



# CENTRAL IOWA LOCAL PLAN

CENTRAL IOWA WORKFORCE DEVELOPMENT BOARD  
LOCAL PLAN – August 20, 2021



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### **Iowa WIOA Local Planning Guidance and Template**

#### BACKGROUND

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

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

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

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

#### STATE OF IOWA WORKFORCE VISION AND STRATEGIES

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

#### Iowa’s Vision:

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

## **Goals and Strategies:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### SUBMISSION

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

### LOCAL PLAN CONTENTS

The following sections are designed to function as an outline of the local plan sections. The required content sections are in outline form, while additional “Notes” are included under some sections to provide additional guidance and suggestions for plan contents. Each section of the outline will be a section within the IowaGrants system for submission of the plan.

# CENTRAL IOWA LOCAL PLAN

## SECTION 1 – INFRASTRUCTURE

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

1. Describe the local workforce delivery system in the local workforce development area (LWDA), including the following:
  - a. Name of the LWDA
  - b. Identification of the counties included in the LWDA
  - c. A roster of all LWDB members, including the organization representing and title/role and the **city/county** each is from, and identification of the LWDB Chairperson
  - d. Identification of Subcommittees of the LWDB and the chair of each
  - e. Identification of the Fiscal Agent (entity responsible for disbursement of Title I grant funds)
  - f. Identification of all LWDB Staff and brief description of their role(s)
  - g. Identification of the competitively selected WIOA Title I Adult, Dislocated Worker, and Youth service providers
  - h. Identification of the One-Stop Operator for the local area
  - i. Identification of the office locations in the local area, including:
    - i. Comprehensive One-Stop locations
    - ii. Affiliated sites
    - iii. Specialized Centers
  - j. A description of the process used to draft the local plan

CENTRAL IOWA WORKFORCE DEVELOPMENT BOARD (CIWDB)

COUNTIES: Boone, Dallas, Jasper, Madison, Marion, Polk, Story and Warren

<u>Central Iowa Board Members:</u>	<u>Organization Representing:</u>
<b>T. Waldmann-Williams, PhD (Chair)</b> President/Owner – TWW Consulting, LLC Knoxville/Marion	Business
<b>Sara Bath</b> Workforce Manager – Iowa Workforce Development Des Moines/Polk	Government – State Wagner-Peyser
<b>Robert Denson</b> President – Des Moines Area Community College Ankeny/Polk	Employment & Training Institution of Higher Education providing Workforce Services
<b>Tom Hayes</b> Secretary/Treasurer – South Central Iowa Federation of Labor Van Meter/Madison	Workforce – Labor Organization
<b>Amy Landas</b> Vice President, Commercial Banker – Vision Bank Boone/Boone	Business
<b>Tom Leners</b> Executive Director – Madison County Development Group Winterset/Madison	Business
<b>Marcanne Lynch</b> Director of Human Resources – Mainstream Living Ames/Story	Business

<p><b>Paula Martinez</b> President- South Central Federation of Labor Carlisle/Warren</p>	Workforce – Labor Organization
<p><b>Lawrence McBurney</b> Operational Risk Consultant, Assistant VP – Wells Fargo Bank Urbandale/Polk</p>	Business
<p><b>Leslie McCarthy</b> Supervisor – Iowa Vocational Rehabilitation Services Des Moines/Polk</p>	Government – Vocational Rehabilitation
<p><b>Robin Pfalzgraf</b> Executive Director – Habitat for Humanity, Marion County Knoxville/Marion</p>	Business
<p><b>Michelle Elizabeth Rich</b> Community Impact Officer, Income – United Way of Central Iowa Des Moines/Polk</p>	Workforce–Community Based Organization
<p><b>Stacy Sime</b> President/CEO – LifeServe Blood Center Des Moines/Polk</p>	Business
<p><b>Eric Sundermeyer</b> Associate Director, Adult Education and Literacy – DMACC Pleasant Hill/Polk</p>	Employment & Training – Adult Education
<p><b>Sailu Timbo</b> Director, Diversity &amp; Recruiting – Hy-Vee Waukee/Dallas</p>	Business
<p><b>Scott Turczynski</b> COO – Heartland Companies Des Moines/Polk</p>	Small Business



<p><b>Terisa “Teri” Vos</b>  Director of Work Based Learning – Central College  Pella/Marion</p>	<p>Business</p>
<p><b>Jeff Vroman</b>  Managing Partner – The Vroman Group, LLP  West Des Moines/Dallas</p>	<p>Small Business</p>
<p><b>Patrick Wells</b>  Business Manager – IBEW LU 347  Des Moines/Polk</p>	<p>Workforce – Labor Organization  Apprenticeship Programs</p>

## SUBCOMMITTEES

**Planning & Operations Committee** – Lawrence McBurney (Chair)

**Finance Committee** – Stacy Sime (Chair)

**Disability Access Committee** – Leslie McCarthy (Chair)

**Youth Committee** – Paula Martinez (Chair)

## FISCAL AGENT

**Polk County Auditor**

Jamie Fitzgerald  
Administration Building  
111 Court Avenue, Room 230  
Des Moines, IA 50309  
[Jamie.fitzgerald@polkcountyiowa.gov](mailto:Jamie.fitzgerald@polkcountyiowa.gov)

## CENTRAL IOWA BOARD SUPPORT

**Heather Garcia** – Board Executive Director

P.O. Box 965

Waukee, IA 50263

515.669.0998

[heather@workforcedevelopmentboards.com](mailto:heather@workforcedevelopmentboards.com)

**Johnna Forbes** – Board Consultant

P.O. Box 965

Waukee, IA 50263

515.669.0998

[johnna@workforcedevelopmentboards.com](mailto:johnna@workforcedevelopmentboards.com)

***Role Description:***

The executive director and consultant to the board assist the CIWDB in carrying out the required functions of a local workforce development board as mandated by WIOA and state policies.

