiness Certificate as an assessment to better define job employment skills levels to the employer.
8. Promote skilled Iowa workers to current and future jobs.

Workforce Development Needs of Low-Income Adults and Dislocated Workers –

In today's increasingly competitive, fast paced economy, economic growth and prosperity depend on the education and skills of the local workforce. The number of people who receive training and attain a degree or certificate through the Workforce Innovation & Opportunity Act (WIOA) Adult and Dislocated Programs, National Emergency Grants (NEG), Trade Adjustment Assistance (TAA) and other Department of Labor program initiatives must report the number of program participants with credentials. The goal of these programs shows continued emphasis on job training and attainment of industry-recognized credentials as a strategy for both enhancing earnings and employment for participants in the public workforce system to meet the economy's need for more skilled workers.

Recommendations to address the workforce needs of area low-income adult and Dislocated workers and address gaps in services:

1. Increase the number of participants in programs that result in a credential.
2. Increase credential attainment of these participants.
3. Develop and refer "targeted populations" to more "retraining" opportunities in an effort that will allow them to reenter the workforce.
4. Encourage the creation of industry-recognized training programs by local approved training providers which lead to credentials.
5. Build the capacity of frontline workforce staff to help customers seeking training to invest their time in programs that will lead to industry-recognized credentials for jobs in demand in the regional labor force.
6. Continue linkages among WIOA, Wagner-Peyser, Vocational Rehabilitation, Adult Education and Literacy and PROMISE JOBS, TAA and Ticket to Work to facilitate access to workforce services and educational programs.

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

The CIWDB has recognized the direct impact of workforce development on the economic vitality of the region. Because of the current members on the Board representing economic development, strong partnerships have developed with the Greater Des Moines Partnership (GDMP). The GDMP has affiliate members throughout Region 11 that can provide the Board with valuable information on the labor needs

of businesses and more specifically the skills and competencies required for current and new employers to be successful.

The Board will be working to strengthen and expand these partnerships to make certain their planning and financial support is providing the greatest benefit to job seekers and business. IVRS and Title I Service Providers are members of Chambers of Commerce all around the region. The CIWDB Executive Director attends the Greater Des Moines Economic Development Practitioner's meeting, while the IWD Regional Manager serves on the GDMP workforce committee. IVRS is working with the GDMP on summer program for Des Moines Public Schools. IWD staff attends Assn of Business and Industry meetings and brings back information relevant to Region 11's business needs and opportunities. One area of development is to have increased communication and strategies with economic development partners, with the intent of improving the collaboration and viewing each other as resources.

Beginning in November 2016, business services staff of the core partner began meeting. The group includes staff from Title I providers, IWD, IVRS, IDB, ABE, and DMACC Business Solutions. Each group individually has contacts with local chambers of commerce and economic development groups to help direct their work and employer contacts. The core partner business team is meeting to educate each other on available services, to discuss collaboration efforts, and to determine how to more strategically focus coordinated outreach efforts to employers.

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

Region 11 coordinates with secondary education, community colleges, and universities to ensure that all individuals who are seeking services are provided with the best customer service and options that will best fit their individual needs. The core partners have met to discuss services that are currently offered, how those services may be enhanced, as well as specific roles of our agencies in relation to working with our clients. The following actions have been implemented:

- Adult Basic Education (ABE) front line staff will participate in training on partner programs
- The community college is now offering courses at the one stop shop (co-located)
- Community college staff is working with several core partners to implement one benefit screening tool for customers
- Career pathways are being developed and pathway navigators at the community college work with students to provide assistance in all areas
- Utilizing WIOA funds to assist youth with college and certificate training programs through the Institutional Skill Training (IST) activity
- Partnering with employers, local training partners and community colleges, to create employment training tracks in high demand/need occupational areas
- Partnerships with University of Iowa and Central College to offer current undergraduate students the opportunity to learn and work for the Connect 2 Careers program
- Connect 2 Careers assists on the committee for the DMACC Resource Fair
- Collaborating with the iJAG programs through Region 11 to facilitate work readiness preparation classes
- Collaborating and serving the local school districts and alternatives school for Region 11 to facilitate workshops, career fairs and facilitate work readiness preparation classes.
- Partnership with the local YouthBuild in Region 11 co-enrolling youth into Connect 2 Careers and facilitating work readiness preparation classes

- Partnering with HiSET programs to refer youth in need of completing their high school equivalent
- Staff from Children and Families of Iowa collaborated with Des Moines Area Community College (DMACC) at a community resource fair for AEL students; this fair will occur twice a year
- ABE submits its annual strategic plan to CIWDB for review
- Within CIWDB, there is a board positions filled by representatives from ABE, College, and IVRS
- Region 11 Iowa Vocational Rehabilitation Services has an MOU with the community colleges that identifies roles and responsibilities
- IVRS has a vocational rehabilitation associate co-located at Des Moines Area Community College
- Multiple partners deliver/proctor the NCRC assessment at various high schools, community college campuses and/or centers
- Common participant case management strategies are used within the region
- Partners participate in Rapid Response Employee Meeting Team participation
- Partnered with Mercy College to create a Healthcare pipeline
- IVRS and IDB have councilors assigned to all high schools in the local region.
- Creation of integrated business service team made up of core partners that is working to be more strategic in working with employers and connecting job seekers to employer needs.

Section 3 – Regional Strategic Planning

Regional Vision Statement

The Central Iowa Workforce Development Board drafted the Region 11 vision statement and adopted it in February 2015.

Drive collaborative partnerships with businesses, job seekers, and providers to create a robust region in which:

- Every workforce member achieves a livable wage and a sustainable career
- Work talent is connected to employer needs
- Impactful policy changes are made

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

Region 11 Mission Statement – Build a quality workforce for today and tomorrow.

Region 11 Vision Statement

Drive collaborative partnerships with businesses, job seekers, and providers to create a robust region in which:

- Every workforce member achieves a livable wage and a sustainable career
- Work talent is connected to employer needs
- Impactful policy changes are made

The focus of Future Ready Iowa is for Iowa’s employers to have access to advanced, skilled, diverse and Future Ready workers. The mission statement for Region 11 supports this focus of creating a quality workforce with the region’s vision statement also calls out connecting the workforce skills with employer needs. The region’s strategic vision has several different methods in improving the processes of the system as well as educating the public and public officials on policies that impact the region’s employers, job seekers, workforce system. The workforce partners will work to 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.

Collaborative partnerships are specifically mentioned in the region’s vision statement. WIOA also places high importance on creating partnerships and functioning in a collaborative environment. Part of creating this type of environment includes understanding the local workforce system. The current system is very much interwoven, but not integrated. It can be quite confusing for job seekers and employers to use. A strategy for fulfilling the region’s vision of collaborative partnerships is an important step in taking the confusion and siloed work approach out of the workforce system. Adult Basic Education, WIOA Title 1 providers (youth/young adult and adult/dislocated worker), Iowa Department for the Blind, CIWDB, Iowa Workforce Development, and Iowa Vocational Rehabilitative Services are considered core partners. These core partners meet on a regular basis to collaboratively address processes, WIOA, issues, and partnering opportunities. Coordinated efforts in working with employers is one example of how the core partners are taking redundancies out of the system and presenting a more seamless system to employers and job seekers.

Advancing career pathways is vital to the WIOA strategies as well as being an integral piece in establishing methods for helping workforce members achieve livable and sustainable careers. The CIWDB will continue to advocate for career pathways in the demand industries for Region 11. Apprenticeships are another tool in working with career pathways. The Round 6 Disability Employment Initiative (DEI) grant has goal requirements for identifying and documenting career pathways in Region 11. DEI focused staff will be working with regional partners and employers in defining these pathways and sharing them within our workforce system. The WIOA Title 1 programs will continue to use career pathways when working with their clients. All these steps help clients move towards livable and sustainable careers, and create a robust region.

Describe how the regional board's vision aligns with the State's strategic vision and goals in the unified plan.

The focus of Iowa's first goal is for Iowa's employers to have access to advanced, skilled, diverse and Future Ready workers. The mission statement for Region 11 supports this focus of creating a quality workforce with the region's vision statement also calling out connecting the workforce skills with employer needs. The many strategies that have been created to achieve the region's mission of building a quality workforce needed by employers also support the Future Ready worker goal. This overall focus is imperative in creating and keeping a robust regional economy. The efforts with high school equivalency, English language learning, youth/young adults, apprenticeships, ex-offenders, and individuals with disabilities are all pieces of the work in Region 11 that build our workforce and improve their skills.

All Iowans will be provided access to a continuum of high quality education, training, and career opportunities in the nation. The second goal of the Iowa Unified Plan also highlights the need to provide access to the many different populations served by Region 11. Working with career pathways will help show the many different options that clients can take to find a livable and sustainable career. Clients will have a better understanding of the steps they need to take to gain the education and training they need to be successful in their chosen career. The partner work helps identify access and any barriers that clients see in seeking services. Additionally, the continued collaboration helps improve the flow between programs, referrals, and identifying resources.

The third goal of Iowa's Unified plan states that Iowa's workforce delivery system will align all programs and services in an accessible, seamless, and integrated manner. The work that Region 11 is moving forward with by holding the weekly partner meetings is a key step to creating an integrated system. These Partner meetings have allowed a better understanding of what services each partner offices. Joint training for partner staff has been held and will continue to be held to continue educating staff. Referral processes have been created to help track and measure the success of referrals. Continued conversations between partners will help to identify resources for clients, define and remove customer specific barriers, and create a more holistic approach to workforce development for clients.

Strategic Alignment of Resources

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

To achieve the alignment of resources, the importance on the partner meetings cannot be over stated. These meetings provide opportunities to discuss the different services provided by the core partners and how to avoid duplication of services in general and when serving individuals. These meetings have led to joint training with the core partners, which has increased the knowledge of the staff of partner programs

as well as allowed the staff of the core partners to meet each other in person. The partner discussions have led to creating a referral process between partners that will track the success of referrals. Co-enrollments between programs help with the coordination of services and resources.

Career pathways are another area that the core partners and community partners will collaborate to align resources. The DEI grant work on career pathways will be an effort that will engage core partners, employers, and community partner such as Central Iowa Works. So many organizations are focused on working with pathways that is makes sense to bring these efforts together and avoid “recreating the wheel”. The results and defined pathways will then be shared throughout the workforce system.

With the decreases in program funding, it is good business sense to work with core and community partners in presenting programming. For example, Region 11 is working with the Ames Public Library to provide training classes for the Story County residents. The library provides the location with the One Stop Center staff providing the trainers. The region as worked together in providing joint career fairs. Different partners picked up costs. The partners also worked with the Des Moines Area Region Transport (DART) to provide free bus rides to the career fair participants.

The Core WIOA partners have specific roles to provide the basic services within the workforce system. Some services are being offered at each other’s locations and the agencies are working on a consistent orientation presentation which will share information on the entire workforce system. Access to GAP and PACE at the IowaWORKS centers can be used to support tuition, while WIOA can support case management and support services. This leveraging of resources helps the WIOA funds serve more people, and creates better outcomes for the PACE/GAP and WIOA co-enrolled students. The GAP and PACE programs participate in the Food Assistance Employment and Training program. This program provides 50% reimbursement back to the programs for all non-federal funds expended on food assistance recipients. These funds are then used for additional workforce training activities within the region.

The coordination efforts among the core partners is very dependent on the establishment of an inclusive easily understandable orientation and materials, which will be accessible to all individuals entering the workforce system.

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

The core partners have worked together on several different strategies and activities to expand access to services. Community partners have also been incorporated to expand their outreach and defray costs. The following bullet points highlight various areas of expansion.

- Region 11 has held several joint career fairs. One was specifically focused on individuals with barriers. Free public transit was provided through DART. Employers and provider that support employment for individuals with disabilities were invited. Preparation sessions were hosted at the One Stop Center and the Evelyn K Davis Center for clients. Career fairs have also been held in counties outside of Polk.
- The region will offer reverse job fairs specifically for youth populations including youth with disabilities. The region is developing plans to continue to offer reverse job fairs in all counties in the region. Implementing reverse job fairs in all 8 counties will increase access to services for youth including youth with disabilities and individuals with barriers to employment.

- The DEI Round 6 grant has continued funding the Region 11 disability resource coordinator through March 31, 2019. Prior to this grant award the CIWDB had committee to use Ticket to Work funds to support this position, which trains staff on working with individuals with disabilities as well as work with jobseekers. Outreach has also been held in other counties such as Warren and Story.
- The youth/youth adult service provider has offices in Story, Polk, Jasper, Marion, Dallas and Warren counties. They are co-located in the One Stop Center and travel to all the counties in the region to see clients and outreach to potential clients on a bi-weekly basis.
- Discussions in partner meetings have also focused on strategies that can be used to expand services and training opportunities in the region.
- High School Equivalency Testing (HiSET) and English Language Learning (ELL) are held in One Stop Center. This co-location allows clients who are accessing work readiness services to easily access these services. Spanish HiSET classes are available. There are HiSET and ELL classes across the region.
- Des Moines Area Community College's AEL program offers High School Equivalency Test (HiSET) explicit instruction prep and English as a Second Language (ESL) classes at various locations throughout Region 11. Currently, HiSET services are offered at 12 sites, while ESL/EL Civics services are offered at 8 sites. As the education and literacy needs and demands in the community grows, DMACC will continue to extend its services by offering a multiplicity of classes across the district.
- English Language Acquisition/ Integrated English Literacy and Civics Education - Students' increased English proficiency levels are achieved in the areas of speaking, listening, reading and writing in DMACC's ESL program. Students are provided with explicit instruction and curricula that includes audio programs and other supplemental materials in order to improve English language exposure and development. The instructional design includes phonemic awareness and systematic phonics, which allows students to improve both listening and speaking skills through repetition. Traditional reading comprehension instruction is complemented by non-academic texts that include drama/plays, poetry, fiction and non-fiction novels, which support the development of ongoing language skills.
- DMACC's ESL program will begin offering citizenship classes regularly (to students who have obtained an appropriate level of English proficiency) at, at least, two locations and expand to other sites as needed. The Citizenship curriculum includes instruction in civics, literacy and knowledge of the naturalization process.
- Training is held at the One Stop Center as well as locations all over the region. For example, the One Stop Center staff has training classes at the Ames Public Library. Training and National Career Readiness Certificate testing is held in schools across the region. Unfortunately, the NCRC test is not accessible to individuals who are blind. The NCRC must be read to the visually impaired tester, which lengthens the testing time from three hours to nine hours. Businesses in all eight counties have also received training sessions.
- Region 11 also has work readiness programs from individuals in the correctional system. Some sessions are held in the correction facilities, such as Newton. Other work readiness programs focus on working with ex-offenders in release programs.
- In an effort to support individuals where English is not their primary language, several One Stop Center staff have been hired that have language skills. Recently, staff members with language skills in Arabic and Burmese were hired. Several Asian languages and Spanish are also spoken by staff.
- An accessibility review on core partner documents will be completed by IDB during the length of the local plan, addressing the specific needs of the Blind and Vision-impaired. In addition, annual

ADA compliance reviews are completed at all One-Stop and core partners facilities. Reasonable accommodations will be provided in order to ensure accessibility.

- IVRS has a contract with Iowa Department of Aging and the area agencies on aging (AAA) to provide an Older Worker Employment Specialist to work with individuals 55 or older who also have a disability. These employment specialists are located in each region of the state and work with individuals in obtaining and maintain employment. The employment specialists collaborate with IVRS staff on serving these individuals in reaching their employment goals.

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

Partnering will again be an important component for a Region 11 strategy. The collaboration will include community partners in addition to the core partners. There are several programs in our region where the collaboration can be programmatic as well as in defining career pathways and the stackable credentials achieved through those pathways.

- The Workforce Training Academy (WTA) at DMACC works with GAP and PACE funding. One Stop Clients within specific wage guidelines can be referred to receive services. Additionally, WTA has identified industry credentials and pathways for tracks in health care, trucking, welding, transportation, and IT. As the region further defines career pathways, WTA is a partner to be invited to collaborate.
- Central Iowa Works is another community partner that has established sector committees and explored career pathways. Their collaboration is important to the region. The organization also has a Transportation, Distribution and Logistics class to which clients can be referred. Graduates of this class earn stackable industry credentials.
- The DEI Round 6 grant has a goal requirement to identify and define career pathways. Part of this process will identify the stackable credentials for those specific pathways. Core and community partners will be integral to the definition and documentation of demand industry career pathways.
- Work is needed to expand into other areas of career pathways. The Department of Education, Adult Education and Literacy, Disability Resource Coordinators, and WIOA Title One staff have a conference planned for June 2016 to discuss building and documenting career pathways with credentials and certificates. There has been individual work completed on career pathways, but integrated work for the region is necessary to build comprehensive and efficient pathways.
- One of the original concepts of career pathways is seen in apprenticeships. Region 11 can build off the work of the Job Driven Nation Emergency Grant for Apprenticeships. As of March 2016, Region 11 has 27 people enrolled in the Job Driven grant.

One area of improvement for our region is the need for more integrated and cohesive planning and development. There has been positive work on specific areas, but none of it has been based on an overall local plan. In an effort to Training on career pathways and central partnerships.

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

Two important areas of focus for Region 11 include English Language Learning (ELL) and increasing the number people that have gained their high school equivalency. The specifics strategies for both of these areas continue to develop. There is active community participation on both areas of need. For example, CIWDB supports the efforts of the Bridges to Success program facilitated by the United Way of Central Iowa and DMACC. These organizations are working together to secure funding to help restructure the high school equivalency preparation process, identify barriers, connect students to support services, and provide a support coach for students. Regional representatives attended legislative events to educate elected officials about the needs and barriers of English language learners and individuals without a high school equivalency or diploma.

Beginning Fall of 2016, Region 11 will invite community partners to the core partner regularly scheduled meetings. The group will discuss developing and implementation of employment and training services including sector partnerships and career pathways.

DMACC has identified 5 career pathways that align with the skill needs of industries within the region. Those pathways include: Information Technology, Network Technology, Nursing and C.N.A., Manufacturing and Transportation. Pathway Navigators work with Adult Education and Literacy (AEL) students (who have completed the HISET or on track to complete) in looking for information regarding certain programs of interest and entry requirements. Navigators also assist in eliminating barriers that may prevent students from entering or staying in college (like childcare and transportation). Navigators also provide necessary resources and implement referral processes for students who may be struggling while engaging in the pathway programs and need assistance and support from other agencies. Beginning July 2016, DMACC will hire five new Career Coaches to assist AEL students in the same manner as Pathway Navigators; however, the Career Coaches will provide support beginning at intake, on through program completion, and into post-secondary education/training enrollment and/or employment.

AEL students are given the opportunity to partake in a credit Computer Essentials course, which focuses on the use of word processors, presentation software, electronic communications, and internet research skills and may also participate in a Career exploration course, which assists students with career research and planning, resume building and interviewing (among other soft skills). While in the actual AEL classroom, students are engaged in instruction that embeds a myriad of employability skills. All AEL content and curricula is aligned with the College and Career Readiness Standards (CCRS) and embeds the Employability Standards in order to improve students' basic academic and workplace skills. DMACC will also increase its efforts in referring students to the Workforce Training Academy and pathway programs for timely and organized transitions and earlier exposure to industry skills. DMACC works closely with the One-Stop Center to provide sufficient service delivery to students in need of educational services or other social services. This includes an in depth understanding and sharing of program policies and extensive knowledge of available services for referral purposes.

DMACC continues to implement family literacy initiatives throughout the district. DMACC is currently partnering with Findley Elementary's Dreamer Academy to provide HiSET prep classes onsite for their students' parents or family members who are in need of a high school equivalency diploma. DMACC actively promotes the Coffee and Conversations events that are offered at the Des Moines Public Library to ESL students and their families. Additionally, youth summer camps and Career Discovery days are

offered at various DMACC locations for students and their families to engage in and learn about various career pathways and education opportunities.

Describe how the regional board's strategies align with the State's strategies in the unified plan.

All of the above mentioned strategies above are aligned with meeting the State's plan.

Accessibility to all lowans is an important strategy for the State. With the One Stop Center, there is a focus to provide adaptability equipment and assistive technology. We are planning a core partner team accessibility assessment of the One Stop Center and core partner locations. There is a continued focus in providing English language learning in multiple locations around the region. Availability to sign language interpreters and spoken language interpreters is an area that Region 11 feels is of importance to providing quality service to our customers. One resource person available in Region 11 is our disability resource coordinator who helps with accessibility issues around technology and software. Core partners are willing to travel to travel to all the counties in our regions. The youth service provider and IVRS have offices in all counties of our region. Region 11 is also working towards online document reader accessibility.

Sector partnership, which are of importance to the State and with WIOA, are an area of development for our region. While there are efforts that have been taking place in Region 11 for some time, it will be helpful to have a full understanding of the efforts and use a consistent language. Community partners will work towards education on what is a sector partnership. The workforce system will work to identify who to wants to work with sector boards and any area of need for Region 11. The region plans wo work with the facilitator and resources made available through the IWD sector partnership grant.

Region 11 has a level of career pathways developed. However, a coordinated effort is needed to ensure a consistent identification and understanding of the career pathways that are relevant and needed by employers in Region 11. There is also a need to openly communicate and share the defined career pathways with the workforce system and partners in our local area. The development of career pathways aligns with the State and WIOA strategies.

With the implementation of the Pathway Navigator and Career Coach positions, Adult Education and Literacy (AEL) students will have increased access to education and training activities that can lead to obtaining credentials that are portable and stackable. AEL students will be given the opportunity to participate in soft and hard skills training for probable employment via DMACC or other partners like lowaWORKS and Goodwill. Students may also be eligible to engage in training in a specific pathway via the Workforce Training Academy in order to obtain the proper credentials to be a competitive candidate for corresponding pathway positions. HiSET and ESL curricula and content will continue to embed the College and Career Readiness Standards as well as the Employability Standards and soft skills training in order to expose students to workplace skills and soft skills training. Such a framework of services and opportunities will lend to the continued success of AEL students and the AEL programs producing workplace ready adults who possess the knowledge and skills necessary to maintain a self-sustaining life and career.

Performance Measures

How will core partners contribute towards the State's expected level of performance based on primary indicators?

The daily operations of the Region 11 core partners are focused on clients gaining livable wages through sustainable employment while increasing their skills which meet the needs of local employers. These activities support the WIOA performance measures. Through the partner meetings and the education that the partners receive about core partner services, the improved coordination of training and educational opportunities when working with clients will further encourage improved performance for all measures. Once the performance standards are set, Region 11 can identify additional steps to contribute towards expected performance measures. All core partners are responsible for meeting the performance standards.

Assessment of Continuous Improvement

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

Children and Families of Iowa and IES @ DMACC will provide the CIWDB and the CEO boards with performance and fiscal data on a quarterly basis and as requested. The boards will use that information and public comment to evaluate performance and to determine the need for continuous improvement activities.

Children and Families of Iowa and IES @ DMACC staff has developed and implemented performance tracking documents that helps to ensure that the region will meet the negotiated performance standards. In addition, the service providers conduct ongoing in-house training for staff relative to "good enrollment decisions" and WIOA performance. The staff of IES @ DMACC and Children and Families of Iowa regularly runs performance reports to monitor progress toward meeting the negotiated standards.

Region 11 has a long history of working collaboratively with various partners within the region. Ongoing partner meetings have been held with multiple providers to determine what services are currently being offered through various programs and identify gaps within the current service structure. In this way, partners are able to maximize services and funding levels and the participants benefit by having a more complete, comprehensive service plan to reach self-sufficiency. In turn, the region is more likely to meet performance goals.

The Performance Oversight policies of the CEO and CIWDB include:

Children and Families of Iowa and IES @ DMACC will provide quarterly reports to the CEO and RWDB, updating the boards on the region's performance and progress towards meeting performance standards.

The CIWDB and CEO boards will evaluate the performance and, if necessary, determine actions to be taken to improve performance. If a significant problem with WIOA performance is identified, the CIWDB/CEO will conduct an evaluation of the service provider.

The CIWDB and CEO will review and if appropriate make comment on all federal and state monitoring reports as provided by those monitoring/auditing entities.

Region 11 will implement changes as part of the statewide data management system restructuring. The information received through this statewide system will be reviewed and tracked by the region.

Section 4 – Operational Planning Elements

Regional Workforce Development Board

Describe how the regional board will implement its identified strategies.

As new opportunities to partner and collaborate become options throughout the implementation of the WIOA program, the board will inform, invite and encourage the partner agency/ies as to the opportunity to become a part of the overall integrated service strategies and model in order to enhance services to all our customers. The following is the initial start to the Board's efforts to establish an integrated inclusive service model.

The following will be provided with the one-stop integration model process.

- Eligibility for services
- Outreach, intake, orientation
- Initial assessment
- Labor exchange services
- Referrals to programs
- Labor market information
- Performance, cost information
- Supportive services information
- UI information and assistance
- Financial aid information
- Follow-up services
- Comprehensive assessment
- Individual employment plan
- Career planning, counseling
- Short-term prevocational services
- Internships, work experiences
- Out-of-area job search
- Foreign language acquisition
- Workforce preparation

Several partners work and meet with business in our region. However, these efforts have not taken place in a coordinated manner. We have made strides by integrating the business services team (Wagner Peyser and Title I) within the One Stop Center. All of the core partners are involved with the Employer Disability Resource Network, which meets monthly to address increasing employer access for individuals with disabilities and educating employers. The next step for integration will be to bring together the partner agency business representatives on a monthly basis to collaborate and communicate findings. This communication will allow for better placement of participants while meeting the needs of the employers.

As part of the Region 11 Memorandum of Understanding (MOU) development, the partners of the Region MOU identify which of the above listed career services are provided through their agency/organization.

The State of Iowa is developing an integrated technology-enabled intake and service management information system for core programs carried out under WIOA and by IowaWORKS Center partners. This

system will be utilized by the Region 11 IowaWORKS center and by the Region 11 IowaWORKS center partners as appropriate.

Core Partners

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

In the integrated center in Region 11 the customer flow will be as listed below:

- Greet/Identify Purpose of Visit
- Determine Registration Status and/or
- Conduct Service Triage
- Recommend Services
- Registration
- Self-attestation
- Co-enrollment evaluation
- Introduce to Career Services Process and/or
- Provide Appropriate Partner Referrals and/or
- Determine eligibility for additional individualized career services and/or training services

Integrated Customer Flow – Currently these activities are jointly performed by the Wagner Peyser and WIOA adult and dislocated worker staff. This area is one that the board will investigate and offer, if appropriate, opportunities for other program staff to participate in this integrated functional process indicated above. Based on an initial basic assessment, customers will progress through services in a unified, standard flow organized by “function” rather than “program.” Customers start with registration services (stream-lined program enrollment and initial triage); advance to career services (to build occupational and job seeking skills), and then either referral to recruitment and placement services (with connections to hiring employers) or referral to more individualized career services and, if warranted, training services.

All Integrated Center customers will move through a standardized process that co-enrolls them into multiple programs based on eligibility. This unified customer pool will be shared and served by multiple partners within IowaWORKS. When eligibility permits, every customer must be co-enrolled into all qualifying programs for basic career services.

Within this flow, services will continue to be customized to meet individual customer needs.

Career services comprise a hub of employment and training service delivery. Process steps and procedures are designed to meet one of the core missions of the IowaWORKS system: that all individuals have the opportunity to “know their skills, grow their skills and get the best job possible with their skills.” To that end, an assessment of skills is a universal service delivered. The outcome of service delivery in the career services area is a relevant pool of talent – with skills in demand and job-search know-how.

When customers have completed career services, have the tools and knowledge for an effective job search, and meet specific criteria, they are referred to employers to be matched to available job openings.

If additional services are identified as needed, the career services team will make the appropriate referrals to participate in more individualized career services and/or training services.

Through the fully integrated process which includes co-enrollment, duplication of services will be avoided as partners work together to provide service management for customers. Every effort will be made to blend and braid services and funding on behalf of the customer.

The core partners continue to meet on a regularly scheduled basis. During these meetings, the group has discussed referrals, co-enrollments, local plans, job training, programming, and partner staff development days. These meetings give the group a regular opportunity to discuss processes and programs. The future direction of the core partner team is to integrate other members of the regional workforce system into its meetings.

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

The Workforce Development Board coordinates many efforts to enhance the provision of services in regards to Adult Education and Literacy (AEL) activities. Several cooperative efforts have taken place to ensure that cross training of staff and using and sharing information. Weekly core partner meetings are currently being held and these meetings will continue to be attended by both entities. Current efforts also include cross training of staff members within the region along with a referral form that will be used with all partners. Region 11 also has AEL programs located within the one-stop to serve individuals in both high school equivalency and English as a Second Language (ESL) programs. Other activities include:

- Joint staff development sessions at least twice a year
- Staff contact information between IowaWORKS and AEL shared amongst all core partners
- AEL staff attending ongoing WIOA training opportunities both at the local and state level
- Creation of Partner Referral form
- Core partner development of local workforce plan
- Core partners leading Memorandum of Understanding process
- Ongoing meetings of core partner group within region

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

IVRS will participate on WIOA compliant Regional Workforce Development board.

IVRS will follow the methods of referral identified by the local region.

IVRS will assist with development and ongoing support of the local workforce plan and MOU incorporating information and expertise on disability.

IVRS will partner to develop joint in service staff trainings. Focusing on cross training staff, the common referral process, and developing a system that promotes collaboration, prevents duplication of services and ensures ongoing communication between partners.

IVRS will provide training to partner agencies on IVRS eligibility and services, including IVRS Continuum of Services Model. This will ensure referral to IVRS for individuals with disabilities who require more intensive services than are typically available through partner agencies.

IVRS will provide training, consultation, and technical expertise to partner agencies on accommodations, accessibility, and understanding on how to effectively provide services to participants with disabilities.

IVRS will participate on business services and sector board teams as a representative on disability issues, sharing expertise in a collaborative method with partner agencies, the regional Workforce Development Board, employers, and other entities. IVRS will collaborate with partners to identify employer needs and develop programs and services that support job seekers in attaining the needed skills and solve barriers that impact employment success.

IVRS will collaborate with partners to deliver pre- employment transition services to all high school youth with disabilities, such as job readiness skills, career exploration, and connections with businesses for work experiences and employment. IVRS will assist in linking students with community resources, including partner agencies as appropriate. IVRS will assist with NCRC preparation and assessment for students with disabilities who may need more individualized supports.

IVRS will participate in state developed common performance measures.

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

Workforce Development Needs of Employers –

A concern of the employers has been the recruitment of people that live in the area as well as the readiness of the available labor force to enter employment. The Region 11 labor force population is decreasing and local employers cannot find workers to fill open positions. Basic skills which include literacy, numeracy, English proficiency, basic computer skills and organization skills, in addition to many of the “soft skills” necessary to be successful, are described by employers as lacking. Included in these soft skills needs, employers identified social skills such as basic work ethic, dependability and retention as necessary skills. Also noted by employers were a lack occupational skills including, specific occupational knowledge and experience in particular middle-skill occupations in the areas of healthcare, welding, information technology, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.

Strategies to address the workforce needs of area employers and address gaps in services:

1. Work in partnership with economic developers from the counties and cities in Region 11 to expand the knowledge of training opportunities available to new and expanding businesses.
2. Enhance the relationship between training providers and business employers in the region.
3. Identify and expand means to share information about training opportunities to entry-level workers - especially in tune with the preparation for under-utilized populations such as veterans, ex-offenders, disabled, non-English speaking minorities, older workers, youth and families on Temporary Assistance for Needy Families (TANF) in the region.
4. Increase the knowledge of employers in services that can prepare them in employing people in under-utilized populations.
5. Increase the availability of workers trained in soft skills.

6. Increase the availability of workers trained and certified in technical areas, including healthcare, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.
7. Encourage and expand ways to identify businesses that can be assisted by the workforce system.

Workforce Development Needs of Job Seekers –

Many job seekers are not aware of the products and services of workforce partners within their region. Jobseekers may need additional services beyond what they are able to access themselves.

Local/regional newspapers & media, regional IowaWORKS offices, internet, social media and college/university career centers are the predominant means for job recruitment. However, a review of the demographics of the population in Region 11 shows the typical jobseeker in the region is older than the state average with a larger proportion 55 and older. The entire region is above the state average in persons with less than a high school diploma. These jobseekers may need additional services to qualify for and fill the jobs available in the region.

Strategies to address the workforce needs of area job seekers and address gaps in services:

1. Continue to expand marketing of available workforce products and services throughout the communities in the region. Adding access through Core partner sites within the region will be an important part of this connectivity.
2. Make a variety of IowaWORKS partner services and information available throughout the region in all partner locations.
3. Continue to work with communities to find ways to address the needs of an ever growing diverse workforce, including veterans, ex-offenders, disabled, non-English speaking minorities, older workers, those on Temporary Assistance, and youth.
4. Make HSED/English Language Learner training information more readily available. Make information on citizenship training and the Future Ready Iowa Initiative more readily available to the jobseeker.
5. Continue to work to develop and market a greater variety and number of skill upgrade and short term training programs to jobseekers.
6. Promote the use of the National Career Readiness Certificate as an assessment to better define job employment skills levels to the employer.
7. Promote skilled Iowa workers to current and future jobs.

Workforce Development Needs of Low-Income Adults and Dislocated Workers –

In today's increasingly competitive, fast paced economy, economic growth and prosperity depend on the education and skills of the local workforce. The number of people who receive training and attain a degree or certificate through the Workforce Innovation & Opportunity Act (WIOA) Adult and Dislocated Programs, National Emergency Grants (NEG), Trade Adjustment Assistance (TAA) and other Department of Labor program initiatives must report the number of program participants with credentials. The goal of these programs shows continued emphasis on job training and attainment of industry-recognized credentials as a strategy for both enhancing earnings and employment for participants in the public workforce system to meet the economy's need for more skilled workers.