## CIWDB – TITLE I SERVICE PROVIDER

**Adult and Dislocated Worker Service Provider:**

Children & Families of Iowa (CFI)

**Janice Lane Schroeder** – Chief Executive Officer

1111 University Avenue

Des Moines, IA 50314

**Youth and Young Adult Service Provider:**

Children & Families of Iowa (CFI)

**Janice Lane Schroeder** – Chief Executive Officer

1111 University Avenue

Des Moines, IA 50314

## CIWDB – ONE-STOP OPERATOR

Children & Families of Iowa (CFI)  
**Janice Lane Schroeder** – Chief Executive Officer  
1111 University Avenue  
Des Moines, IA 50314

## CIWDB – OFFICE LOCATIONS

IowaWORKS (One-Stop Location)  
200 Army Post Road  
Des Moines, IA 50315  
[DesMoinesIowaWORKS@iwd.iowa.gov](mailto:DesMoinesIowaWORKS@iwd.iowa.gov)  
<https://www.iowaworkforcedevelopment.gov/des-moines>

IowaWORKS (Des Moines Satellite)  
100 E. Euclid - Suite #4  
Park Fair Mall  
Des Moines, IA 50313

IowaWORKS (Ames Satellite)  
903 Lincoln Way  
Ames, IA 50010

## LOCAL PLAN DRAFT PROCESS

The Central Iowa local plan was developed by stakeholders including Chief Elected Officials, Local workforce development board members and partners (required and non-required) located throughout the eight-county area. Collaborative efforts were made to develop, align, and integrate the Central Iowa local area workforce development systems and accomplish the strategic and operational goals of the local area. Meetings were held to work on each of the local plan strategic planning elements and the required descriptions. The Iowa ePolicy was frequently used as a guide throughout the local planning process.

As mandated by federal law and state policy, all Workforce Innovation & Opportunity Act (WIOA) local plan requirements were fulfilled throughout the drafting of this document. The local area followed the Public Comment Process defined by Iowa's ePolicy.

## SECTION 2 – STRATEGIC PLANNING ELEMENTS

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

### ECONOMIC ANALYSIS

The Governor's Future Ready Iowa initiative calls for Iowa's employers to have greater access to advanced, skilled, diverse, and Future Ready workers. To emphasize that need for additional skilled workers, according to Iowa Workforce Development, just over half (50.2%) of the region's workers have some level of post-secondary education. The mission statement for Central Iowa supports this focus of creating a quality workforce with the region's vision statement also calls out connecting the workforce skills with employer needs.

According to The Labor Market and Economic Research Bureau of Iowa Workforce Development (IWD), projections show Ambulatory Health Care Services, Educational Services and Administrative Support Services to be the top three areas with the largest number of occupations that are part of Central Iowa's ten fastest growing occupations.

#### Central Iowa Occupational Projections (2018 - 2028)

Industry Description	2018	2028	Total Growth	Percent Change
	Estimated Employment	Projected Employment		
Ambulatory Health Care Services	18,845	24,000	5,155	27.4%
Educational Services	48,910	53,650	4,740	9.7%
Administrative and Support Services	21,930	26,250	4,320	19.7%
Insurance Carriers and Related Activities	26,675	30,685	4,010	15.0%
Food Services and Drinking Places	31,030	33,985	2,955	9.5%
Specialty Trade Contractors	17,105	19,875	2,770	16.2%
Social Assistance	11,705	14,245	2,540	21.7%
Management of Companies and Enterprises	9,225	11,615	2,390	25.9%
Professional, Scientific, and Technical Services	23,825	25,975	2,150	9.0%
Nursing and Residential Care Facilities	10,700	12,495	1,795	16.8%
Self Employed and Unpaid Family Workers	33,565	36,135	2,570	7.7%

**Source: Labor Market and Economic Research Bureau, Iowa Workforce Development**

According to IWD's 2018 Workforce Assessment Report, the top three vacancy rates by sector were Construction and Extraction (5.5%); Healthcare Support (4.4%); Food Preparation and Service (3.4%); Architecture and Engineering (3.1%); and Building Grounds and Maintenance (3.0%). Since 2006, the Finance and Insurance sector's average wage grew by 27.3%. In 2014r, manufacturing supplied 216,887 jobs to lowans, which represented 14.3% of all employment. For 2014, there were a total of 4,027 manufacturing locations across Iowa. Construction has added more than 12,000 jobs since 2010. Based on these statistics, CIWDB has multiple career opportunities available for individuals seeking employment in any sector.

## EMPLOYMENT NEEDS- VACANCY RATES AND UNEMPLOYED PERSONS PER JOB ORDER

The following two charts were developed based upon data collected from Central Iowa employers through the Iowa Workforce Needs Assessment Survey conducted by IWD. Beginning in July 2018, 7,904 employers operating 10,436 locations in the local area were contacted either by mail or email and asked to complete the survey. By the end of the survey period (October 2018), IWD had received 2,570 responses, yielding a 32.5 percent response rate.

The chart labeled “Vacancy Rate by Occupational Category” illustrates ongoing employment vacancies within occupational groupings. This data provides insight as to the frequency with which employers will need to address vacancies for each of these categories.

As employers know, the hiring process is time-consuming. Hiring activities often disrupt normal productivity in the duties that generate income for the business. By targeting workforce activities to reduce or eliminate vacancy rates, businesses will be able to operate at full capacity, thus generating more revenue and contributing to the local area’s economic success.



## VACANCY ESTIMATES

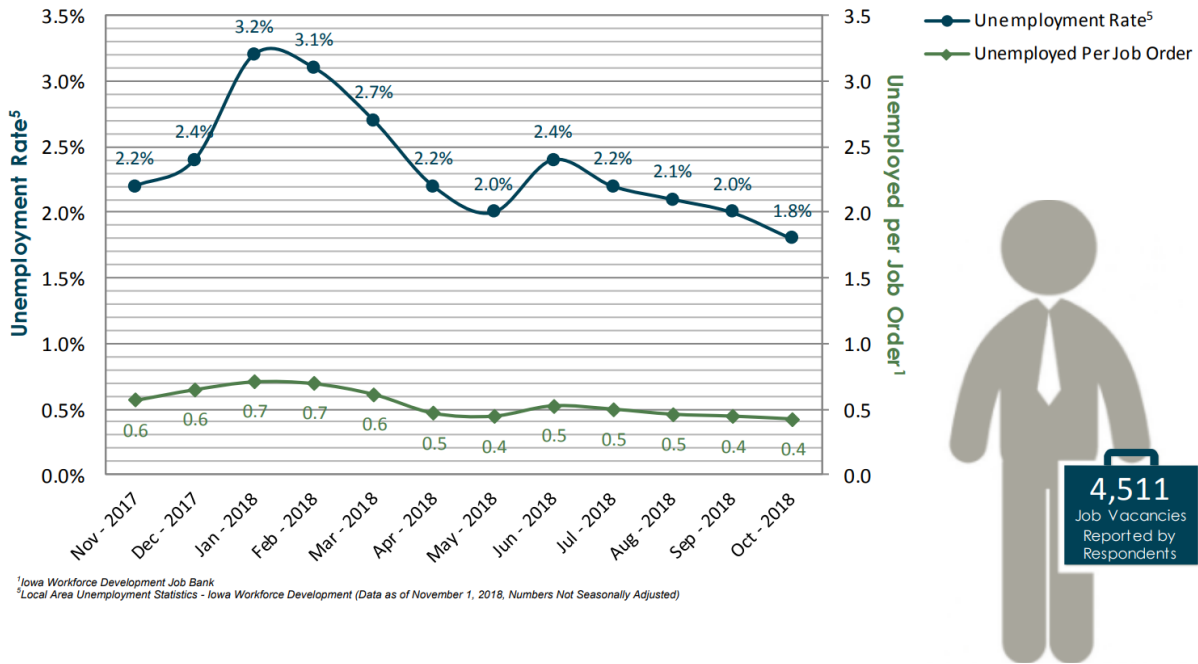
### Vacancy Rate by Occupational Category