Recommendations to address the workforce needs of area low-income adult and dislocated workers and address gaps in services:

1. Increase the number of participants in programs that result in a credential.
2. Increase credential attainment of these participants.
3. Develop and refer “targeted populations” to more “retraining” opportunities in an effort that will allow them to reenter the workforce.
4. Encourage the creation of industry-recognized training programs by local approved training providers which lead to credentials.
5. Build the capacity of frontline workforce staff to help customers seeking training to invest their time in programs that will lead to industry-recognized credentials for jobs in demand in the regional labor force.
6. Continue linkages among WIOA, Wagner-Peyser, Vocational Rehabilitation, Adult Education and Literacy and PROMISE JOBS, TAA and Ticket to Work to facilitate access to workforce services and educational programs.

Describe how the regional board will implement its identified strategies with regard to Youth Services.

The vision for youth services established by the Workforce Innovation and Opportunity Act (WIOA) challenges local Boards to make available a variety of services that address youth needs in a comprehensive manner. WIOA substantially reforms youth programming and places new emphasis on serving youth within a year-round comprehensive workforce development system that is outcome based and is built on services around a set of fourteen required program elements that comprise our local area’s year-round youth services strategy.

CFI emphasizes year-round programming in a comprehensive workforce development system from youth/young adults that is outcome based and structured around the 14 required program elements (defined below) that are aligned with the Region 11 youth/young adults services strategy. CFI proposes to recruit and enroll 150 youth/young adults from all eight counties over the next program year. The 14 required elements are woven into the assessment process, development of the individualized career plan, connects to supportive services that review barriers to academic and career success, education/training components and experiential work-based learning opportunities. Beyond those youth/young adults are formally enrolled, CFI serves many others with outreach and referral services.

CFI utilizes the following best practices to ensure that the 14 elements are available to youth within the region, including youth with disabilities. The youth provider and the public schools operating in region 11 have built and maintained relationships which create awareness of opportunities and supports offered by each entity including tutoring programs and alternative school options. Through the youth provider’s connections and collaborations with higher education institutions and community based organizations, participants are plugged into occupational skill trainings, post-secondary educational opportunities, pre-apprenticeship programs, certification and credential programs and entrepreneurial skills trainings. The youth provider is connected with the chambers of commerce and businesses within the region in order to produce experiential learning activities, summer employment, internships, job shadows, on-the-job trainings and career mentoring. The youth provider has connected participants with trainings pertinent to leadership skills, financial literacy education, labor market employment information, and post-secondary options through developing curriculum and partnering with identified experts who facilitate the noted topics in the region. The youth provider ensures that participants are aware of the supports that are available to them such as supportive services and comprehensive guidance and counseling. The youth provider implements follow up services for all participants once career goals have been achieved."

CFI, the Region 11 youth service provider, will ensure that all of the following program elements are available within the region, and are accessible to those with disabilities. CFI will work in partnership with other local agencies to ensure capacity within programs.

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

The above-referenced programs are available through multiple partners within the region and include but not limited to WIOA, Iowa Vocational Rehabilitation, Adult Education and Literacy and other community providers.

CFI utilizes the following best practices to ensure that the 14 elements are available to youth within the region, including youth with disabilities. The youth provider and the public schools operating in Region 11 have built and maintained relationships, which create awareness of opportunities and supports offered by each entity including tutoring programs and alternative school options. Through the CFI's connections and collaborations with higher education institutions and community based organizations, participants are plugged into occupational skill trainings, post-secondary educational opportunities, pre-apprenticeship programs, certification and credential programs and entrepreneurial skills trainings. The youth provider is connected with the chambers of commerce and businesses within the region in order to produce experiential learning activities, summer employment, internships, job shadows, on-the-job trainings and career mentoring. CFI has connected participants with trainings pertinent to leadership skills, financial literacy education, labor market employment information, and post-secondary options through developing curriculum and partnering with identified experts who facilitate the noted topics in the region. The youth provider ensures that participants are aware of the supports that are available to them such as supportive services and comprehensive guidance and counseling. The youth provider implements follow up services for all participants once career goals have been achieved.

The following is a list of additional activities and services that are available in Region 11 to support the required youth services available:

- Entrepreneurial Training (ENT);
- Job Search and Placement Activities (JSP);
- Pre-Employment Training (PET); and
- Skill Upgrading (SUG)
- Staff-Assisted Job Development (SJD)

Support Services are those services that are necessary to enable a youth to participate in activities authorized under WIOA. The following types of support services are available in Region 11 for youth.

- Clothing (occupationally required or required for interview)
- Dependent Care
- Miscellaneous services
- Residential/Meals support
- Stipends (STI) youth only
- Transportation
- Incentive and Bonus (INB)
- Financial Assistance (FAS)
- Health Care (HCL)
- Service for Individuals with Disabilities (SID)
- Supported Employment and Training (SET)

Given limited WIOA funding, not all support services allowable through the Workforce Innovation and Opportunity Act will be made available regionally. When a support service is not available through WIOA in Region 11, every effort will be made to partner with various service providers in the region and appropriate referrals will be provided to participants with services being delivered jointly.

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

All core partners will collaborate to ensure that participants with vision disabilities have full inclusion and access into programs and services offered throughout the system. Core partners recognize that Iowa Department for the Blind has expertise in serving individuals with vision disabilities. IDB will provide technical expertise and consultation to ensure that services are fully accessible. When an individual with a vision disability requires intensive services from IDB a referral to IDB will be made. IDB will provide cross training to all core partner staff on eligibility and services available through IDB. IDB staff will attend Regional Workforce Development Boards meetings, as available, and provide representation on business services teams. IDB VR staff will make themselves available in the Regional one-stop location to collaborate with partners and clients to provide information and services to meet their needs.

Integrated Customer Service

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

Providing high-quality, customer-center services is an expectation that the CIWDB has of its core partners and service providers. The core partner meetings are an important tool in providing the collaborative discussions to identify processes and improvements for services. A common referral process has been defined, which will let Region 11 track referrals, follow up on them, and determine when the referrals have been completed. The joint training sessions for core partners were important resources for helping the staff of core partners understand the service offered by all core partners. The trainings have made a positive impact and will reoccur twice a year. A voluntary member survey is given after a client receives services at the One Stop Center. The sample size is small so the results are not statistically valid and are considered anecdotal. However, the survey does provide helpful feedback to the staff. The youth service provider does utilize a training program for customer service called "Through the Customer's Eye". This online certification program is used in the youth/young adult learning track programs. The youth service staff members have been certified through this program. The integrated resource team process has been

successful in working with individuals with disabilities when coordinating services and supports. IVRS and IDB also use this format. The region is exploring whether this type of format can be used on a larger scale with other job seekers. Core partners will perform a joint accessibility review of each of the facilities. Every effort will be made to provide reasonable accommodations for accessibility.

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

People ages 55 and over, English Language Learners (ELL), refugees, and individuals reentering the community after being in the Corrections system are populations with barriers also being served in Region 11.

IVRS has a contract with Iowa Department of Aging to provide an Aging Specialist to work with individuals 55 or older who also have a disability in obtaining and maintaining employment. The aging specialist collaborates with IVRS staff on serving these individuals in reaching their employment goals.

Iowa Employment Solutions @ DMACC utilizes the Region 11 One Stop system partners for outreach efforts to many targeted populations. As a Workforce Center partner, Iowa Vocational Rehabilitation Services (individuals with disabilities), provides referrals to the Workforce Center along with distributing information about services provided at the Center.

Iowa Employment Solutions @ DMACC staff work with the veterans' staff present at the Workforce Center to provide information and referrals for services. One organization--Children & Families of Iowa -- works with special populations of low income youth, providing a variety of employment, skill enhancement, and support services. Proteus staff work with migrant and seasonal farm workers providing valuable information to this population about services provided at the Center and also serves as a referral source. Senior Community Service Employment Program (SCSEP) providers, AARP and Experience Works, provide employment training services for eligible workers over age 55 as well as make referrals to the One Stop Centers. Workforce Center staff actively participates in older worker conferences.

Workforce Center staff visit the parole and probation offices providing outreach to the offender population. Periodic job fairs are also held at the correction facilities for inmates.

Other One-Stop partners such as The Iowa Department for the Blind, OMG/Job Corps., and the American Indian Council also provide information and referral services. Multilingual staff has been added to the One Stop Center to better serve customers.

The Workforce Center partners also have contacts and provide outreach with the minority community and faith based organizations through such agencies as Evelyn K Davis Center, Creative Visions, and Urban Dreams.

The Workforce Center partners further their outreach through public service announcements, job fairs, and the IWD, IES and CIWDB web pages.

Attach core partner's flow chart.

Coordination, Alignment and Provision of Services Employer Focus

Describe the use of initiatives designed to meet the strategic needs of employers in the region.

To the extent feasible based on employer need and regional budget, the region may utilize incumbent worker training, on the job training, and customized training. Region 11 partners with DMACC and Central Iowa Works, who have Sector boards already in place, they will become an integral part of the CIWDB to establish sector strategies and career pathway initiatives for the region going forward. All regional sector boards existing or going forward will be employer driven.

Employer services within the region are:

- Recruiting – IowaWORKS staff seeks to match job seekers against the employment needs of prospective employers, and to make appropriate referrals. No fees are charged and job listings are posted on several internet sites.
- Outreach - IowaWORKS provides area employers assistance with recruitment needs, coordination of large-scale recruitment such as career and employment fairs, and marketing of IowaWORKS products and services. Career and Employment Fairs offer employers and job seekers the opportunity to interact at a single location.
- Testing Services - IowaWORKS staff can administer – at no charge to the employer or job seeker – proficiency tests for typing, 10 key and spelling. OPAC®— The Office Proficiency Assessment and Certification System is an office skills testing suite. With an array of over 30 tests the OPAC System is the perfect tool to measure job applicant PC and office skills.
- Reverse Referrals - This service directs all interested job seekers to apply for openings at the IowaWORKS offices, freeing the employer's time for other tasks.
- NCRC - A system developed by American College Testing (ACT) for documenting and improving work place skills. The National Career Readiness Certificate (NCRC) is the work-related skills credential. The certificate provides fair and objective measurement of workplace skills that can be accepted nationwide.
- Skilled Iowa - This is a new public- private initiative supported by the Governor's Office, Iowa Workforce Development, and the National Career Readiness Certification in partnership with ACT, the Iowa STEM Advisory Council, and numerous Iowa businesses.
- Tax Credits - The Work Opportunity Tax Credit (WOTC) and Welfare to Work Tax Credit (WtWTC) offers employers federal income tax credit if they hire persons from certain qualified groups, such as the low income or disabled.
- Labor Market Information - Current Labor Market Information is available on various economic trends and occupations, including data on prevailing wage rates and projected job outlooks.
- Free Space - IowaWORKS offers free meeting rooms to employers for job interviews and space for employers to display and distribute job information.
- Employers' Council of Iowa - This group of local employers holds regular meetings to discuss common concerns and to sponsor seminars on topics of interest.
- Required Posters - General requirements and ordering information is available for state and federal required employer posters. These posters are available at no cost to the public from IowaWORKS.
- Business Closings/Downsizing - Should a business experience closing or restructuring, IowaWORKS staff and its partners are ready to help employees make the transition to other employment. Laid-off workers are provided access to services, including financial support and training.
- Tax Liability Information - IWD tax liability specialists are housed in Spencer to work with new and existing employer accounts.
- Unemployment Insurance Tax Forms and Publications - A number of commonly required or requested forms are available on-line.

- Unemployment Insurance Fraud - Iowa Workforce Development's fraud detection program attempts to prevent and detect unemployment benefits paid to claimants through willful misrepresentation or error by the claimant, through IWD error, or misrepresentation by others. Better detection and prevention of improper unemployment insurance benefit payments results in a decrease in benefits payouts, which in turn decreases employer taxes.
- Six Step Workshops - This series of workshops is available for job seekers, dislocated workers, students, and other customers interested in updating their job seeking skills, deciding on a career, going back to school, budgeting, etc. There is no cost to attend any of these workshops.
- Iowa Works - Businesses can use Iowa Works to submit job openings electronically, find the average wage paid for Iowa occupations, print posters required for Iowa workplaces, link their website to our Business Directory.
- ADA and accommodations consulting is available through IVRS and IDB.
- IDB and IVRS provide disability related training and consultations to employers.
- All core partners have business/employment consultants that work with employers.

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

Region 11 is able to facilitate and access various programs that promote and support skills training for entrepreneurial and micro-enterprise services.

- Tracks offered in the youth/young adult program are geared toward entrepreneurship and micro enterprise skills (ex. Lift Off) with the goal of substantial employment.
- The small business development center provides ongoing entrepreneurial training and assistance throughout the region
- Iowa Vocational Rehabilitation provides ongoing entrepreneurial training through Iowa Self Employment program.
- IowaWORKS promotes and explores opportunities for center customers to establish self-employment
- WIOA offers tuition assistance for customers to obtain necessary business building skills for small business operation.
- Referrals to and engagement of the Small Business Development Center for one-stop customers
- Small Business Development Staff participate in Rapid Response Employee Meetings.

IVRS participates in a program with the state, in which a veteran with a service connected disability, as determined by the Department of Veterans Affairs, who satisfactorily completes a federally funded job training program approved by the United States Department of Veterans Affairs in a state agency may be appointed noncompetitively into a vacant position in the job classification in which the veteran has been trained. To qualify for a non-competitive appointment under IAC chapter 11-57.9 (8A) they must successfully participate in the training program a minimum of 160 hours up to a maximum of 780 hours in the job classification. A person who satisfactorily completes the program is eligible for a noncompetitive appointment with that agency for a period of one year from the date of completion.

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

Through the efforts of Region 11, we have been able to secure a National Emergency Grant (NEG) to promote the benefits of registered Apprenticeship so individuals can earn while they learn.

The following are some of the efforts to promote Apprenticeships as well as the services available to those taking advantage of the apprenticeship training.

- Businesses within the region are encouraged to become certified and registered by the Federal Office of Apprenticeship in an effort to attract potential long-term employees.
- Apprenticeships provide an opportunity for an individual's career advancement and an opportunity for employers to add skilled employees to their workforce.
- Low unemployment rates within the region require employers to be pro-active and innovative in their recruitment and retention of employees. Apprenticeships are a solution for area employers.
- IowaWORKS provides pre-Screening of participants for the specific occupation(s) the employer is needing
- IowaWORKS provides Skills-Upgrading of participants through Safety Training, Skills Development, ESL, ELL, and other short-term skills development as may be needed by the employer and/or the participant to be successful in an apprenticeship.
- WIOA may be able to provide support services for individuals in apprenticeships to be successful.
- Co-enrollment of participants in core programs as appropriate to ensure participants receive all needed services to be successful in an apprenticeship.
- IowaWORKS in partnership with community colleges and local employers are expanding and developing local apprenticeship opportunities
- IowaWORKS held an apprenticeship open house for area job seekers and employers to promote and discuss expansion of apprenticeship opportunities in the region

Provide a description of how the regional board coordinates workforce activities carried out in the local area with statewide rapid response activities.

The following individual will be the primary contact who will work with the State Dislocated Worker Unit and the State Trade Adjustment Act Unit to provide Layoff Aversion and Rapid Response services in Region 11.

Jeff Chamberlin
IowaWORKS – IES @ DMACC
430 E. Grand Ave.
Des Moines, IA 50309
515-281-9689 Office
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The following individual will serve as an alternate contact:

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

Rapid Response provides early intervention to worker groups who have received a notice of layoff or closure. Region 11 has a Rapid Response Team consisting of staff from various partners within the region. Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Afterwards, customers begin to engage in further orientation and intake sessions.

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

Trade Adjustment Assistance (TAA) provides early intervention to worker groups on whose behalf a Trade Adjustment Act petition has been filed: Region 11 has a Rapid Response Team consisting of staff from Workforce Innovation and Opportunity Act, Wagner-Peyser, and Trade Adjustment Assistance (once the petition has been certified). Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Furthermore, as appropriate at such sessions or after layoffs occur, the joint Trade Adjustment Act/Workforce Innovation and Opportunity Act applications are completed. Afterwards, customers begin to engage in further orientation and intake sessions.

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

connection to local and statewide employers and job openings, customers may be assigned to additional staff persons for assistance with intensive job search activities.