	Employment <sup>2</sup>	Estimated Vacancies	*Vacancy Rate	Entry Wage <sup>2</sup>	Projected Annual Openings <sup>3</sup>
Construction & Extraction	19,020	1,054	5.5%	\$14.34	2,725
Healthcare Support	9,290	405	4.4%	\$12.10	1,415
Food Preparation & Serving Related	36,620	1,254	3.4%	\$8.39	7,390
Architecture & Engineering	5,270	161	3.1%	\$21.87	490
Building & Grounds Cleaning & Maintenance	13,450	407	3.0%	\$9.51	2,310
Production	27,120	787	2.9%	\$11.37	3,290
Protective Service	6,880	155	2.3%	\$10.13	880
Installation, Maintenance & Repair	16,110	347	2.2%	\$14.05	2,005
Farming, Fishing & Forestry	590	12	2.1%	\$11.46	1,220
Personal Care & Service	13,520	264	1.9%	\$9.17	3,055
Transportation & Material Moving	27,710	475	1.7%	\$10.91	4,150
Community & Social Services	5,500	78	1.4%	\$14.53	985
Healthcare Practitioner & Technical	23,380	337	1.4%	\$17.91	1,665
Education, Training & Library	26,740	306	1.1%	\$11.84	3,090
Business & Financial Operations	30,450	308	1.0%	\$21.21	3,535
Sales & Related	45,010	426	0.9%	\$9.07	7,170
Arts, Design, Entertainment, Sports & Related	6,820	58	0.8%	\$11.01	880
Office & Administrative Support	71,390	595	0.8%	\$12.29	9,315
Computer & Mathematical Science	16,680	119	0.7%	\$24.31	1,550
Management	28,270	208	0.7%	\$25.85	3,540
Legal	3,360	18	0.5%	\$19.16	280
Life, Physical & Social Science	4,070	15	0.4%	\$18.61	580

<sup>2</sup>Iowa Wage Report - Iowa Workforce Development  
<sup>3</sup>Iowa's Long-Term Occupational Projections - Iowa Workforce Development  
 \*\*Insufficient data to report  
 \*Vacancy Rate calculations can be found in the Methodology

A comparison of the number of unemployed individuals applying for open positions (identified as job orders posted in Iowa Jobs) and the unemployment rate indicates there is room to increase the number of applicants per position with additional training and awareness of the available employment opportunities.

## Number of Unemployed Persons per Job Order



<sup>1</sup>Iowa Workforce Development Job Bank  
<sup>5</sup>Local Area Unemployment Statistics - Iowa Workforce Development (Data as of November 1, 2018, Numbers Not Seasonally Adjusted)

## WORKFORCE ANALYSIS

### 2. Workforce Analysis: Include a current analysis of:

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

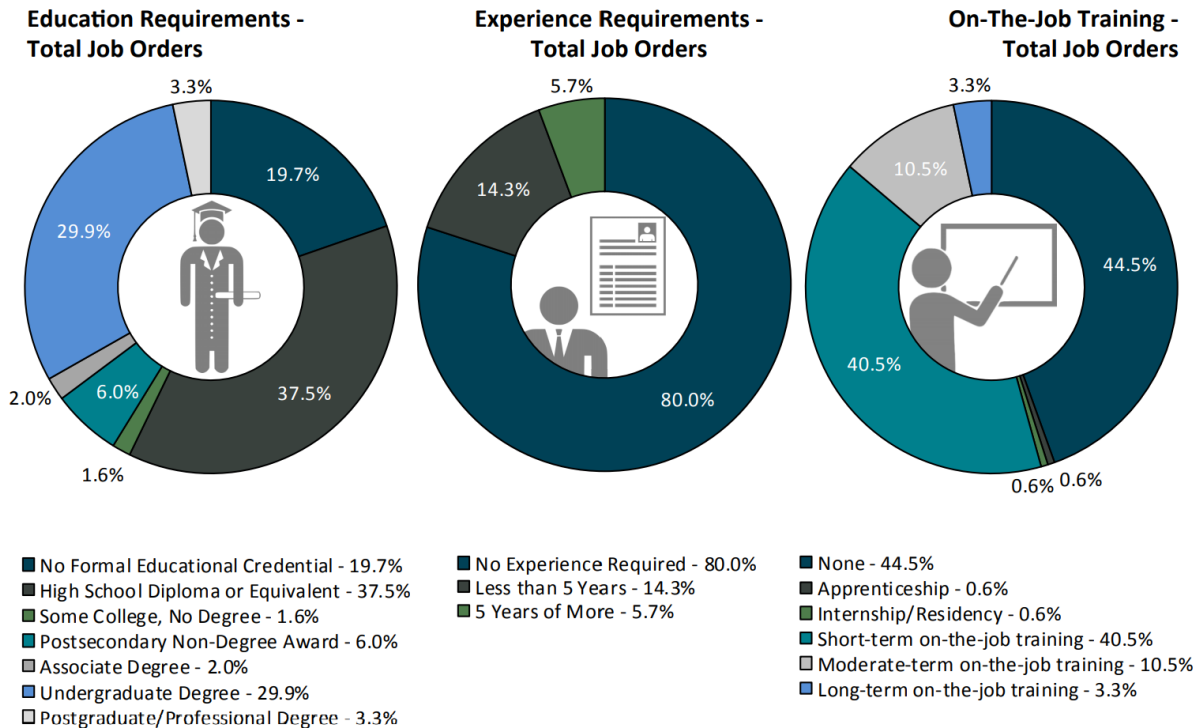
*NOTE: The narrative should focus on characteristics of the local area population such as age distribution, educational attainment levels, individuals with barriers to employment, and employment status. This section should focus on trends in each of these areas and explain why some of these groups are harder or easier to serve. The response should explain how the local area identifies skills gaps between the existing labor force and the needs of area employers and the qualifications of the existing workforce. The narrative may also be supported by identifying the certifications, degrees or fields of study most in-demand in the local area, identifying the employability skills most desired by employers in the area, identifying special populations that exist in the area and any policy/service implications to meet the needs of these individuals, etc.*

The Needs Assessment Survey also collected data regarding the knowledge and skills employers seek. The following chart illustrates the education and experience as listed within the position descriptions of job orders (job postings for open positions) through the Iowa Jobs job bank.