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

When it is determined that a customer needs retraining to be more competitive in the job market, Workforce Innovation and Opportunity Act takes the lead in development of the training plans in accordance with the six criteria for Trade Adjustment Act-approved training. Thereby, the training plans are developed and justified based on test assessments, labor market information, assessment of the customer's personal qualifications and financial ability, and training information. The State Trade Adjustment Act office then reviews all training requests and issues determinations. While Trade Adjustment Act will be the primary funding source for an individual's training, Workforce Innovation and Opportunity Act may offer assistance with supportive services (e.g., childcare, counseling, utility and rental assistance) as needed for a customer to be able to be successful in the chosen training program. Co-funding of training also may occur, if it is necessary to meet a customer's needs. Once a customer enters approved training, there is additional coordination with Wagner-Peyser and Unemployment Insurance for an individual's ongoing income support.

Re-Employment Services –

Worker profiling and Reemployment Services are offered within the region and are designed to help persons identified as being at risk for long-term unemployment insurance eligibility to return to the workforce as quickly as possible. A variety of services are available, including but not limited to: career assessment, job search workshops and job search/job placement assistance.

Education and Training Focus

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

The CIWDB participates in engaging the education and training community using several different methods. Some are short term efforts while others involve multi-year participation. Several engagement opportunities are defined below.

- The CIWDB has participated in collaborative activities with the School Administrators of Iowa. The most recent event in February 2016 allowed partners in Region 11 to talk about what skills high school graduates need when they graduate. Action items for Region 11 were identified.

- The CIWDB and Youth Committee have several educational representatives participating on them. There are people who represent middle schools, high schools and our local community college. They provide their expertise and feedback regarding programs and how workforce affects their students.
- The CIWDB Executive Director sits on a Life Long Learning workgroup for Education Drives a Greater Economy (EDGE) which is facilitated by the Greater Des Moines Partnership. This organization is focused on actionable steps in the Partnership service area which will improve education and workforce readiness.
- Co-enrollment of the HiSET and ELL classes at the One Stop Center.
- CIWDB supports the efforts of the Bridges to Success program facilitated by the United Way of Central Iowa and DMACC. These organizations are working together to secure funding to help restructure the high school equivalency preparation process, identify barriers, connect students to support services, and provide a support coach for students.
- The One Stop Operations Manager serves on the Greater Des Moines Partnership Workforce Board
- Regional representatives attended legislative events to educate elected officials about the needs and barriers of English language learners and individuals without a high school equivalency or diploma. The CIWDB supports the efforts of Skills to Compete and the Association of Iowa Workforce Partners as they educate the people about the education, training, and workforce.
- The partner meetings are a continued opportunity to be updated on provide input regarding the Adult Basic Education programs as Adult Basic Education is a core partner.
- The CIWDB reviews the Adult Basic Education plan for Region 11 and provides input to help maintain consistency with regional workforce goals.
- Members of our core partner groups participate and are actively involved with the activities noted above.

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

Collaboration and partnerships are key strategies in leveraging resources and investments. At the quarterly CIWDB/CEO board meetings, there is an education component to the agenda. Organizations are invited to share about their programs using the opportunity to educate and promote. Previous speakers have addressed topics such as STEM, summer employment programs for youth, apprenticeships, Skills to Compete, local market information, and adult education and literacy performance. Board members are encouraged to share information and explore opportunities with organizations as appropriate. Part of CIWDB role in the community is to connect potential partners and facilitate an integrated workforce system.

The region also reviews grant opportunities. Potential grants may be on the national, state or local level. These grants may include the regional board submitting a letter of support, being a partner in a grant, or applying for a grant. The CIWDB is currently exploring a grant opportunity with local community partners where it would be the grant applicant. Region 11 also benefits from grants such as the Job Driven National Emergency Grant as there 27 people (3/1/2016) enrolled to utilize this grant for apprenticeships. The Round 6 Disability Employment Initiative grant is another investment into Region 11 that focuses on individuals with disabilities.

Many issues are so large that being part of collaborative process is the better method to working to address the issue. The number of people in our region that do not have a high school diploma or equivalency is one of those issues. CIWDB is working to support the Bridges to Success efforts facilitated by the United Way of Central Iowa and DMACC. These organizations are working together to secure funding to help restructure the high school equivalency preparation process, identify barriers, connect students to support services, and provide a support coach for students.

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

The most significant investment that Region 11 can make to improve activities according to post-secondary credentials is to be as completely informed of the post-secondary options as possible. The region through providing and explaining all the options will educate the participants to what type of credential not only will benefit them initially, but will also be the starting point on a path to a career. By fully explaining the options and pathways as well as the benefits associated with each step along the pathway, individuals will be able to make informed decisions for their individual circumstance.

While acknowledging that changes within the WIOA Law is a reduction in emphasis on post-secondary education, it appears to have an increased emphasis on post-secondary credentials, including apprenticeships. WIOA Region 11 as well as the other WIOA Regions in the state are in a unique position to fulfill this change of emphasis through the successful operation of the Iowa Construction Trades Apprenticeship JD-NEG – IA-55 (i.e., known within the state as the Iowa Statewide Apprenticeship JD-NEG – IA-55). This JD-NEG grant was awarded in 2014 and modified in 2015 to include all WIOA Regions within Iowa and to expand it to include all types of apprenticeships. This opportunity has given not only WIOA Region 11 but also the entire state the ability to learn about, develop, and place eligible participants with certified registered apprenticeship employers. It further has allowed for the development, certification, and registration of new employers who were previously not registered with the Federal Office of Apprenticeship. This grant places Iowa ahead of other states in meeting this new requirement of the WIOA Law.

Like with any other form of change, it comes slow at first but once learned it continues to advance. This transition will be especially true for registered apprenticeship certificates versus post-secondary credentials. With apprenticeships lasting up to 4 years, and in some cases up to 5 years, the ability to receive the apprenticeship certificate will require staff to project their calendars to the date of completion. Credentials for post-secondary education can be obtained far earlier.

An additional advantage with this change of emphasis is that it can combine post-secondary education into the apprenticeship through either the completion of a post-secondary education in a field that leads to an apprenticeship or through the apprenticeship utilizing a post-secondary institution for the classroom training of the apprenticeship. Either results in a credential that is monitored and shows advancement in the occupation. In brief, it is a win-win the apprentice, the employer, and the educational institution.

The access to these services will be enhanced by the education to the individuals of the importance and employability of post-secondary credentials, including registered apprenticeships, en lieu of post-secondary education. With the youth/young adult participants, there will be a focus in the rural counties of our region to gain the understanding of what is required to be an apprenticeship. Workshops will be scheduled in these counties to share information about work readiness, employability, and the importance of credentials. Strategies to survey and evaluate employer needs to identify credentials that are required to be employable in that specific workforce industry will be identified and initiated.

Economic Development Focus

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

Collaboration and partnership continue to be a major strategic focus for the region. The need for continued and open communication is also an important part of creating a robust region. Representing the CIWDB with regional organizations and partners is a role of the CIWDB Executive Director. This presence increases the opportunity for collaboration, partnership, and communication. Some of the organizations on which CIWDB is represented include the United Way Income Cabinet, the Des Moines Area Economic Development Practitioners meeting, Education Drives a Great Economy, Central Iowa Works Funding Collaborative, and working groups for the Opportunity Summit. Additionally, the Region 11 One Stop Operations Manager sits on the Greater Des Moines Partnership Workforce Board, which includes representatives from Dallas, Jasper, Madison, Marion, Story, Polk and Warren. This coordination is also aided by the economic development representative, business representatives, the community college representative, and partners that serve on the CIWDB and its committee. The Title I providers are members of Chambers of Commerce in all counties in Region 11. IDB and IVRS are Chamber members in several counties.

Section 5 – Regional Operating System and Policies

Regional Workforce Development Board Functions

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

The Central Iowa Workforce Development Board (CIWDB) is made up of 19 voting members with up to 10 ex-officio positions. It meets on a quarterly basis. The board has four standing committees, which include executive, finance, planning and operations, and youth. The committees meet on a regular basis and perform many of the oversight and operational functions. For example, the finance committee reviews the monthly financial reports of the service providers and the board. Finance also makes recommendations regarding the budget, use of funds, and fiscal policy. Another example can be found in the youth committee. It reviews the monthly report, and programs of the youth service provider. Feedback regarding youth and young adult programs is provided to the youth service provider. Members of the youth workforce council also serve on the youth RFP selection committee. It makes a recommendation regarding the RFP bidders, which is brought forward to the CIWB.

The CIWDB has hired a full time executive director. This position is employed by the board. The executive director supports the board in setting the regional strategy, performing daily operations of the board, meeting with community partners, establishing relations in the community, and helping with WIOA programs. Another roll is the executive director is to participate on community boards and committees representing the CIWDB and sharing its mission.

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

Regional Workforce Development Board Roles and Responsibilities:

The Regional Workforce Development Board (RWDB), appointed by the Governor in consultation with the Chief Elected Official (CEO) board, plays a leading role in establishing policy for the region’s workforce development center system. The RWDB also selects the WIOA service providers, directs the activities of the board standing committees, and shares responsibility for many other duties with the CEO board, including oversight of the regional workforce development center system’s service delivery.

This responsibility extends to oversight of the One-Stop Center system and ensuring quality customer service. The RWDB structure follows WIOA and state guidelines. The board meets quarterly, at a minimum, with the CEO Board, and all meetings are open to the public.

The Region 11 Workforce Development Board and Chief Elected Officials are responsible for the development and oversight of the Local plan. The WIOA core partners participate in the process and provide input to the RWDB/CEO in the development of the plan. Through this process, the board is involved in the planning and oversight of the one-stop system in Region 11. Many of the strategies described in the plan are in place to ensure quality customer service throughout the region.

At each RWDB/CEO meeting the boards review the employment and training (career services) activities within the region and hear reports on enrollments, obligations and expenditures and performance. All partners participate and provide information relative to the employment and training (career services) activities within the region. Youth activities within the region are also detailed and reviewed. This review process occurs at each meeting ongoing.

The Region 11 Workforce Development Board has subcommittees that help provide oversight. For example, the finance committee meets monthly and reviews the monthly financial reports from the services providers and the Board. The planning and operations committee hears reports on the grants received, Ticket to Work, and customer service surveys of clients that visit the one stop center. Committees and workgroups have been and can be created on an as needed basis as demonstrated with the RFP selection committees.

Board members are encouraged to make on-site visits as often as possible to their local center and to various regional affiliated sites to ensure services are carried out as described in the local plan.

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

Region 11 currently contracts with Children & Families of Iowa (CFI) as the youth/young adult service provider. A request for proposal for a contract effective July 2016 thru June 2018 with three optional, one-year extensions has been released. The CIWDB and CEO Board will vote on the youth service provider contract in May 2016.

Region 11 will maintain a youth/young adult committee, which schedules meetings on a monthly basis. An up to date meeting schedule and board membership can be found at www.centraliowawib.com. The committee is comprised of individuals from the community as well as CIWDB members.

The youth committee meets regularly with the youth/young adult service provider. It provides oversight for the youth programming, reviews monthly reports in addition to providing feedback to the youth services provider. The youth committee creates goals to support the regional workforce strategy in working with out-of-school and in-school youth. The request for proposal process in selecting the youth service provider is performed by the youth committee which then takes its recommendation to the CIWDB for approval

Describe how the regional board facilitates access to services provided through the One Stop Center.

Region 11 utilizes various methods to facilitate access for customers throughout the eight county region.

- Multiple points of access are available through partner affiliated sites within the region. For example, the IRVS office in Ames provides a desk for use by Region 11 workforce staff members that travel from 430 E Grand Avenue, Des Moines to provide services.
- IowaWORKS staff provides outreach and enrollment in all outlying counties within the region on an itinerant basis. Activities like job fairs have been held in counties around the region.
- Virtual Access Points are established throughout the region for customer access through technology.
- Partners provide services through the One-Stop physical center on an as needed basis. All core partners are co-located or have access to the One Stop Center.
- Partners provide one-stop system services ongoing through various partner affiliated locations. Training classes are offered in counties outside of the metro.
- Partners participate in ongoing referral, co-enrollment and performance management through the state-developed service account system.
- Partners developing common application processes to ensure co-enrollment opportunities are streamlined.

- Social media is being utilized by Connect 2 Careers (CFI), IVRS, IDB and IWD. Facebook and Twitter are tools being utilized. Four staff members are taking classes as part of the statewide social media marketing team.
- Robocalls and emails are used to contact customers who have sought services at the One Stop Center. Outreach is performed about training and other opportunities, such as apprenticeships.
- If an individual has disability-related accessibility needs that cannot be accommodated in remote areas, they will be referred to IVRS and IDB for more intensive services.

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

The Region 11 IowaWORKS One-Stop system will comply with all provisions of the Americans with Disabilities Act of 1990 to ensure the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities. The Disability Resource Coordinator, IDB and IVRS are available to be utilized as resource to ensure compliance with this effort on an ongoing basis. The accessibility is reviewed on an annual basis. All staff are mandated and trained to comply with EEO.

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

At this time, the State of Iowa has not released the procedures for the eligible training provider lists. Once those guidelines have been released, Region 11 will review the guidelines, determine the processes needed, and implement the necessary procedures.

Attach the regional board's process to meeting priority of service requirements.

See policy at end of document

Provide the regional boards definition of self-sufficiency. Describe the process used to define self-sufficiency.

A self-sufficiency wage is defined as employment which when combined with the wages of all other family members, brings the entire family income to at least 150% of the United States Department of Labor's Lower Living Standard Income Level (LLSIL).

Attach the regional board's Individual Training Account Policy.

See policy at end of document

Attach the regional board's policy(ies) on supportive service for core partners.

See policy at end of document

Describe the regional board's process for awarding service provider contract for activities carried out under WIOA Title 1.

The service provider contracts are awarded through a competitive bid. A Request for Proposal (RFP) is the process used for soliciting bidders, evaluating and selection a service provider. The CIWDB is responsible for running the process. In Region 11, the CIWDB Executive Director is the point person to facilitate the RFP.

- The RFP document will include a statement of work, performance goals, evaluation criteria, cost criteria and any pertinent information regarding the service to be procured. The basic evaluation criteria to be utilized will be demonstrated effectiveness, goals and objectives, project design, project management, participant activity management and program cost.
- The RFP is published on the CIWDB website at www.centraliowawib.com. Potential bidders can download the applicable documents from that site.
- The responses to the RFP will be reviewed and rated for each criteria category. Each reviewer totals the points he/she has awarded for each rating criteria and rank order each proposal. Rank-order ties are not permitted by individual reviewers. If the rank-order of the individual reviewer differs from his/her point totals, written rationale must be provided. Each ranked proposal will be assigned a point value, with the top rank assigned the highest value. Each proposal will then be scored by the number of ranking points assigned. The proposal with the highest, cumulative, ranking points will be recommended for contract approval.
- A recommendation will be forwarded to the CIWDB. The CIWDB will review the recommendation and may accept, reject or modify the Committee's recommendation.
- The release of an RFP for services does not obligate the CIWDB to accept any or all proposals. The CIWDB shall be held harmless of any action resulting from any decision not to accept any or all proposals.
- All steps in the RFP process will be documented.

Provide the regional boards plan to meet the required 75% minimum youth expenditures for out of school youth, as well as the plan to meet the required 20% minimum for work experience.

The youth/young adult service provider, CFI, will maintain a primary focus on enrolling out-of-school youth within the region. CFI will keep a strong emphasis on providing local paid work experience opportunities for participants. CFI provides its participants with career track training which focuses on building skills to prepare individuals to enter in demand employment fields within the region. Built into the career tracks are work experiences that relate directly to the skills the participants are learning as well as to the in demand employment fields in the region. Monthly reporting to the CIWDB Finance Committee and regular internal monitoring will provide oversight of appropriate targeted areas. CFI will additionally provide outreach opportunities for out-of-school youth, focused on activities such as pre-employment, work readiness, financial literacy and leadership skills building, and exposure to post-secondary training and employment options.

In FY16/PY15, CFI has achieved spending 75% of its program funds on out-of-school youth as well as over 20% of the program funds on work experiences. CFI will focus on the continued recruitment of out-of-school by working directly with the Department of Corrections, Fresh Star Women's Facility, Fort Des Moines release facility and all alternative schools within all eight counties served in Region 11. CFI will work with employers in all eight counties within the high demand career fields to provide work readiness skills in order to recruit out-of-school youth who are able to and ready to engage in work experiences.

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

Oversight and monitoring of Region 11 finances are performed at the committee and board levels. On a monthly basis, the service providers and the CIWDB fiscal agent provide financial reports that are reviewed by the Finance Committee. The committee reviews the reports and tracks progress on percentages and amounts spent, the percent of in-school and out-of-school program expenses, and the percent of youth/young adult program funds spent on work experiences. The CIWDB and CEO Board have access to the monthly information upon request. Additionally, both boards review the financial reports on a quarterly basis. Region 11 has defined several financial and reporting terms in order for board and committee members to have a consistent understanding of financial language regularly used.

IWD performs fiscal audits on the contracted service providers twice a year. The final monitoring reports are shared by IWD with Region 11. The Financial Committee, CIWDB and the CEO Board review and if appropriate make comment on all federal and state monitoring reports as provided by those monitoring/auditing entities.