## EDUCATION & EXPERIENCE REQUIREMENTS

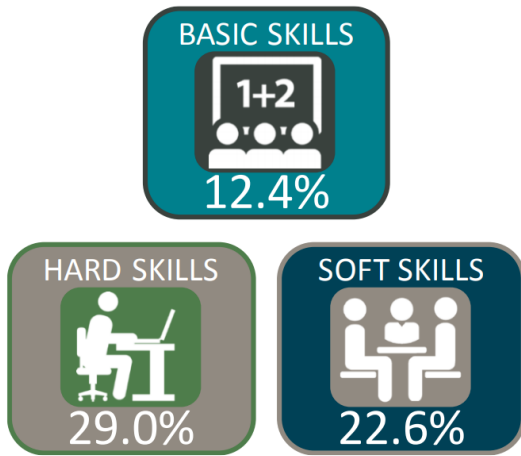
Education and experience levels required and on-the-job training for the job orders (112,750 total) within the Iowa Workforce Development job bank are shown below. These requirements are based on the typical levels needed to enter an occupation according to data reported by the Bureau of Labor Statistics and does not reflect expected levels indicated by survey respondents.



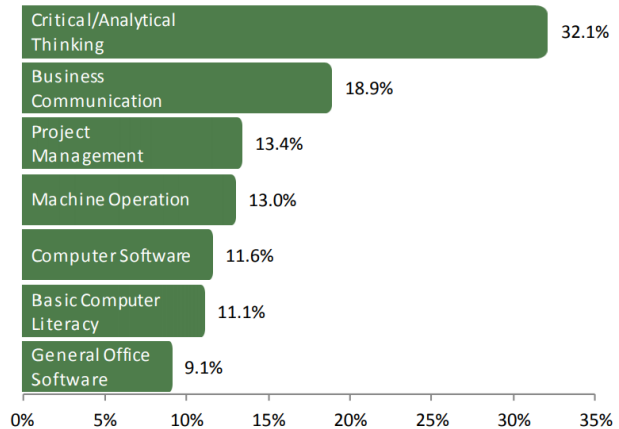
Through ongoing survey data collected by the IowaWORKS offices of Central Iowa, employers indicate prospective employees often lack the basic skills, soft skills, hard skills necessary to perform the basic functions of the jobs to which they apply. Basic skills are defined as literacy, numeracy, basic computer skills, and organization. Soft skills include timeliness, responsibility, personal integrity, and self-esteem. Also included are interpersonal skills such as leadership, customer service skills and teamwork. Hard skills are the specific technical know-how skills that apply directly to a job and are often taught embedded within day-to-day activities on the job at the workplace.



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

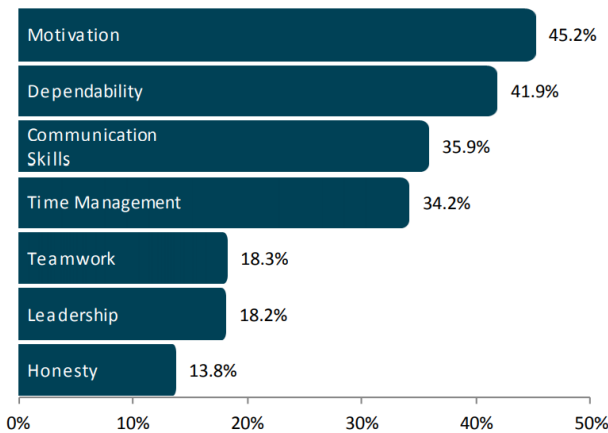


**Occupational “Hard” Skills Lacking in Applicants**



**Occupational “hard” skills** are the technical and know-how skills that apply directly to a job. In general, occupational skills include analytical skills, managerial ability, physical ability, knowledge and experience. The exact definition of these skills varies, depending on the job in question.

**Interpersonal “Soft” Skills Lacking in Applicants**



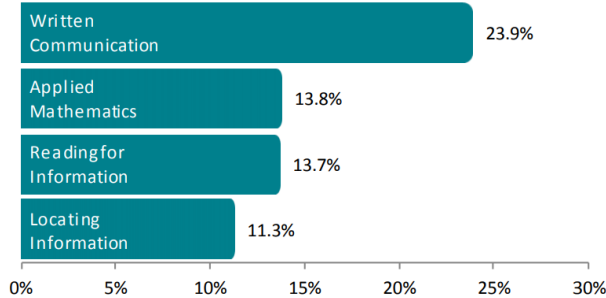
**Interpersonal “soft” skills** are skills associated with an individual’s habits, personality and character. Soft skills include timeliness, responsibility, integrity and self-esteem. Also included are interpersonal skills such as leadership, customer service and teamwork. Individuals with strong soft skills are, generally, well suited to working with others.

The following chart illustrates the job applicants view of the skills they lack, based upon their own perceptions. This data was collected by IWD through the use of survey instruments. Individuals with significant barriers to employment were included in the audiences surveyed.



## PERCEPTION OF APPLICANTS

### Basic Skills Lacking in Applicants



**Basic skills** are those skills developed during the elementary and middle part of an individual's education. These skills include literacy, numeracy (the ability to do arithmetic and reason with numbers), and the abilities to locate and read for information. The Skilled Iowa initiative, through the National Career Readiness Certificate testing program, provides a means to benchmark and certify applicants' skills in Applied Mathematics, Reading for Information and Locating Information. For more information on Skilled Iowa visit [www.skillediowa.org](http://www.skillediowa.org).

The pandemic also influenced unemployment rates throughout 2020. As restrictions were lifted, unemployment rates dropped. The following chart shows the fluctuations experienced in 2020:

### 2020 Central Iowa Unemployment Rates

	Labor Force	Employment	Unemployment	Rate
January	474,151	459,037	15,114	3.2
February	475,848	462,465	13,383	2.8
March	469,168	454,421	14,747	3.1
April	468,799	415,731	53,068	11.3
May	452,279	414,128	38,151	8.4
June	454,671	420,377	34,294	7.5
July	454,136	426,878	27,258	6.0
August	451,158	429,177	21,981	4.9
September	452,060	432,900	19,160	4.2
October	452,426	437,174	15,252	3.4
November	449,115	433,237	15,878	3.5
December	444,256	427,066	17,190	3.9

#### Unemployment Data provided by IWD

Due to the pandemic, there is some volatility and uncertainty regarding the trends of the labor market. As of the time this data was analyzed, several anomalies exist regarding historical data and projections made prior to the pandemic.