As part of continuous process improvement, the service providers audit their files and program expenses. These reviews are performed each month. At a minimum a sample of 10% of each month's fiscal contacts and individual participant files are reviewed.

Section 6 – AEL Application Alignment Review – Form 7

Point of Contact

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Committee

The committee to review the alignment of the AEL applicants will consist of five members. Paul Smith, a CIWDB member, has volunteered to chair the committee. The CIWDB Executive Director will ask the CIWDB for additional volunteers as well as any recommends for community volunteers. If more than five volunteers are received, the CIWDB executive committee will review the potential committee members and appoint the committee.

Conflict of Interest

The CIWDB has conflict of interest policy adopted in May 2016. All committee members will complete the acknowledgement and disclosure form. Any conflicts noted will be reviewed by disinterested members of the executive committee to determine if the conflict prohibits the committee member from serving.

Region 11 – Central Iowa Workforce Development Board

Policy: Priority of Service

March 2016

WIOA Title I Section 134(c) (3) (E) requires that priority of service be given to "recipients of public assistance, other low income individuals, and individuals who are basic skills

Deficient for receipt of career services and training services." As indicated in the Notice of Proposed Rule Making (NPRM) Preamble, "WIOA builds on the priority given under WIA to providing training services to low-income individuals receiving public assistance." Further, unlike WIA where priority was required only when funds were limited, "priority must be given regardless of funding levels" in WIOA. As described in the Act, WIOA is meant to increase need, "*particularly those with barriers to employment.*"

Section 194(1) requires that services be provided to those who can benefit from "*and who are most in need of such opportunities.*" The addition of Temporary Assistance for Needy Families (TANF) as a mandatory partner and the inclusion of Adult Education as a core partner in the one-stop delivery system highlight federal intent to bring the populations served by those programs into the opportunities provided by WIOA.

"Priority of service" status is established at the time of eligibility determination for WIOA Title I Adult registrants and does not change during the period of participation. Priority does *not* apply to the dislocated worker population. For purposes of this policy guidance, Priority of Service applies to Adults. Youth priority of service will be addressed separately,

Proposed rule 680.650 re-affirms that veterans continue to receive priority of service in ALL DOL-funded training programs but that a "veteran must still meet each program's eligibility criteria." Thus for WIOA Title I Adult services, the program's eligibility and priority considerations must be made first, and then veteran's priority applied.

Local areas must give priority of service to participants that fall into one of the below priority categories (Proposed § 679.560(b)(21)):

- Recipients of public assistance
- Other low-income individuals. The term "low income individuals" is defined in WIOA Law—Definitions; Section 3(36) means an individual who:
 - 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 Supplemental Nutrition Assistance Program (SNAP), TANF, Supplemental Security Income (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 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.

- Individuals who are basic skills deficient. The term "basic skills deficient" is defined in Section 3(5) to mean a youth or adult who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, **in** the individual's family, or in society. Iowa Workforce Development(IWD) is providing guidance for making this determination by defining it as an individual who meets ANY ONE of the following:
 - Lacks a high school diploma or equivalency and is not enrolled in secondary education; **or**
 - Scores below 9.0 grade level (8.9 or below) on the TABE; 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**
 - Is enrolled in Title II adult education (including enrolled for ESL); **or**
 - Has poor English language skills (and would be appropriate for ESL even if
 - The individual isn't enrolled at the time of WIOA entry into participation.

The career planner makes observations of deficient functioning and records those observations as justification in the data management system or as a case note.

- Individuals (non-covered persons) who do not meet the above priorities may be enrolled on a case by case basis with documented managerial approval. The WIOA eligible adult must meet one or more of the following categories of an individual with a barrier to employment:
 - Displaced homemakers;
 - Individuals with disabilities;
 - Older individuals;
 - Ex-offenders;
 - Eligible migrant and seasonal farm workers;
 - Single parents (including single pregnant women)

Update February 8, 2018

Priority of Service for Veterans

Iowa Workforce Development (IWD) will provide all qualified Veterans with priority of service. In order to maximize and provide priority of services to Veterans, Veterans will be able to register at all IowaWORKS locations. Registration is also available on-line 24/7 through <https://www.iowaworkforcedevelopment.gov/>, or any of the regional websites. Iowa complies with final regulations which state recipients of USDOL funds for qualified job training programs are subject to the priority of service regulations, and are required by law to provide priority of service to Veterans and eligible spouses. If the SBE eligible Veteran's needs cannot be met at the point of intake (as determined by core service staff) or if the eligible Veteran requests, he/she will be referred to the DVOP or appropriate service provider for assistance. The Iowa Director for Veterans' Employment and Training (DVET) and/or his designee (ADVET), has a standing invitation to address district management at their monthly meeting to describe expectations of the Jobs for Veterans Act, and to review program performance. The state has followed-up by requiring that each SWA describe in their local customer service plan how they will ensure priority of service is provided in their programs. IWD Management staff will consult with local partners on how to implement priority of service, and will be monitoring compliance with the established procedure. Regional Workforce Development Boards (RWDBs) are to ensure one-stop operators and service providers recruit individuals in the priority of service categories and develop and provide appropriate services to meet those populations' needs. Local areas must establish written policies and procedures to ensure priority for the populations described in this guidance for participants served in the WIOA Adult program for eligibility determinations beginning on July 1, 2015. Additionally, based on local policy, the Boards may:

- Establish a process that also gives priority to other individuals; and
- Choose to provide individualized career and training services to adults whose income is above the WIOA income guidelines requirement but below the Board-established self-sufficiency wage level.

Each region submits their plan for providing priority of service to Veterans. Each plan is reviewed by the state liaisons to RWDB. The state liaisons work with the DVET to develop expectations that can be enforced locally. Priority of service is monitored in the following manner:

- Local management staff audits job orders and other services;
- Local management will take corrective action on Veteran customer complaints; and
- Local office management conducts a random review of initial Veteran applications for proper qualification, quality of service provided, and to ensure that the appropriate service was provided.

Corrective action, in the form of continuing education and positive feedback, is provided by the DVOP. If problems persist, local management, the Division Administrator and the DVET will be consulted. Veterans will be made aware of their priority of service entitlement and about the services provided by DVOP staff to SBE eligible Veterans, not only through outreach activities, but through an information and self-assessment pamphlet available both in paper form and on the web. The pamphlet will describe for the Veteran the various services they may receive, their priority of service, and will provide a simple mechanism for the Veteran (and staff) to determine if career services are needed. It is expected that this method will help avoid oversight of Veterans in need of special services. In addition, large colorful posters featuring local Veterans were developed with non-JVSG funds and distributed to all IWD and partner locations asking, "Are You the Spouse of a Veteran?" and explaining priority of service for those individuals. The Jobs for Veterans Act (PL 107-288) provides an emphasis on serving veterans by establishing a priority of service for veterans and eligible spouses in all employment and training programs funded by the Department of Labor, including Wagner-Peyser (WP), WIOA and other job training programs offered through competitive grants. Priority of Service is the right of an eligible "Covered Person" to be given priority of service over an eligible non-covered person for the receipt of employment, training and placement services, notwithstanding other provisions of the law. "Covered Persons" take precedence over non-covered persons in obtaining services and shall receive access to services and resources earlier in time than a non-covered person. If services or resources are limited, the "Covered Person" receives access instead of or before the non-covered person. Procedures or policies that restrict a veteran's access to WIOA or WP services, even if such restrictions are intended to provide the veteran with specialized services, are contrary to the priority of service requirements. 20 CFR Part 1010 and 38 U.S.C. Section 4215(a)(1) defines "Covered Persons" to mean veterans and the spouses "of any of the following: a. any veteran who died of a service-connected disability; b. any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:

- Missing in action;
- Captured in the line of duty by a hostile force; or
- Forcibly detained or interned in the line of duty by a foreign government or power; or
- Any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs or any veteran who died while such a disability was in existence."

"Covered Persons must have served at least one day in the active military, naval or air service, and were discharged or released under conditions other than dishonorable as specified in 38 U.S.C 101(2). Active

service includes full-time Federal service in the National Guard or a Reserve component. It does not include full-time duty performed strictly for training purposes, nor does it include full-time active duty performed by National Guard personnel mobilized by the State rather than federal authorities.

“Spouses of military personnel killed in the line of duty do not currently qualify for priority of service.”

“As defined in USC 101, the term “surviving spouse” means a person of the opposite sex who was the wife or husband of a veteran at the time of the veteran’s death, and who lived with the veteran continuously from the date of marriage to the date of the veteran’s death (except where there was a separation which was due to the misconduct of, or procured by, the veteran without the fault of the spouse) and who has not remarried or (in cases not involving remarriage) has not since the death of the veteran, and after September 19, 1962, lived with another person and held himself or herself out openly to the public to be the spouse of such other person.

“The Jobs for Veterans Act provides priority service only to veterans or eligible spouses who meet the program’s eligibility requirements.”

Iowa Jobs State Veterans Program Plan

The Jobs for Veterans State Grants (JVSG) creates opportunities for all eligible veterans and eligible spouses to obtain meaningful and successful careers through provision of resources and expertise that maximize employment opportunities and protect veterans’ employment rights. Services provided by the Veteran Representative include comprehensive assessments, development of an Individual Employment Plan, career counseling, and referrals to other veteran and community organizations as needed. The Local Veteran Employment Representative (LVER) is a member of the business services team. The LVER promotes the hiring of veterans to employers, employer associations, and business groups; facilitates employer training, plans and participates in career fairs and conducts job development with employers. Iowa has an effective business services program across the state. There are Business Services Teams located in each of the 15 Regions who coordinate efforts with DVOP staff to contact current and prospective employers, Federal contractors and subcontractors, and others to promote Veterans -SBE, aged 18-24, and non-SBE - as excellent job candidates and employees. In addition, partners in the one-stops are utilized to train Veterans in identifying job skills as well as the “soft skills” related to job seeking and job retention. Assessment services are used to identify the skills, knowledge, abilities and preferences of Veterans so that the best possible job match can be made initially. Career exploration services are offered so that Veterans have a good knowledge of available jobs and specific information about occupations. Veterans are offered assistance in understanding the skills needed to function in the workplace, and help in understanding how job and career advancement can be accomplished with an employer. Targeting services to Veterans with Significant Barriers to Employment, IWD Management will serve the role of educators to the one-stop operators, their partners and the RWDB members. They will train and educate on:

- The identification of Veteran under Title 38 of the U.S.C;
- Criteria for the identification of needs for referral for career services;
- Veterans’ preference requirements and methodologies;
- The difference between Priority of Service and Veterans’ Preference, and;
- Veterans’ integration policy as determined by Agency leadership.

Partners such as WIOA partners, PROMISE JOBS/TANF, Trade Act, and IVRS will also identify Veteran customers at their points of contact or entry, which may or may not be collocated with IWD Veteran staff at the one-stop. Those Veteran customers identified as having a significant barrier to employment as

defined by USDOL, VETS, or age 18-24, will be referred to the DVOP for additional services. Veterans will be co-enrolled with PROMISE JOBS if they are receiving Family Investment Program (TANF) assistance and subject to the terms of a Family Investment Agreement (FIA), WIOA, or Trade Act if they are a dislocated worker. Veteran program management monitors case records monthly and quarterly report data to ensure compliance, address issues, quantify progress, and celebrate success with DVOP staff.

The state will ensure adherence to the legislative requirements for Veteran's staff. This includes, but is not limited to, employing only Veterans to fill the DVOP positions with a preference towards hiring disabled Veterans. Each of these staff is trained in their new roles and responsibilities under the Jobs for Veterans Act of 2002. The DVOP, and local Wagner-Peyser management, work closely with all partners to ensure the mandatory WIOA partners provide Veteran's priority of service. Iowa has focused staff resources on the utilization of DVOP Specialists, rather than LVERs, for a number of years. We believe it is a better investment of funds to ensure case management is offered to SBE Veterans and those aged 18-24 in accordance with VPLs 01-14, 03-14 and 04-14. All non-Vet staff are assigned to serve Veterans without an SBE, and we expect our non-JVSG funded BSRs to promote Veterans to our business customers. With the deployment of Iowa Governor Terry Branstad's "Home Base Iowa" initiative to encourage military personnel to make our state their home, we hired one LVER to conduct outreach to employers to assist Veterans in gaining employment, including conducting seminars, job search workshops, and facilitating employment, training and placement services. Once identified either by self-assessment, core service staff, or partner staff, that the individual is a Veteran who is eligible for and could benefit from DVOP services, that staff would refer the Veteran job seeker to the DVOP. In offices without a full time DVOP, local management will be responsible for ensuring there is an efficient means of referral that ensures no Veteran eligible for and requiring career services goes without the appropriate service. The DVOP will facilitate career services by working with the eligible Veteran to develop a written action plan to resolve barriers to employment (i.e. DVOP will refer for appointment with local county Veteran affairs to resolve financial issues and Veteran will follow through by making appointment and going to receive services). Iowa has instituted an Integrated System of service that includes all of the partners in the Workforce Center, "All Means All." The system consists of a Membership Team, Skills Development Team and Business Services Team. All DVOP Specialists will be assigned to the Skills Development Team, as this complies with their roles and responsibilities under Title 38. As a member of the Skills Development Team, they will be referred any Veteran their coworkers have identified as eligible for DVOP services because of age (18-24) or who has a significant barrier to employment and needs career services. While working in Skills, they will assist only Veterans who meet the criteria outlined in VPLs 01-14, 03-14 and 04-14; all other Veterans will be served by the non-JVSG staff. The DVOP will locate, build and maintain good working relationships with Federal agencies (VA), state agencies (Health & Welfare, Education), community based organizations, Veterans and others that may be able to provide services to eligible Veterans age 18-24 or with a significant barrier to employment. The DVOP staff in Iowa have maintained an excellent working relationship with their local VA VR&E staff. The procedure followed in serving Chapter 31 Vets is in accordance with VA/DOL Technical Assistance Guide (TAG) Revised September 2015. Iowa has established the position of Intensive Services Coordinator (ISC) who is stationed remotely at the Des Moines IowaWORKS office. The position is filled by a DVOP specialist. DVOPs receive referrals from the VR&E counselor through the ISC and are at that time informed of the Veteran's employment goal, barriers to employment and any other significant information.

Upon referral, the DVOP immediately conducts an interview to further assess the Veteran's situation. The DVOP will develop a mutually agreed upon, individualized case management plan to assist the Veteran while in receipt of employment services. The DVOP will provide resume assistance, interviewing techniques, job leads and establish job development referrals with employers. The DVOP will also make

referrals to assist with any special needs the Veteran may have. The DVOP maintains a minimum of weekly contact with the Chapter 31 Veteran and each month submits the results of the month's activities to the VR&E counselor and the ISC. IWD has partnered with the state DOL/ETA Office of Apprenticeship and hosts the following website: <https://www.iowaworkforcedevelopment.gov/iowa-registered-apprenticeship-apprenticeshipusa>. This website has been recognized as the premier Apprenticeship web portal in the nation. DVOP staff routinely use this site to place Veterans in training. The Iowa Department of Education (IDOE) works closely with DVOP Specialists to disseminate information on Chapter 31 GI Bill programs, the Troops to Teachers program and various other educational programs to provide educational opportunities for our Veterans. DVOP staff work closely with TANF - Employment and Training program (referred to in Iowa as PROMISE JOBS) to provide job placement and referral assistance to Veterans who are TANF cash recipients (referred to in Iowa as the Family Investment Program). Though Iowa has no active duty military installations or medical facilities in the state, DVOP staff maintain a close working relationship with the Iowa National Guard. This provides a strong linkage and referral system between all returning National Guard Veterans and the one-stop center. IWD maintains a Veterans Benefits and Services book that lists Federal, State, and Local Veteran benefits and services. Several agencies have partnered in contributing to this book, to include USDOL Office of Apprenticeship, IDOE, both state and county Department of Veteran Affairs and others. This book is very well received and serves to both inform Veterans and to provide them with the knowledge to access Veteran services provided by IWD. This book is distributed to partners, agencies and civic organizations across the state by the DVOPs, Division Administrator, Iowa National Guard, Iowa Department of Veteran's Affairs, ESGR personnel and volunteers, and USDOL VETS staff and is available electronically on <https://www.homebaseiowa.gov/veterans-resources>.

Region 11 – Central Iowa Workforce Development Board
Policy: Individual Training Accounts
March 2016

Individual Training Accounts are a mechanism through which funds will be used to make payment only for Adults and Dislocated Workers for purchasing training services from eligible training providers. Participants have the opportunity to select an eligible training provider, maximizing participant choice, in addition to consultation from the participant's case manager. The participant will be referred to the selected training provider unless program funds are insufficient or exhausted. Region 11 enrollment selection process for an ITA will follow the same process as for selection into WIA. For residents of Region 11, the actual implementation of an ITA will involve the Adult or Dislocated Worker service provider, Iowa Employment Solutions. ITAs are subject to cost limitations listed in the Institutional Skills Training (IST) section above.

ITAs will be issued only for approved training programs, and only after career counseling (including Labor Market Information) has been provided by the case manager and documented in the Training Justification form.

All payments issued through an ITA must be warranted through the FND as prescribed earlier in this plan.

With regard to Individual Training Accounts and related training activities, IES will utilize either the ITA or existing contract shells to contract with training providers. As such means of payment as electronic transfer of funds through financial institutions, credit vouchers, purchase orders, credit cards or other appropriate measures become more fully defined in terms of employment and training initiatives. The provider will consider transitioning from the contractual approach to these other means.

In terms of limits of individual funding and duration of funding for an ITA for the WIA Adult and Dislocated Worker services program, it is expected that funds will be obligated to a maximum of \$5000 per year for a maximum of 2 years per participant in occupational skills training. This may be waived and extended by the IES Director when unusual circumstances occur.

Region 11 – Central Iowa Workforce Development Board
Policy: Supportive Services and Allowed Participant Activities
Updated May 2017

Supportive Services

Supportive services are those services that are necessary to enable an individual to participate in activities authorized under WIA for adults, dislocated workers and youth. The following types of supportive services are allowable under WIA and the Region 11 limits have been identified.

A) Clothing (CHG)

The costs of items such as clothes and shoes which are necessary for participation in WIA training activities are allowable. A limit of one hundred fifty (\$150) per participant for job related or interview clothing or three hundred (\$300) per participant for employment related clothing will be implemented.

B) Counseling (CLG)

The costs of personal counseling services that will enhance a participant's employability are allowable. This may include employment, financial, individual, family, and drug and alcohol abuse counseling. However, major personal or emotional problems affecting employability may require referral to an approved counseling or health care agency. Generally, major personal or emotional problems are outside the scope of WIA services. A limit of three hundred dollars (\$300) per participant will be implemented for personal counseling.

C) Dependent Care (DPC)

The costs of dependent care from licensed institutions or from private sources agreed upon by the participant and WIA staff are allowable.

Child care rates for participants in classroom/remedial basic skills training are not to exceed \$3000 per year and increments will be paid as required by the child care provider. If an unemployed parent resides in the home, no childcare support will be provided. DPC payments will be paid directly to the child care provider.

NOTE: We do not pay any family member who resides in the household.
Definition of family member resides in the WIA manual.

D) Financial Assistance (FAS)

The purpose of a financial assistance payment is to make a payment to a service provider on behalf of a participant to cover an emergency financial need that, if unmet, would prevent the participant from attending WIA training. A limit of five hundred dollars (\$500) per participant for emergency financial needs necessary to complete training will be implemented (e.g. automobile repair). Maximum per youth is \$1000 per enrollment.

E) Miscellaneous Services (MSS)

Miscellaneous Service (MSS) is intended to provide assistance to participants with support services needs that are otherwise not covered through existing support service categories, or in conjunction with existing support service categories, in order to support their career plan. A limit of five hundred dollars (\$500) per participant will be allowable per program year. WIOA service provider program manager must approve all MSS expenses.

Examples of allowable MSS expenses may include, but are not limited to, the following: hair care prior to job interviewing; inclement weather clothing; additional employment appropriate clothing; car seat for participant's child; driver's license or identity document costs; costs associated with professional training; application fees; etc. Bonding is an allowable cost if it is not available under federally or locally sponsored programs.

F) Relocation (RLT)

The costs of relocation (e.g. first month's rent, rent deposit, utilities deposit/connection fees) are allowable if it is determined by IES staff that a participant cannot obtain employment within a reasonable commuting area and that the participant has secured suitable long-duration employment or obtained a bona fide job offer in the area of relocation. A limit of one thousand dollars (\$1,000) per participant will be implemented.

G) Residential/Meals Support (RMS)

The actual costs of lodging for each night away from the participant's permanent home, required for continued program participation, are allowable up to a maximum rate of forty-five dollars (\$45) plus taxes per day.

The actual costs of meals, while the participant is away from home or in travel status for required training, are allowable up to a maximum rate of twenty-three dollars (\$23) per day.

H) Services for Individuals with Disabilities (SID)

The costs of special services, supplies and equipment necessary to enable a participant with a disability to participate in training are allowable. It is not an allowable use of WIA funds to make capital improvements to a training or work site for general compliance with the Americans with Disabilities Act requirements. A limit of three hundred dollars (\$300) per participant will be implemented.

I) Supported Employment and Training (SET)

Supported employment and training payments are allowable to provide individuals requiring individualized assistance with one-to-one instruction and with the support necessary to enable them to complete occupational skill training and to obtain and retain competitive employment.

SET may only be used in training situations which are designed to prepare the participant for continuing non-supported competitive employment. Employment positions supported at sheltered workshops or similar situations may not utilize SET.

SET may be conducted in conjunction with LIN, OJT, VEP, and WEP. Examples of SET use include hiring a mentor, job counselor, or job coach to assist the trainee in adjustment to an OJT situation, or hiring a mentor or tutor for one-on-one instruction for a student, or hiring a job coach for an individual who has been placed in competitive employment. SET services are limited to three hundred dollars (\$300) per participant

J) Transportation (TRN)

The cost of transportation including mileage and/or bus passes/tokens necessary to get to and from training activities including job interviews is allowable. A limit of forty cents (.40) per mile will be paid directly to the participant, not to exceed \$3000 per year, for adults, dislocated workers and youth.

K) Health (HLC)

Three hundred dollars (\$300) per participant for job related or employability enhancing medical care, if not otherwise available (e.g. tetanus shots, dental work) can be made.

L) Stipends (STI) Youth only

Amounts granted should be based on individual motivational needs, not to exceed \$25 per week for perfect attendance and \$1,000 per participant per year.

Note: Needs Related Payments (NRP) will not be paid in Region 11.

NOTE: Under special circumstances, the WIA Director may allow exception encompassing all services and amounts. Any exception allowed by the WIA Director will be consistent with all WIA statutory and regulatory requirements and all requirements set forth in a National Emergency Grant (if applicable). In the case of an NEG, exceptions must also be approved by the State Dislocated Worker Unit.

Payment of Support Services based on Time and Attendance

It is the policy of Region 11 that support services claims for transportation and childcare, which are documented by time and attendance, will be paid when the time and attendance form is received within 21 days of the last date of attendance listed on the form. If this form is received more than 21 days past the last date of attendance, support services for this time period may not be paid.

NOTE: Under special circumstances, the WIA Director may allow exception encompassing all services and amounts. Any exception allowed by the WIA Director will be consistent with all WIA statutory and regulatory requirements and all requirements set forth in a National Emergency Grant (if applicable). In the case of an NEG, exceptions must also be approved by the State Dislocated Worker Unit.

Allowable Participant Activities

Customized Training (CUS)

The purpose of CUS is to provide training that is specific to an employer's needs, so that individuals will be hired, or retained, by the employer after successful completion of the training. Customized training is training normally provided in a classroom setting, that is designed to meet the special requirements of an employer or group of employers.

The employer(s) must commit to hire, or in the case of incumbent workers, continue to employ, an individual upon successful completion of the training. The employer must pay not less than 50 percent of the cost of the training. Participants enrolled in CUS must be covered by adequate medical and accident insurance.

Entrepreneurial Training (ENT)

The purpose of ENT is to help participants acquire the skills and abilities necessary to successfully establish and operate their own self-employment businesses or enterprises.

The methods of providing ENT may include payment for classes in small business development, marketing, accounting, financing, or any other courses that could contribute to a participant's goal of self-employment. On-site observation and instruction in business skills may also be provided, as well as individualized instruction and mentoring.

Entrepreneurial Training may not be used for training in job specific skills other than business management. However, it may be provided concurrently or consecutively with specific skill training in IST or OJT for the purpose of establishing an enterprise that

utilizes those skills.

Payments under ENT are limited to training programs and activities that provide instruction in business operation and management. Funds may not be used for any direct costs associated with the establishment or operation of the business (e.g. materials, inventory, overhead, advertising, etc).

All participants who are enrolled in ENT must apply for any financial assistance, for which they may qualify, including Pell Grants. For purposes of this requirement, financial assistance does not include loans.

Participants enrolled in ENT must be covered by adequate medical and accident insurance.

Guidance and Counseling (G&C)

Guidance and counseling is the provision of advice to participants through a mutual exchange of ideas and opinions, discussion and deliberation. G&C should be academic or employment related and may include drug and alcohol abuse counseling and referral.

Guidance for youth must be categorized as either:

1. Academic—primarily provided to assist a youth in achieving academic success; or
2. Employment Related—primarily provided to assist a youth in achieving employment related success.

Institutional Skills Training (IST)

The purpose of IST is to provide individuals with the technical skills and information required to perform a specific job or group of jobs. All participants who are enrolled in IST must apply for any financial assistance for which they may qualify including Pell Grants. For purposes of this requirement, financial assistance does not include loans.

To ensure equitable treatment, participants in the adult and dislocated worker programs participating in IST must fill out the Financial Needs Determination (FND) form in cooperation with their case manager. The FND will provide documentation for participation in institutional skills training. In addition, the FND will also be used to justify support services, including the amount of unmet need.

The FND developed by the State will be used for all Region 11 WIA participants who are enrolled in Institutional Skills Training and/or Support Services. When determining the amount of WIA funds that will be obligated on behalf of a participant enrolled in Adult or Dislocated Worker training, only the Education and Related Expenses and the Education and Related Resources portion of the FND form will be utilized. For participants co-enrolled in Trade/WIA, the actual household living expenses and resources in addition to education and related expenses and resources will be used in accordance with state guidelines

- a. Actual cost of tuition, books and fees up to a maximum of \$5,000 per year
- b. Books may be paid for through the contract with the local school. If possible, books should be charged at the local bookstore.

NOTE: Tools/equipment required by a training institution or an employer for enrollment into a specific course or OJT are an allowable cost. Tools/equipment are considered a training expense and may be provided in addition to ITA or OJT funding. Tools/equipment may not exceed \$2,000. *Tools/equipment may be purchased only when required by the school or employer for all students/employees in that course/job.*

(Under special circumstances, the WIA Director may allow exceptions.)

Online ("Distance Training) Policy

The ability to monitor attendance in training is the primary concern when determining the approvability of distance training for the students. The usual meaning is that the training takes place in a classroom where students can interact with an instructor. Therefore, the key element to approvability of distance training is based primarily on the interactive nature of the classroom training experience between instructor and student. A means of communication must be established where the instructor can ask questions of the students and the students can respond and ask questions of the instructor.

Distance training is approvable when it is **part** of a curriculum that:

- Leads to the completion of a training program;
- Requires students to interact with instructors;
- Requires students to take periodic tests; and
- Requires students to come onto campus or other approved facility for tests.

(Under special circumstances, the WIA Director may allow exceptions.)

Individual Training Accounts (ITA)

Individual Training Accounts are the standardized methodology by which a participant's training costs are funded. It is the mechanism through which funds will be used to make payment only for Adults and Dislocated Workers for purchasing training services from eligible training providers. Participants have the opportunity to select an eligible training provider, maximizing participant choice, in addition to consultation from the participant's case manager. The participant will be referred to the selected training provider unless program funds are insufficient or exhausted. Region 11 enrollment selection process for an ITA will follow the same process as for selection into WIA. For residents of Region 11, the actual implementation of an ITA will involve the Adult or Dislocated Worker service provider, Iowa Employment Solutions. ITAs are subject to cost limitations listed in the Institutional Skills Training (IST) section above.

ITAs will be issued only for approved training programs, and only after career counseling (including Labor Market Information) has been provided by the case manager and documented in the Training Justification form.

All payments issued through an ITA must be warranted through the FND as prescribed earlier in this plan.

With regard to Individual Training Accounts and related training activities, IES will utilize either the ITA or existing contract shells to contract with training providers. As such means of payment as electronic transfer of funds through financial institutions, credit vouchers, purchase orders, credit cards or other appropriate measures become more fully defined in terms of employment and training initiatives. The provider will consider transitioning from the contractual approach to these other means. In terms of limits of individual funding and duration of funding for an ITA for the WIA Adult and Dislocated Worker services program, it is expected that funds will be obligated to a maximum of \$5000 per year for a maximum of 2 years per participant in occupational skills training. This may be waived and extended by the IES Director when unusual circumstances occur.

Payment of Support Services based on Time and Attendance

It is the policy of Region 11 that support services claims for transportation and childcare, which are documented by time and attendance, will be paid when the time and attendance form is received within 21 days of the last date of attendance listed on the form. If this form is received more than 21 days past the last date of attendance, support services for this time period may not be paid.

NOTE: Under special circumstances, the WIA Director may allow exception encompassing all services and amounts. Any exception allowed by the WIA Director will be consistent with all WIA statutory and regulatory requirements and all requirements set forth in a National Emergency Grant (if applicable). In the case of an NEG, exceptions must also be approved by the State Dislocated Worker Unit.

Job Club (JBC)

The purpose of JBC is to provide a structured job search activity for a group of participants who develop common objectives during their time of learning and working together, supporting one another in the job search process.

The scheduled activities and required hours of participation should reflect proven job search techniques and the employment environment of the Region.

Participants in job club should meet the following objectives:

- Have been prepared to understand and function in the interview process and in the work place;
- Have completed all tools needed for effective work search, including a resume and an application letter; and
- Have the opportunity to complete as many actual job contacts and interviews as possible after completing all of the job search tools.

Participants enrolled in JBC must be covered by adequate onsite medical and accident insurance.

Job Search and Placement (JSP)

The JSP activity should be a one-on-one activity where appropriate employment opportunities are made available to the participant. The case manager and participant jointly develop a documented plan to follow including potential employers, type of contact to be made and a timeline to follow. JSP needs to include follow-up with the participant after the provision of job referrals and job leads

to determine if the participant actually applied for the jobs and the outcome of the job application. This information should be used to determine if a participant needs additional services in order to obtain employment. As a stand-alone activity, sending a participant a job listing that may or may not have relevant job openings for that participant is not an appropriate application of the JSP activity.

Leadership Development (LDS)

The purpose of LDS is to enhance the personal life skills, social skills, and leadership skills of participants and to remove barriers to educational and employment related success.

Leadership development opportunities may include the following:

- Exposure to postsecondary educational opportunities;
- Community and service learning projects;
- Peer-centered activities including peer mentoring and tutoring;
- Organizational and team work training including team leadership training;
- Training in decision making including determining priorities;
- Citizenship training including life skills training such as parenting, work behavior training, and budgeting of resources;
- Employability training; and
- Positive social behavior or “soft skills” including but not limited to:
 - Positive attitudinal development
 - Self esteem building
 - Cultural diversity training
 - Work simulation activities

Leadership development activities are normally conducted in a group setting and must include a schedule for the participant to follow, regular contact by a staff person a maximum length of time allowed in the activity, and documentation that the participant and staff are making the required contacts and following the established schedule.

Participants enrolled in LDS must be covered by adequate onsite medical and accident insurance.

Limited Internship (LIN)

The purpose of LIN is to provide a participant with exposure to work and the requirements for successful job retention that are needed to enhance the long-term employability of that participant. Limited internships are limited in duration, devoted to skill development, and enhanced by significant employer investment.

LIN may be conducted at public private, for-profit and non-profit worksites.

The use of LIN must involve a substantial investment of effort by employers accepting the interning participants and must not be used in a manner that subsidizes or appears to subsidize private sector employers.

The total participation in the LIN activity for any participant must not exceed 500 hours per enrollment. In addition, for in-school youth, LIN participation must be limited to twenty (20) hours

per week during the school year. In-school youth may participate in LIN full-time during the summer vacation and holidays.

Limited Internship agreements must be written only for positions for which a participant would not normally be hired because of lack of experience or other barriers to employment.

Participants in LIN may be compensated for time spent in the LIN activity. This compensation can be in the form of incentive and bonus payments or wages.

If the LIN participant receives wages, the WIA Service Provider is the employer of record. The wages paid to the LIN participant must be at the same rates as similarly situated employees or trainees of the employer of record but in no event less than the higher of the Federal or State Minimum Wage. LIN participants receiving wages must always be paid for time worked must not be paid for any scheduled hours they failed to attend without good cause and must, at a minimum, be covered by Workers' Compensation in accordance with State law. In addition, all individuals participating in a LIN activity who are paid wages must be provided benefits and working conditions at the same level and to the same extent as other employees of the employer of record working a similar length of time and doing the same type of work.

LIN participants receiving incentive or bonus payments based on attendance must not receive any payment for scheduled ours that they failed to attend without good cause.

LIN participants who are not receiving wages must be covered by adequate onsite medical and accident insurance.

Limited Internship may be used in conjunction with OJT with the same employer. However, when this occurs, LIN must precede the On-the-Job training and the OJT training time for the participant must be reduced in accordance with the OJT policies in this section.

If the private sector worksite employer hires the participant during LIN participation, the LIN activity for that participant must be terminated.