Disruptions in workforce activity continue to impact the future of Central Iowa's economic climate. Businesses have modified daily operations to alleviate disruptions caused by social distancing requirements

and a reduced workforce. Many adaptations developed for survival have spurred new trends that may become long-term solutions.

Job seekers are also evolving due to pandemic experiences. Many workers were forced to seek alternate employment throughout the pandemic. The necessity to learn new skills has influenced the types of employment for which workers seek and attain.

The expectations of job seekers have also been influenced by the pandemic. Some evidence also exists indicating job seekers may rate job satisfaction on criteria that may not have been a strong consideration prior to 2020.

Family needs are also influencing trends due to ways in which families have adapted to changes in childcare and education. There are indications that some families have adapted to become one-income households. Additional research will need to be conducted to determine whether this trend will have a significant impact on the workforce, but it could potentially show an overall reduction of the number of available workers actively seeking employment. If childcare providers continue to be understaffed, the lack of available childcare services may have an unforeseen long-term impact on the workforce.

The CIWDB would like to further analyze how family needs, health, safety, and remote working has influenced expectations of both employers and workers. This data may identify the new skills needed to perform duties as well as predict ways in which employers can attract and retain the workers they desire.

## WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ANALYSIS

### **3. Workforce Development, Education and Training Analysis:** Include an analysis of:

- a. The strengths and weaknesses of workforce development activities.
- b. Capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment.
- c. The employment needs of employers.

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

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The Des Moines Area Community College (DMACC) Adult Education and Family Literacy program has identified the following industries as critical: health care, finance, wholesale trade and transportation, advanced manufacturing, and construction. Through connections to many community organizations and employers, DMACC can provide qualified, diverse employees. DMACC supports its HSED graduates and ELL learners as they achieve success in basic programs and encourages them to participate in further

education. Opportunities for further education include post-secondary enrollment, integrated education and training, and registered apprenticeships. Learners and graduates may also attend the Workforce Training Academy for short-term certificates and stackable credentials to qualify them for employment in one of the identified in-demand areas.

Community colleges are designed to meet area and workforce needs, and DMACC is uniquely positioned to do that with its multi-campus structure and strong reputation for maintaining responsive programs and producing quality graduates.

## VISION

### 4. Vision - Include a description of:

- a. The LWDB's strategic vision to support the economic growth and economic self-sufficiency of the local area, including:
  - i. Goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment.
  - ii. Goals relating to performance accountability measures based on the performance indicators.
- b. The LWDB's strategic vision to align local resources, required partners, and entities that carry out core programs to achieve the strategic vision and goals.

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

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## CIWDB MISSION STATEMENT

*Build a quality workforce for today and tomorrow.*

## CIWDB VISION STATEMENT

*Drive collaborative partnerships with businesses, job seekers and providers to create a robust area 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 the CIWDB supports and aligns this focus of creating a quality workforce with the LWDA's vision statement also calls out connecting the workforce skills with employer needs. The LWDA'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 LWDA'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 board'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 and continues to work toward becoming seamlessly integrated.

A strategy for fulfilling Central Iowa'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 I providers (Children and Families of Iowa), Iowa Department for the Blind, Iowa Workforce Development and Iowa Vocational Rehabilitation Services are considered core partners. These core partners meet on a regular basis to collaboratively address processes, 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 into the in-demand industries for Central Iowa. 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 Central Iowa. DEI focused staff will be working with LWDA partners and employers in defining these pathways and sharing them within our workforce system. The WIOA Title I 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 local area.

To achieve the alignment of resources, the importance on the partner meetings cannot be overstated. 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, CIWDB 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 LWDA has 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 LWDA.

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

## STRATEGIES

**Strategies** – Taking into account the analyses described in sections 1-3 above:

- a. Describe the strategy to work with the entities that carryout the core programs and required partners to align resources available in the local area to achieve the strategic vision and goals described in section 4 above.

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

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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.

- Central Iowa has held several joint career fairs. One was specifically focused on individuals with barriers. Free public transit was provided through DART. Employers and providers that support employment for individuals with disabilities were invited. Preparation sessions were hosted at the one-stop center and the Evelyn K Davis Center. Career fairs have also been held in counties outside of Polk.
- The LWDA will offer reverse job fairs specifically for youth populations including youth with disabilities. The LWDA is developing plans to continue to offer reverse job fairs in all counties in the LWDA. 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 Central Iowa disability resource coordinator through March 31, 2019. Prior to this grant award the CIWDB had a 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 the 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 Central Iowa. 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 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 Step 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.
- Central Iowa has also developed and implemented 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.
- To support individuals where English is not their primary language, several One Staff 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 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 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.



## SECTION 3 – IOWAWORKS SYSTEM COORDINATION

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

1. The workforce development system in the local area, including the identification of:
  - a. The programs that are included in the system
  - b. Describe the steps the LWDB will take to locally implement and support the state strategies identified in the State Plan and work with the entities carrying out core programs and other workforce development programs, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006, to support service alignment.

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*NOTE: The list of programs in the local system should include the core programs, required partner programs, and other programs. A chart that lists each program and identifies if it is a core, required or other program along with the office locations the program is offered is ideal. This section should describe how local strategies align with and support the stateside strategies identified in the Iowa WIOA Unified State Plan. This should include specific strategies for local coordination amongst core and required programs in the local area to support service alignment.*

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## CENTRAL IOWA WORKFORCE DEVELOPMENT PROGRAMS

- Wagner-Peyser
- Migrant Seasonal Farm Worker (MSFW)
- Disabled Veterans Outreach Program (DVOP)
- Local Veteran Employment Representative (LVER)
- Temporary Assistance to Needy Families (TANF)- PROMISE Jobs
- Adult Education (High School Equivalency Diploma (HSED), English Language Learning (ELL))
- Adult Dislocated Title I
- Youth Title I
- Vocational Rehabilitation/Department for the Blind
- Job Corps
- GAP/PACE (Workforce Training Academy at DMACC)
- American Indian Council
- Senior Community Service Employment Program (SCSEP)
- Unemployment
- Trade Adjustment Assistance for Workers Programs

## STRATEGIES FOR IMPLEMENTATION

All career services offered through the IowaWORKS centers are designed to meet the strategic vision and goals of the Local Workforce Development Boards. These services are reviewed regularly by the IowaWORKS management and the LWDB to ensure they are aligned with the vision and goals of the board. The LWDB provides oversight to ensure the following career services are available at the center:

- 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 and counseling
- Short-term prevocational services
- Internships, work experiences
- Out-of-area job search
- Foreign language acquisition
- Workforce preparation
- Out-of-area Job Search

Services are provided in Central Iowa through one integrated one-stop center and two satellite offices. After receiving career services, customers may receive staff-assisted job search and placement services. Customers are screened when employment services are being provided to determine if a core partner referral is needed and desired. Career Planners will discuss the benefits of the referral and those customers interested in a core partner referral are set up with an opportunity to speak to a subject matter expert of that program often in the same meeting but no more than 48 hours later. All core partners provide some type and level of training services.