Mentoring (MEN)

The purpose of mentoring is to provide a youth with the opportunity to develop a positive relationship with an adult. The adult mentor should provide a positive role model for educational development, work skills development, and personal or social development.

Mentoring generally serves the following broad purposes:

- Education/academic—Helps mentored youth improve overall academic achievement;
- Career—Helps mentored youth develop the necessary skills to enter or continue on a career path; and
- Personal development—Supports mentored youth during times of personal or social stress and provides guidance for decision making.

Mentoring is not to be provided by WIA staff and is to be provided for no less than 12 months.

Objective Assessment (OBA)

The objective assessment process collects information upon which a participant's Individual Employment Plan (IEP) or Individual Service Strategy (ISS) will be based. Objective assessment may be completed using any combination of structured interviews, paper and pencil tests, performance tests, work samples, behavioral observations, interest and/or attitude inventories, career guidance instruments, aptitude tests and basic skills tests.

On-the-Job Training (OJT)

Maximum of \$10,000 or six months depending on workers current skills and the skills required in a new job

On-the-Job Training occurs when the objective assessment indicates that this will be the best process to meet the participant's needs. Specific training lengths are determined by input from the employer as to training time needed according to the skill level of the job and by the applicant's past work experience and vocational training background.

Participants will be enrolled in specific On-the-Job Training that meets their needs and has met the criteria established by Region 11. Upon development of this training, the employer will complete a pre-award survey determining specific job skills to be learned and other information needed by the administrative entity to determine if a contract will be written. Region 11 has established working relationships with numerous area employers committed to providing quality training to identified participants and retention of these individuals after training.

a. OJT Length

Final approval of the length of an OJT contract at a rate of 50% or less reimbursement will be approved by a Program Supervisor. Current reimbursement rate is 50% of training hours worked; however, contingent upon high budgetary obligations and CIWIB approval, the reimbursement rate may be reduced.

The general length of the On-the-Job training contracts is based on skill; i.e., the higher the skill, the longer the contract. The number of hours is determined by using information coded in two Department of Labor publications (1) O*NET, Dictionary of Occupational Titles, or Career Infonet and (2) Specific Vocational Preparation Estimates (SVP). To determine the length of training, the following chart will be used:

SVP Level	Hours
1	80
2	160
3	520
4	1,040
5	2,080
6+	4,160

These figures should be considered as a departure point for determining actual WIA training hours. If the total number of training hours for the OJT position cannot be provided during the maximum contract length allowable, as many training hours as possible will be provided.

The following factors will be used to modify the length of an OJT should specific circumstances exist:

- If the pre-award employer request for On-the-Job Training indicates a shorter training length is appropriate then the shorter training length will be used.
- If a client has previous work experience or classroom training in that job title, the actual length of an OJT contract will be reduced by 40 hours for every one month of previous work experience or classroom training in that job title. If less than one month, the contract will be reduced by 10 hours for each week.
- If the participant has had some hours of job specific classroom training in that field as part of other job specific training, the OJT will be shortened by the hours of that specific related IST time. Region 11 will reduce each OJT by 40 hours for each month of previous directly related training and/or directly related work experience. Previous training or experience which occurred so long ago that skills gained from that experience are obsolete may be disregarded to the extent that those skills need to be relearned or reacquired.
- Under normal conditions, an OJT contract may not exceed 26 weeks in length.
 - Additional training time above the actual length of an OJT contract can be allowed if approved by the WIA Director when extenuating circumstances exist, such as a client who is disabled, an older individual (55 years or older) or a member of other targeted groups or having a barrier to employment. The contract length can be extended to a maximum of 50% above the actual length of the contract to a maximum of 26 weeks.
 - Part-time OJT contracts are permitted if approved by the Program Supervisor for participants who are disabled, older individuals (55 years of age or older), members of other targeted groups who are able to work only part-time, or in-school youth participants. Part-time contracts may be written for a length of up to 499 hours and a maximum twelve (12) months time period.

Part-time OJT's can be written in conjunction with IST training when the employment goals at the end of the training are substantially the same, or the OJT experience would aid the IST graduate when beginning the work search, or the OJT would become full-time upon completion of the IST.

Part-time OJT's can also be written if they meet all other criteria and will become full-time positions by the end of the training period. If part-time OJT's are written, training costs will be reimbursed at the same rate as full-time OJT's, up to 50% of the training wages, and using the same SVP conversion rate.

- A minimum of 160 hours has been established for On-the-Job Training length except in the case of adjusted training lengths due to classroom training

or past work experience in this field. In these cases, a minimum of less than 160 hours of On-the-Job Training may be justified.

b. Wages and Benefits

Payment by WIA to employers is compensation for the extraordinary costs of training participants, including costs of classroom training and compensation for costs associated with the lower productivity of such participants. The payment by WIA must not exceed fifty percent (50%) of the wages paid by the employer to the participant during the period of the training agreement. Wages are considered to be monies paid by the employer to the participant. Wages do not include tips, commissions, piece-rate based earnings or non-wage employer fringe benefits. Reimbursement will be made at 50% of the regular hourly rate for actual hours worked including overtime hours. Under no circumstances will overtime rates or holiday rates be reimbursed.

Since OJT is employment, State and Federal regulations governing employment situations apply to OJT. Participants must be paid wages not less than the highest of Federal or State Minimum Wage or the prevailing rates of pay for individuals employed in similar occupations by the same employer.

An OJT contract may be modified when the employer notifies the specialist of training wage increases if the budget allows. However, if the specialist is not informed in advance of that change, there is no requirement on the part of WIA to reimburse for the difference.

c. Other On-site Training

Actual training costs above and beyond the training normally provided by the employer, to regular employees, may be reimbursed by WIA, as well as participant support services which allow the participant to receive the training.

The employer will be responsible for the service provider's fees and may be reimbursed for this additional training based on pre-approval by Region 11 staff. Cost of actual training hours may be reimbursed to the employer at the normal reimbursement rate if the participant is receiving wages during that training time.

d. Employer Eligibility

OJTs will not be written with temporary help agencies or employee leasing firms for positions which will be "hired out" to other employers for probationary, seasonal, temporary or intermittent employment. The only instance in which a temporary employment agency may serve as the employer of record is when the OJT position is one of the staff positions with the agency and not a position that will be "hired out".

In situations where an employer refers an individual to the WIA program for eligibility determination with the intent of hiring that individual under an OJT contract, the individual referred to WIA may be enrolled in an OJT with the referring employer only when the referring employer has not already hired the individual, an objective assessment and the IEP have been completed and support the development of an OJT with the referring employer.

An OJT contract will not be written with an individual's current employer. The WIA Director may allow exceptions to this rule if an OJT with an individual's current employer would allow them to move from a part-time or temporary status to a full-time permanent status - **and**- the OJT is for a position that is substantially different than the individual's current job with that employer. If a participant is currently on an OJT contract with an employer and has a job classification change, a contract modification will be written to reflect that change. Specifics of job duties, training hours required and other changes will be negotiated with the employer. The SVP codes will be utilized as well as the input of the employer to determine how much additional training time could be authorized with approval of the WIA Director.

Prior to re-contracting with an OJT employer, the past performance of that employer will be reviewed. An OJT contract will not be entered into with an employer who has failed to provide OJT participants with continued long-term employment as regular employees with wages and working conditions at the same level and to the same extent as similarly situated employees. OJT participants that voluntarily quit, or are terminated for cause, or are released due to unforeseeable changes in business conditions, need not result in termination of employer eligibility for future OJT contracts.

Region 11's re-contracting procedures will consist of the following:

- Prior to re-contracting with a employer, a review process of past performance of that service provider will take place. A criteria checklist will be used to determine whether to use an employer as a training site for an OJT.
- Does an employer consistently meet training goals and provide adequate training in key skill areas to be learned on the job?
- Is there a pattern of transition of trainees to employment at the end of a contract, not including those terminated for good cause as identified? (After at least 3 contracts, at least a 65% retention rate).
- Is there a pattern of retaining an employee who completed training past the 90-day follow-up? (After at least 3 contracts, at least a 65% retention rate).
- Is there evidence of good safety procedures/conditions in place? Does the company do training as stated in the Hazardous Materials Act? (Businesses will be toured prior to development of a contract to determine above).
- Has the employer in past contracts cooperatively provided documentation needed in a timely manner to meet monitoring and auditing needs?
- If a contractor refused to provide necessary auditing or monitoring information, such as payroll records, time sheets/cards, etc., no additional contracts will be written.

- If the employer in the past, has not cooperated and if conditions have changed, i.e., management, personnel or procedures, this may warrant another trial contract to be negotiated.
- After any allegation that an employer has failed to provide adequate training in key skill areas as called for in the contract, the program supervisor/designee will meet with the employer to address the problem. If the allegation can be substantiated and cannot be resolved satisfactorily, no additional contracts will be written until a resolution occurs.
- When, after touring a prospective training site, unsafe working conditions are found to exist, or safety procedures are not in place, or they do not seem to be in compliance with the Hazardous Materials Act, administrative entity staff will discuss the problem with the contractor. If the contractor agrees to rectify the problem by developing safety procedures or removing the unsafe or unsanitary working conditions the contract could be written. If a subsequent check indicates that no effort is being made to address the problem, no additional contracts will be negotiated until all safety concerns are fully resolved.
- When after a minimum of 3 contracts an employer fails to meet a 65% retention rate (except those terminated for good cause) at the completion of the contract or follow-up, no additional contracts will be written. (Examples of good cause are: absenteeism, disciplinary problems, lack of progress, etc.).
- When after it has been conclusively proven that an employer had intentionally altered claim forms, time sheets, payroll records, evaluation or other records to defraud the program of funds, no additional contracts will be written.
- An employer that has been excluded from OJT contracting because of the requirement described above may again be considered for an OJT placement one year after that sanction was imposed. In this re-contracting situation, if the employer fails to retain the participant after the OJT ends, and there is no apparent cause for dismissing the employee, the employer will not receive any future OJT contracts.

OJTs for Employed Workers

OJTs may be written for employed workers when the following additional criteria are met

- The employee is not earning a self-sufficiency wage as defined in the Regional Customer Service Plan, and
- The OJT relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that require additional skills, workplace literacy, or other appropriate purposes identified in the Regional Customer Service Plan.

Documentation of the above must be maintained in the participant file.

Secondary Education Certificates (SEC)

The purpose of SEC is to enhance the employability of participants by upgrading their level of education. Secondary Education Certification activities may be conducted in a classroom setting or on an individual basis. SEC must be categorized as one of the following:

Secondary School;
Alternative School;
Tutoring; or
Individualized Study

Participation in this component must be expected to result in a high school diploma, General Educational Development (HIGH SCHOOL EQUIVALENCY DIPLOMA) certificate, or an Individualized Educational Program (IEP) diploma.

Secondary Education Certification activities must include a schedule for the participant to follow, regular contact by a staff person, a maximum length of time allowed in the activity, and documentation that the participant and staff are making the required contacts and following the established schedule. Participants enrolled in SEC must be covered by adequate on-site medical and accident insurance.

Remedial Basic Skills (RBS)

The purpose of RBS is to enhance the employability of participants by upgrading basic literacy skills through basic and remedial education courses, literacy training, and Adult Basic Education. Remedial Basic Skill Training may be conducted in a classroom setting or on an individual basis.

RBS may be used to improve academic or language skills prior to enrollment in other training activities such as IST. For adults and dislocated workers, RBS must be offered in combination with other allowable training services (not including customized training.)

Remedial and Basic Skill Training activities must include a schedule for the participant to follow, regular contact by a staff person, a maximum length of time allowed in the activity, and documentation that the participant and staff are making the required contacts and following the established schedule.

Participants enrolled in RBS must be covered by adequate on-site medical and accident insurance.

Skill Upgrading (SUG)

The purpose of SUG is to provide short-term pre-vocational training to participants to upgrade their occupational skills and enhance their employability. Examples of allowable skill upgrading activities include: a typing refresher to increase speed and accuracy, keyboarding, basic computer literacy, and English as a second language (ESL) instruction, etc.

Skill Upgrading may be conducted in a classroom setting or on an individual basis. SUG must be short-term in nature and must not exceed twenty-six weeks in duration, and not lead to a credential.

Participants enrolled in SUG must be covered by adequate onsite medical and accident insurance.

Screened Job Referrals (SJR)

Screened job referral requires the verification of the participant's skills prior to referral to job openings. The verification process may include testing, background checks, verification of credentials and an in depth interview with the participant to confirm that the individual actually

possesses the specific qualifications that an employer has specified. Documentation of the screening and referral is required.

Staff-Assisted Job Development (SJD)

Staff-Assisted job development is the act of contacting employers, who do not already have a job listed, to determine if the employer has an interest in interviewing and possible hiring a specific participant who possesses skills required by that employer. This consists of working with a specific employer to actually develop a position/job for the participant. Documentation of employer contact is required.

Staff-Assisted Job Search and Placement Assistance (JSP)

Staff-Assisted job search occurs when the participant is provided one-on-one assistance with the development of their job search activities. This could include actually calling an employer and setting up an interview time for a participant or the development of a list of prospective employers to contact and a timeline for the employer contacts.

Documentation of a job search plan, resume assistance or employer contact is required and must be recorded in the case file or case notes. Providing participants with standard job listings without follow-up or personal contact from local staff is not an acceptable activity under JSP.

Summer Activities (SUM)

The purpose of SUM is to provide a youth with summer employment activities that are directly linked to academic and occupational learning.

1. Employment Component

The purpose of the employment component is to provide participants with a positive employment experience during the summer months. The employment experience should be directly linked to academic and occupational learning activities.

The employment component of SUM could be a Limited Internship (LIN), On the-Job Training (OJT), Vocational Exploration (VEP), or Work Experience (WEP). When any of these activities are utilized, all of the policies relevant to the specific activity must be followed.

2. Academic Learning Component (ACL)

The purpose of the summer academic learning component is to assist youth in achieving academic success. For in-school youth the goal is to prevent the erosion of basic literacy skills over the summer months and, to the extent possible, to increase basic literacy skill levels particularly reading and math. In addition, the purpose of the academic learning component includes the improvement of the employment potential of individuals who are not intending to return to school.

All participants enrolled in Summer Activities must have at least 30 hours of

academic learning activities included in their Individual Service Strategy (ISS). The academic learning activities should be designed as a comprehensive instructional approach that includes thinking, reasoning, and decision-making processes that are necessary for success in school, on the job, and in society in general.

The academic learning activity may include:

- Remedial and basic skills training;
- Basic literacy training;
- Adult Basic Education;
- English-as-a-Second Language;
- General Educational Development (GED) instruction;
- Tutoring;
- 143
- Study skills training;
- Leadership Development opportunities;
- Adult mentoring;
- Citizenship training;
- Post-secondary vocational and academic courses;
- Applied academic courses; and
- Other courses or training methods that are intended to retain or improve the basic educational skills of the participant

The academic learning activities may be conducted in a classroom setting or on an individual basis. The academic learning curriculum provided to a participant should take into account the learning level and interests of that participant

A participant may be paid a wage-equivalent payment (stipend) based upon attendance for time spent in the academic learning activity, or may be paid release time wages for time spent in the academic learning activity if WEP, OJT, LIN or VEP is the primary activity for that participant. In lieu of paying a stipend or wages, the youth may be rewarded with an incentive and bonus payment. Participants cannot be paid for unattended hours in the academic learning activity.

3. Occupational Learning Component

The purpose of the occupational learning component is to provide youth with an opportunity to learn occupational skills related to a specific occupation, or to an occupational cluster.

The occupational learning activities may be incorporated in the employment or academic learning component, or may be a separate component such as Skill Upgrading.

Participants enrolled in Summer Activities must be covered by adequate on-site medical and accident insurance.

Vocational Exploration (VEP)

The purpose of VEP is to expose participants to jobs available in the private or public sector through job shadowing, instruction and, if appropriate, limited practical experience at actual worksites. Vocational Exploration may take place at public; private non-profit; or private-for-profit work sites.

The total participation in the VEP activity for any participant in any one occupation must not exceed 160 hours per enrollment.

The length of a participant's enrollment in VEP is limited to a maximum of 640 hours, regardless of the number of VEPs conducted for the participant.

The participant must not receive wages for the time spent in VEP. The participant is not necessarily entitled to a job at the end of the Vocational Exploration period.

The service provider that provides the VEP must derive no immediate advantage from the activities of the participant and on occasion the operation of the employer may actually be impeded. In the case of private-for-profit organizations, the participant must not be involved in any activity which contributes, or could be expected to contribute, to additional sales or profits or otherwise result in subsidization of wages for the organization.

Vocational Exploration activities must include a schedule for the participant to follow, regular contact by a staff person, a maximum length of time allowed in the activity, and documentation that the participant and staff are making the required contacts and following the established schedule.

Participants enrolled in Vocational Exploration must be covered by adequate on-site medical and accident insurance.