Job seekers working with a career planner are given up-to-date information on current labor market information for the occupations they are interested in as well as assisting them in obtaining current, in-demand skills to be competitive. For those job seekers whose occupational interests are unknown, work with a Career planner to take an Onet Assessment to identify the types of occupations they may be interested in. The one-stop center utilizes the Future Ready Iowa Website as a resource for the assessment as well as the labor market tools it provides as it is shown in a customer friendly view. If customers need additional training to achieve their goals, they are provided training information through the Title I program, Gap/PACE, Future Ready Iowa grant, as well as the Registered Apprenticeship Earn and Learn program.

CIWDB's vision statement seeks to 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

DMACC's adult education program, including English Language acquisition classes, is one of the WIOA Core partners and allows for direct referrals and linkages to programs. Referrals are made with all core partners whenever possible. This information is sent automatically to all partners to access, and partners complete the sheet once they have contacted the individual and the outcome of their outreach.

Beginning in July 2016, in partnership with United Way of Central Iowa, DMACC hired five new Career Coach positions to assist AEL students in the same manner as Pathway Navigators; however, the Career Coaches provide student support beginning at intake, on through program completion, and into postsecondary education / training enrollment and/or employment. State statistics show that HSED graduates earn more than \$6,000 more in median annual outcome compared to those without a diploma, and our program helps between 450-600 students per year earn that first credential and move toward more family-sustaining wages.

DMACC has identified five 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 and Career Coaches work with Adult Education and Literacy (AEL) students, who have completed the HSET 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 can 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.

2. Describe how the LWDB will work with the entities carrying out the core programs to:
  - c. Expand access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment.
  - d. Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.
  - e. Improve access to activities leading to a recognized postsecondary credential, including a credential that is an industry-recognized certificate or certification, portable, and stackable.

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*NOTE: The narrative should: describe strategies and operation elements established to ensure that participant co-enrollment across relevant programs is practiced; describe strategies and operational elements established to increase awareness and access to WIOA Title II programs and Title IV programs; describe efforts to identify and improve access to activities leading to recognized post-secondary credentials; describe operational elements the LWDB has developed to address the systemic process created to develop and promote Career Pathways.*

*The local plan should make clear the definition of “industry-recognized credential” applied in the local area and if programs utilize different definitions.*

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## PARTNER PROGRAM COLLABORATION

Partnerships and referrals are key to finding enrollments and to serving the public effectively with the right resources. Collaborative relationships between all partners can help those already enrolled and help increase the number of people served through the local area. Keeping partners connected in groups who plan, and coordinate services is key to establishing these relationships and foster cooperation between these entities.

WIOA staff will build partnerships with One-Stop core partners and extended community partners. Referrals for WIOA services are received from these partner agencies. WIOA staff make referrals to these agencies based upon the basic needs of the customer. Open communication and willingness to regularly share information is essential to building a successful program. A universal referral network is created through relationships that are built through core and community partners.

As customers enter the IowaWORKS office to register for services, jobseekers receive assistance using the IowaWORKS system. Staff determine referrals to partners through the IowaWORKS Enhanced Triage Process. Career planners ask questions that help guide individuals to the appropriate services and emphasize the benefits of co-enrollment. Referrals, as well as progress and outcomes are tracked in IowaWORKS for accurate and complete communications.

Marketing and outreach are necessary to expand access – the one-stop center staff are active on many boards in the area and work with community partners on a regular basis to assist in reaching out to those individuals with barriers to employment. Partnerships include entities such as United Way of Central Iowa, Evelyn K Davis Center, St. Vincent DePaul, Goodwill, Chambers of Commerce, Economic Development, school districts, EMBARC, Fort Des Moines and Fresh Start.

Career Planners are housed in the Women's Correctional Facility in Mitchellville, as well as the men's facility in Newton, who work to assist in training programs and reentry programs prior to release. Many services are promoted through the IowaWORKS Facebook and Twitter pages. The One-Stop has an extensive partner email distribution list that is utilize at least monthly to advertise programming available in the center.

The majority of individuals who file for unemployment are required to be registered in the IowaWORKS system. The accounts created by these individuals may be used as a method of outreach as well.

## CAREER PATHWAYS IN CORE PROGRAMS

Participants will be assessed by career planners. These assessments may include National Career Readiness Certificate (NCRC) assessment, The Comprehensive Adult Student Assessment System (CASAS) for math and reading, O\*net Online (Occupational Information Network) and other appropriate assessments. Plans and goals are built through IowaWORKS Exploratory Services. Career counseling is provided after completion of all necessary assessments. Work history, educational levels, employability skills, job readiness, soft skills, industry sector needs, and Labor Market Information (LMI) are elements of consideration as the plans and goals are built. Plans are documented in the IowaWORKS system, as well as in case management files.

The Business Services team will contact and visit local companies to share information about workforce services and employers. By utilizing a small team of partner representatives redundant contacts can be reduced. Regular meetings will be held to provide information to all core partners to provide up-to-date business information on openings, hiring events, and potential referrals for new positions.

The planning, promotion and presentation of job fairs and other hiring events will involve a great deal of participation on the part of partner staff. Knowledge of the local customer base will allow us to assist job seekers through screened job referrals.

Subsidized employment activities such as On-the-Job Training, Limited Internships and Work Experience also provide employers with an opportunity to overcome obstacles in recruiting, screening, and training of new hires. Registered Apprenticeship programs can allow employers to train workers while they are earning wages.

WIOA outreach efforts will be an important part of the employer services offered by IowaWORKS. Electronic and print media campaigns will be used to inform employers of the programs mentioned above.

Two different workshops are regularly hosted to facilitate the development of career pathways for all customers. One workshop is geared to industry trends, to provide the latest research on national, state, and local employment trends. The other workshop focuses on exploring what Registered Apprenticeship (RA) is, how RA works and how interested individuals may earn a nationally recognized RA credential.

## POSTSECONDARY CREDENTIALS AND INDUSTRY-RECOGNIZED CERTIFICATIONS

Upon determining whether training is necessary for a customer to meet the Individual Employment Plan (IEP) goals, staff work closely with the customer to ensure the selected career training is appropriate and can be successfully completed. IEP's will identify skills gaps to better align needs and career goals.