Work Experience (WEP)

The purpose of WEP is to provide participants with short-term or part-time subsidized work assignments to enhance their employability through the development of good work habits and basic work skills. Work experience should help participants acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment.

This activity should be used for individuals who have never worked or have been out of the labor force for an extended period of time including, but not limited to, students, school dropouts, individuals with disabilities, displaced homemakers, and older individuals.

Work Experience must be limited to persons who need assistance to become accustomed to basic work requirements, including basic work skills, in order to successfully compete in the labor market.

Work Experience may be used to provide:

- (a) Instructions concerning work habits and employer and employee relationships in a work environment;
- (b) An improved work history and work references;
- (c) An opportunity to actively participate in a specific work field; and

(d) An opportunity to progressively master more complex tasks.

Wages and Benefits

Work experiences may be paid or unpaid.

If the WEP participant is paid wages, the wages must be at the same rates as similarly situated employees or trainees of the employer of record, but in no event less than the higher of the Federal or State Minimum Wage. (In most WEP situations, the WIA Service Provider is the employer of record.) WEP participants must always be paid for time worked, must not be paid for any scheduled hours they failed to attend without good cause. In addition, all individuals participating in a WEP must be provided benefits and working conditions at the same level and to the same extent as other employees of the employer of record working a similar length of time and doing the same type of work.

Each participant in WEP must be covered either by Workers' Compensation in accordance with State law, or by adequate on-site medical and accident insurance.

Participants in WEP are exempt from unemployment compensation insurance. Therefore, unemployment compensation costs are not allowable.

Under certain conditions participants in a wage paying WEP may be paid for time spent attending other activities. Such payments may only be made if WEP participation is scheduled for more than fifty percent (50%) of the scheduled training time in all activities. usually, the participant will be enrolled simultaneously in both the WEP activity and the other activity.

Work Experience service providers may supplement (pay a portion of) the costs of wages and fringe benefits, only if the service provider is the employer of record. In these instances, the payment for Work Experience would be made to the employer after adequate time and attendance and supporting documentation is provided. Any such arrangement must be specified in an agreement with the service provider. Care should be taken to ensure than an adequate audit trail is maintained in such cases. It might be beneficial to investigate the possibility of an OJT instead of supplementing wages.

Since a wage paying WEP is employment, in addition to the guidelines listed here, otherstate and federal regulations governing employment situations apply to WEP as well.

Worksite Eligibility

Work Experience may take place in the private, for profit sector, the non-profit sector, or the public sector. A participant cannot be placed in a WEP with an employer where the participant is already employed in an unsubsidized position.

Work Experience must not be used as a substitute for Public Service Employment activities.

Length of Training

A WEP agreement at one worksite can be written for a maximum of 13 calendar weeks

unless the agreement is for a part time WEP of less than 520 hours, in which instance the WEP activity period can be extended to a maximum of 26 weeks.

Post-Program Services (PPS)

The purpose of PPS is to identify and address any problems or needs that might preclude a participant from remaining employed or continuing to progress towards unsubsidized employment.

The provision of post-program services and contacts, or attempted contacts, must be documented in the participant file.

1. Adults and Dislocated workers

Post-program services must be made available for all adults and dislocated workers who enter employment for not less than 12 months after the first day of employment. The first post-program contact must occur within the first 30 days of entering employment. The first contact must be a personal contact (in person or by telephone) with the participant. A second contact must occur within 90 days after the first day of employment. Contacts are required quarterly thereafter for the next three quarters.

Not all of the adults and dislocated workers who are registered and placed into unsubsidized employment will need or want such services. IF an exited participant has been made aware of and offered post-program services and expressly states that he or she does not want post-program services, no further contact for this purpose is necessary.

The intensity of appropriate post-program services may vary among different participants. Those who have multiple employment barriers and limited work histories may be in need of significant post-program services to ensure long-term success in the labor market. Other participants may identify an area of weakness in the training provided by WIA prior to placement that will affect their occupation or to retain their employment.

The types of post-program services provided must be based on the needs of the adult or dislocated worker. Post-program services may include such things as:

- Counseling regarding the workplace
- Assistance to obtain better employment
- Determination of the need for additional assistance
- Referral to services of partner agencies or other community resources
- Contact with the participant's employer, including assistance with work-related problems that may arise
- Peer support groups

In determining the need for post-program services, there may also be a review of the participant's need for support services to meet their employment goals. This must be documented in the participant file.

2. Youth

Post-program services must be provided for all youth for not less than 12 months from the date of exit from the program. The first post-program contact must occur within the first 30 days of exit. The first contact must be a personal contact (in person or by telephone) with the participant. A second contact must occur approximately 90 days after the first day of exit. Contacts are required quarterly thereafter for the next three quarters.

Pre-Employment Training (PET)

The purpose of PET is to help participants to acquire skills necessary to obtain unsubsidized employment and to maintain employment.

PET activities may include, but are not limited to:

1. Instruction on how to keep jobs, including employer's expectations relating to punctuality, job attendance, dependability, professional conduct, and interaction with other employees.
2. Assistance in personal growth and development which may include motivation, self-esteem building, communication skills, basic living, personal maintenance skills, social planning, citizenship, and life survival skills; and
3. Instruction in how to obtain jobs, including completing applications and resumes, and interviewing skills.

Pre-Employment Training activities must include a schedule for the participant to follow, regular contact by a staff person, a maximum length of time allowed in the activity, and documentation that the participant and staff are making the required contacts and following the established schedule.

Participants enrolled in PET must be covered by adequate on-site medical and accident insurance.

Support Services and Regional Limits

Supportive services are those services that are necessary to enable an individual to participate in activities authorized under WIA for adults, dislocated workers and youth. The following types of supportive services are allowable under WIA and the Region 11 limits have been identified.

A) Clothing (CHG)

The costs of items such as clothes and shoes which are necessary for participation in WIA training activities are allowable. A limit of one hundred fifty (\$150) per participant for job related or interview clothing or three hundred (\$300) per participant for employment related clothing will be implemented.

B) Counseling (CLG)

The costs of personal counseling services that will enhance a participant's employability are allowable. This may include employment, financial, individual, family, and drug and alcohol abuse counseling. However, major personal or emotional problems affecting employability may require referral to an approved counseling or health care agency. Generally, major personal or emotional problems are outside the scope of WIA services. A limit of three hundred dollars (\$300) per participant will be implemented for personal counseling.

C) Dependent Care (DPC)

The costs of dependent care from licensed institutions or from private sources agreed upon by the participant and WIA staff are allowable.

Child care rates for participants in classroom/remedial basic skills training are not to exceed \$3000 per year and increments will be paid as required by the child care provider. If an

unemployed parent resides in the home, no childcare support will be provided. DPC payments will be paid directly to the child care provider.

NOTE: We do not pay any family member who resides in the household.
Definition of family member resides in the WIA manual.

D) Financial Assistance (FAS)

The purpose of a financial assistance payment is to make a payment to a service provider on behalf of a participant to cover an emergency financial need that, if unmet, would prevent the participant from attending WIA training. A limit of five hundred dollars (\$500) per participant for emergency financial needs necessary to complete training will be implemented (e.g. automobile repair). Maximum per youth is \$1000 per enrollment.

E) Miscellaneous Services (MSS)

Bonding is an allowable cost if it is not available under federally or locally sponsored programs. If bonding is an occupational requirement, it should be verified that the participant is bondable before the participant is placed in training for that occupation. A limit of three hundred dollars (\$300) per participant (e.g. licensing fees, bonding fees, hair care [if necessary] prior to job interviewing will be implemented.

F) Relocation (RLT)

The costs of relocation (e.g. first month's rent, rent deposit, utilities deposit/connection fees) are allowable if it is determined by IES staff that a participant cannot obtain employment within a reasonable commuting area and that the participant has secured suitable long-duration employment or obtained a bona fide job offer in the area of relocation. A limit of one thousand dollars (\$1,000) per participant will be implemented.

G) Residential/Meals Support (RMS)

The actual costs of lodging for each night away from the participant's permanent home, required for continued program participation, are allowable up to a maximum rate of forty-five dollars (\$45) plus taxes per day.

The actual costs of meals, while the participant is away from home or in travel status for required training, are allowable up to a maximum rate of twenty-three dollars (\$23) per day.

H) Services for Individuals with Disabilities (SID)

The costs of special services, supplies and equipment necessary to enable a participant with a disability to participate in training are allowable. It is not an allowable use of WIA funds to make capital improvements to a training or work site for general compliance with the Americans with Disabilities Act requirements. A limit of three hundred dollars (\$300) per participant will be implemented.

I) Supported Employment and Training (SET)

Supported employment and training payments are allowable to provide individuals requiring individualized assistance with one-to-one instruction and with the support necessary to enable them to complete occupational skill training and to obtain and retain competitive employment.

SET may only be used in training situations which are designed to prepare the participant for continuing non-supported competitive employment. Employment positions supported at sheltered workshops or similar situations may not utilize SET.

SET may be conducted in conjunction with LIN, OJT, VEP, and WEP. Examples of SET use include hiring a mentor, job counselor, or job coach to assist the trainee in adjustment to an OJT situation, or hiring a mentor or tutor for one-on-one instruction for a student, or hiring a job coach for an individual who has been placed in competitive employment. SET services are limited to three hundred dollars (\$300) per participant

J) Transportation (TRN)

The cost of transportation including mileage and/or bus passes/tokens necessary to get to and from training activities including job interviews is allowable. A limit of forty cents (.40) per mile will be paid directly to the participant, not to exceed \$3000 per year, for adults, dislocated workers and youth.

K) Health (HLC)

Three hundred dollars (\$300) per participant for job related or employability enhancing medical care, if not otherwise available (e.g. tetanus shots, dental work) can be made.

L) Stipends (STI) Youth only

Amounts granted should be based on individual motivational needs, not to exceed \$25 per week for perfect attendance and \$1,000 per participant per year.

Note: Needs Related Payments (NRP) will not be paid in Region 11.

NOTE: Under special circumstances, the WIA Director may allow exception encompassing all services and amounts. Any exception allowed by the WIA Director will be consistent with all WIA statutory and regulatory requirements and all requirements set forth in a National Emergency Grant (if applicable). In the case of an NEG, exceptions must also be approved by the State Dislocated Worker Unit.

Incentive and Bonus Policy for Youth Programs

The Incentive and Bonus payments allowed in Region 11 are as follows:

- Attendance-based payments: These may be issued to participants based on participation in monthly Pre-Employment Training (PET) classes, Leadership Development (LDS), or Summer Activity (SUM) classes. Payments will be up to \$10 per class, not to exceed \$200 per person per year.

- Achievement-based payments: Participants may be eligible to receive payments for achieving the following milestones in cash or the equivalent to a maximum of:

○ High School Diploma Award	\$200
○ High School Equivalency Diploma Attainment	\$200
○ Attainment of College Degree or Credential	\$200
○ Occupational Skills Competency Completion	\$50
○ Work Readiness Skills Completion	\$50
○ Basic Skills or Literacy & Numeracy Goal Completion	\$50
○ Successful Completion of Academic Learning Component	\$50
○ OBA Completion	\$10
○ Junior Achievement/Financial Literacy Class Completion	\$25
○ NCRC Completion	\$50
○ Individualized Goal Achievement (may be split into increments over the yr)	\$100

These payments may be issued as a lump sum upon High School Equivalency Diploma completion, or paid in \$25 increments upon passing each of the High School Equivalency Diploma tests, with the remaining \$75 awarded upon completion.

- Employment based payments (Updated November 2017)
 - 2nd quarter after exit of services
\$25 incentive for the participant if s/he is still employed full-time with the same employer of record as when the participant was placed into follow-up services.
 - 4th quarter after exit of services
\$25 incentive for the participant if s/he is still employed full-time with the same employer of record as when the participant was placed into follow-up services.

Region 11 – Central Iowa Workforce Development Board
Policy: Exiting Procedures and Follow-Up Services Documentation
November 2017

The following is policy for exiting procedures and documenting follow-up services for the WIOA Adult and Dislocated Worker Programs:

Exit: A participant who has not received a qualifying service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled to receive future services must be exited. *(A qualifying service is a service that extends the participant's WIOA participation and includes core, intensive training and program supportive services defined in the WIOA Handbook.)*

I-Works determines a system-derived exit date when a participant has not received any qualifying services for 90 consecutive days and is not scheduled to receive future services. I-Works will exit the participant retroactively to the last date the individual received a qualifying service provided by any partner program.

Case notes must document the date and reason for exit. The exit note should contain documentation supporting the level and intensity of follow-up services planned, including an explanation for the reason if no follow-up services are planned.

There are three categories of exit:

Positive Exits: The following are considered positive exits for the WIOA Adult and Dislocated Worker Programs:

Unsubsidized Employment – The participant is employed full or part-time in a position that is not subsidized by WIOA or any other federally-funded workforce program.

Military Service (entered) – The participant enters any branch or active service.

Qualified Apprenticeship (entered) – The participant has begun an apprenticeship program that is recognized by the Employment and Training Administration Bureau of Apprenticeship and Training or by a recognized State Apprenticeship Agency.

Self-Employment – A participant begins an enterprise that is registered or licensed as a business with the State of Iowa.

Non-Positive Exits: The following are considered non-positive, or negative exits for the WIOA Adult and Dislocated Worker Programs:

Retirement – A participant informs the program of their intention to retire and not seek any further employment.

Cannot Locate – A participant cannot be located.

Other Miscellaneous – A participant can no longer continue in program activities, but no other method of exit applies.

Lack of Transportation – A participant is not able to continue in program activities due to no means of transportation, including public transportation, between home and the location of training or employment and/or other program activities.

Excluded Exits: A participant will be removed from performance measures if exited due to any of the following reasons:

Family Care – A participant is no longer able to continue program activities due to the responsibility for the care of one or more family members.

Health/Medical – A participant is no longer able to continue program activities due to a health or medical reason for 90 days or more.

Institutionalized – A participant is institutionalized (incarcerated or hospitalized requiring 24-hour care).

Deceased – A participant is deceased.

Reservist Called to Active Duty – A participant is called to active military duty.

Invalid Social Security Number – Participant does not voluntarily disclose a valid social security number. (In this instance, a pseudo social security number is assigned to the participant in I-Works at enrollment. The participant will receive services but will not be included in the performance measures.)

If a participant has been exited from the program and the case manager learns within three (3) quarters of the participant's exit date that the participant has entered any of the exclusion categories above (with the exception of the invalid social security number; the pseudo number is assigned at enrollment), the case manager may revise the reason for exit to the applicable exclusion status.

Exclusions determined after the exit quarter must be recorded in case notes in I-Works and on the follow-up plan, if applicable, indicating the reason for the exclusion and the source from which the case manager learned of the exclusion status.

Follow up Services: The purpose of follow-up services is to identify any problems or needs that might preclude the participant from further developing employability skills, remaining employed or achieving career pathway goals. Follow-up services will be provided to those individuals exited as employed. Local policies will further define how follow-up services will be provided.

Appropriate follow-up services must be made available to a participant placed in unsubsidized employment for a minimum of 12 months following the participant's first date of employment. Follow-up services can be useful for participants in order to maintain employment. One-stop staff can provide workplace information and tips for success in a workplace environment. Additionally, follow-up services provide a continuing link between the participant and workforce system; these services allow the one-stop to assist with other services the participant may need once he or she obtains employment.

Examples may include opportunities to further career pathways, assistance with employer benefits, health insurance, and financial literacy and budgeting assistance.

Post-Exit Documentation - This process includes the collection of information on a participant's status after an individual has been exited from WIOA Title I services. This is tracked from the exit date and begins the first and second quarter after the exit quarter. Wage and employment information is primarily obtained automatically from UI Wage Records and administrative records. Wage or administrative records may need to be collected through personal contact with the participant.

Supplemental sources may be used if individuals are not found in UI Wage Records, provided that the information is documented and verified, and wages earned are in compliance with state or federal law. IWD will verify the accuracy of a sample of supplemental information through the monitoring process.

Several reporting items cannot be obtained through UI Wage Records and will need to be obtained through post-exit contacts.

These items are:

Employment Information, including occupation, training-related employment and non-traditional employment.

Attainment of a recognized educational/occupational certificate/credential/diploma or equivalent, or degree and the date of attainment.

Entry into postsecondary education or advanced training and the date of entry. Also, whether or not the individual is still in postsecondary education or advanced training in the first through fourth quarter after exit.

Entry into post-secondary education advanced training, military service, qualified apprenticeship, un-subsidized employment and the date of entry.

Region 11 Title 1 staff will be in contact with the participant, if at all possible, by personal interview, phone interview or e-mail within 30 days of the exit date, information obtained will be documented in the case notes until the exit actually occurs in 90 days. A full explanation of follow-up will be provided. Title 1 staff will, unless told and documented by the participant that they are no longer interested in any services, be in touch with the participant at or around 60 days from the last contact date. Staff will then follow up with 3 letters to the exited participant to remind them of follow up services that may be available. This activity will be documented in the sticky notes of I-works.