When a customer's training needs are identified the financial situation is assessed. This assessment is completed as part of the Objective Assessment process. Career planners use a standardized form to

ensure that before WIOA Title funds are spent, other sources of funding are either exhausted or unavailable and no unmet financial need exists. If a large unmet financial need exists after WIOA assistance, the customer must have a strategy to overcome the unmet need and be able to successfully complete training.

The career planner and the customer review other elements of the assessments, including the customer's aptitudes, interests, transferable skills, and work values. This review also identifies strategies to overcome existing barriers. The appropriateness of the training is also discussed in terms of the customer's personal background. Potential barriers to completing training, such as past convictions, defaulted student loans, family circumstances or legal situations, are addressed with the customer in a respectful manner.

The customer provides information to ensure that they are making data-driven decisions regarding their training. Customers do their own research on the training program and provide the following information to the career planner:

- End date of training vs. end date of unemployment insurance
- Program placement rates and average starting wages
- Availability of work in the area
- Interview someone currently employed in the field

All information is documented in IowaWORKS electronic case management system. All Individual Training Accounts (ITA) are administered in accordance with local and state policies as stated in the ITA agreement section of the IowaWORKS individual Training Account form. Training funds must be available to enter the ITA agreement. ITAs will only be awarded to customers who are unable to obtain grant assistance from other sources to pay for the cost of training or required WIOA Title assistance in addition to other sources. The student is responsible for any remaining balance. ITAs are only available for programs on the Eligible Training Provider List (ETPL). ITAs are not transferrable and will only support the qualified training costs of the individual named on the account. Training costs incurred prior to the ITA may not be approved for payment.

The training provider must follow their established refund policy and refund Title I monies. Business and industry needs are researched through local sources, statewide labor market information projections, local current job openings and informational interviews with the employers. At the request of the service provider and with written approval of the participant, the training provider will provide the service provider with financial aid information, billing statements, class schedules, attendance reports, grades and a certificate completion.

Occupations and employer needs are researched through local sources, statewide labor market information projections, local current job openings and informational interviews with the employers.

Successful placements have the greatest on-the-job retention when the employer needs are matched with job seeker skills.

WIOA Title I staff will require job placement and work-based learning activities to be tied to a specific career pathway identified in the customer's IEP. WIOA Title I staff, and customers have access to the most current labor market information available and use it as a guide when planning work-based learning, upskilling, or training activities.

Business and industry relationships are essential to the successful connection of Adult and Dislocated Workers to the regional workforce. Staff have access to connections with area-employers to maintain communications and understanding of area business needs.

Customers have access to professional one-stop career planners and WIOA Title I staff who consult on local job openings, resume writing/critique, current labor needs, transferrable skills, and other aspects of job search. Meetings and progress are documented through IowaWORKS system for consistency, detail, and safety.

Information gathered from sector boards in the area is discussed on how to create avenues for training that is needed by employers in the area. Partnerships with employers and the Department of Labor Office of Apprenticeship will also be developed to create Registered Apprenticeship programs throughout the area.

Future Ready Iowa Initiative goal is to ensure that 70% of Iowans have a post-secondary credential in high demand fields by 2025. During orientations, partner program services are promoted and discussed with customers. Follow up with point of contact is made for those interested.

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

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3. Describe the strategies and services that will be used in the local area to:
  - a. Facilitate engagement of employers in workforce development programs, including small employers and employers in in-demand industry sectors and occupations.
  - b. Support a local workforce system that meets the needs of employers in the area.
  - c. Better coordinate workforce development programs and economic development.
  - d. Strengthen linkages between the one-stop delivery system and unemployment insurance programs.
  - e. Implement initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, other work-based learning opportunities, registered apprenticeships, industry and sector strategies, career pathway initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of local employers. These initiatives must support the strategies described in a.-c. above.

In recent years, having a qualified labor pool became even more critical as a component for business expansion, and the challenge presented opportunities to strengthen current workforce development relationships and to develop new partnerships. The Core partners strategies of integration and alignment to coordinate workforce development and economic development activities include:

- Economic representation on the Central Iowa Local Workforce Development Board
- Collaborative efforts with local chambers, community colleges and economic development offices on job fairs and employer related events
- Participation and involvement in Sector boards within the Central Iowa Local Area
- The Business Services Team includes representation from Iowa Vocational Rehabilitation to improve employer communications and assessment of needs
- Participation in Professional Activities for core partner staff; and
- Core partners for the Central Iowa Local Area will continue to meet monthly with the One-Stop Operator to share information for continued collaboration.

Core partner agencies are actively involved in the development of workforce programs to serve employers. Each core partner assigns a business specialist to build awareness of available programs by performing outreach to employers in Central Iowa. Outreach efforts are creating confidence and trust in the ability of WIOA partners to meet hiring needs through a diverse workforce that supports all sectors and occupations.



Local partnerships support collaboration among workforce development programs and economic development. Regular meetings and events are offered to community stakeholders to provide a forum for building awareness of services and resources available in the local area. County economic development is a critical component of the provision of services to those living in rural communities.

Business service initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, registered apprenticeships and other work-based learning opportunities are utilized to target specific industry and sector strategies to best serve the businesses in the local area. Career pathway initiatives are being made to identify where to best place workers while utilizing effective business intermediaries to identify employers to host work-based learning sites. All business services and strategies in the local area will be designed to meet the needs of local employers in securing a high-quality workforce.

Reaching recipients of unemployment insurance (UI) is a top priority of the local area. State law prohibits the state's unemployment division from sharing lists of recipient names to contracted partner organizations, but Iowa Workforce Development (IWD) is working to develop better ways to effectively disseminate Title I and other partner program opportunities to all UI recipients.

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

The CIWDB will prioritize effective communication with economic development activities within the local area to better support entrepreneurial skills training and microenterprise services. A seat for a representative of economic development is always maintained within the board's structure.

Partner staff within the IowaWORKS centers consistently refer individuals interested in entrepreneurship to the Small Business Administration and Iowa Economic Development. Designated staff are also identified by the core partner agencies to continue to better develop relationships with businesses. Additional staff focus to better develop relationships with new and existing small businesses will be encouraged by the board.

5. Describe the one-stop delivery system in the local area, including:
  - a. How the LWDB will ensure the continuous improvement of eligible providers through the system and that such providers will meet the employment needs of local employers, workers, and job seekers.
  - b. How the LWDB will facilitate access to the services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.
  - c. How entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with section 188 of WIOA, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, including providing staff training and support for addressing the needs of individuals with disabilities.
    - i. Include how the LWDB will utilize Disability Access Committees (DACs) as a strategy.
    - ii. Describe the process that an individual would use to request an accommodation as well as how an individual will know what accommodations/assistive technology equipment are available.
    - iii. Describe how partners/operator will ensure individuals with disabilities can participate in workshops and services offered throughout the center.
  - d. The roles and resource contributions of the one-stop partners.

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

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## ONE-STOP DELIVERY SYSTEM

The One-Stop delivery system is the foundation of the workforce system. The system provides collective access to career services to meet the diverse needs of job seekers. Career and training services, tailored to the individual needs of job seekers, form the backbone of the One-Stop delivery system. While some job seekers may only need self-service or other basic career services like job listings, labor market information, labor exchange services or information about other services, some job seekers will need services that are more comprehensive and tailored to their individual career needs. These services may include comprehensive skills assessments, career planning, and development of an individual employment plan that outlines the needs and goal of successful employment. Basic career services will be made available to all job seekers and include services such as labor exchange services, labor market information, job listings, and information on core and other partner programs. Individualized career

services identified in WIOA will be provided by local areas, as appropriate, to help individuals obtain or retain employment.

Central Iowa's One-Stop system aims to respond to business demand for workforce improvement by upskilling individuals and equipping them with current, in demand skills to help them compete in today's job market.

To ensure continuous improvement the CIWDB, with the cooperation of core partners, will conduct both job seeker and employer satisfaction surveys at least once per year to obtain feedback from customers of the one-stop centers in the Central Iowa Local Area. The local business service teams, which bring together all four core partners and the One-Stop Operator will also meet monthly to ensure that individual clients/ job seekers are making connections to local employers, both through the Iowa Jobs site and through direct means. Quarterly performance reports will be shared with the CIWDB.

To better facilitate access, the LWDB will utilize satellite centers to meet with job seekers from rural areas as needed. Virtual workshops, orientation, and intake options are being provided to assist in services through Zoom, and other platforms, for virtual access. Resources such as online training, assessment, and instruction are available through Title II providers. Title II will continue to help obtain devices and internet service for online coursework for low-income individuals in need. Unemployment claims and job searches can be completed through remote and virtual means as well.

The CIWDB and the Central Iowa CEO board receive performance and fiscal data on a quarterly basis and as requested. The LWDB will use the information provided to evaluate performance and to determine the need for continuous improvement activities for the local area.

Core partners and the One-Stop operator will work together to provide ongoing staff training and continuous improvement on performance.

The Disability Access Committee will:

- a. Complete accessibility evaluation at the one-stop centers and satellite locations and implement recommended changes. Will incorporate WINTAC integration continuum evaluation into monthly core partner meetings.
- b. Respond to any accommodations and accessibility questions that may arise.
- c. Advise the board of any necessary changes to serve individuals with disabilities.
- d. Provide training, consultation, and technical expertise to partner agencies on accommodations, accessibility, and understanding on how to effectively provide services to participants with disabilities.
- e. Provide staff training for the Central Iowa Local Area.

The IowaWORKS One-Stop Centers will be as prepared as possible to serve customers with disabilities. One-stop centers will have adaptive equipment and/or assistive technology available to persons with disabilities so services can be accessed at the physical locations. Promotional materials for services and workshops will include a statement such as “Accommodations are available upon request,” to encourage customers to request accommodations when needed.

Staff will be trained and be sensitive to the requests and needs for accommodations. Front line staff will respond to specific accommodations requested for use in the one-stop center. If front line staff needs assistance or has questions, they will inform their superior who will work to provide a solution to the request.

Resources are made available to serve individuals outside the centers. Whenever possible, services will be offered virtually to mitigate transportation or physical barriers. Print materials will also be provided in an accessible format.

**Title I:** Title I services provides individualized career services to assist participants in identifying their specific work interests, skills, and career goals as well as training services. Career advisors/planners make referrals for co-enrollment with Iowa Vocational Rehabilitation and Iowa Department for the Blind. Through co-enrollment, individuals with disabilities have access to the resources needed to meet their career goals.

**Title II:** Adult Education & Literacy: Addresses basic skills and English language needs of individuals/job seekers who access the one-stop centers, provides assessment of basic skill levels, connects adult job seekers to training related to literacy, computer skills, high school completion, and English language acquisition.

**Title III:** Employment training (workshops focused on resumes, applications, job searching, interviewing, labor market information for career planning, and referrals to other programs to help them reach their employment goals. One-on-one job coaching is also available.

**JVSG-DVOP:** Disabled Veteran Outreach Program aids veterans with barriers to securing employment.

**MSFW:** The Migrant Seasonal Farm Worker Program aids businesses who are hiring for agricultural positions to find help both locally, across the U.S., or abroad if needed. The Outreach Worker makes sure that fair labor practices are followed and connects workers to other agricultural positions that become available.

**Promise Jobs:** As part of the TANF program, individuals who can work must attend activities that lead to gainful employment. Participants are assigned to attend center workshops, job search, connect to educational programs, or On-The-Job Training while providing supportive services such as childcare and transportation as they are actively engaged in employment activities and until they have reached employment. These participants often drive the success of workshops as they come from surrounding communities and will refer others to our services.

**Title IV:** Iowa Vocational and Rehabilitation Services (IVRS) and the Department for the Blind (IDB) are active on the DAC committee, maintain contact with core partners and attend joint planning meetings and job fairs. The first point of contact related to blindness for all core partners. IVRS- Active on DAC

committee, maintain contact with core partners by stopping at the centers (if not co-located) and attend joint planning meetings and job fairs. First point of contact related to questions for individuals with disabilities (excluding blindness) for all core partners.

## DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES

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

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

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Adult and Dislocated Worker training services will include the following:

- On-the Job training (OJT): OJT reimburses the participating employer up to 50% of the employee's wages up to \$1,000, depending on the skill level required and any prior training experience. Staff will work with the businesses to create an individualized training plan that is aligned with the customer's interests and aptitude.
- Secondary Education Certificate (SEC) Training: The focus of the training is for the customer to achieve high school completion by taking and passing the HiSED/GED.
- Occupational Skills Training (OST): OSTs include short term occupations skills training programs such as Certified Nursing Assistants, production welding, commercial driver's license (CDL), and longer-term training programs leading to a certificate or a credential such as nursing or industrial maintenance.
- Registered Apprenticeships: WIOA staff will work with employers and labor organizations in the LWDA to find apprenticeship opportunities in high growth/high demand occupations.

## STATEWIDE RAPID RESPONSE ACTIVITIES COORDINATION

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

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

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In the event of a closure or large layoff event, dislocated workers will be provided outreach services immediately upon notice of the layoff. Title I and Wagner-Peyser leadership will lead the Rapid Response team that meets with the company's management and workers to discuss the impending or recent layoffs. Rapid Response meetings leverage and coordinate community and public resources for lay-offs, including linking to One-Stop partners and Trade Act programs and promote seamless delivery of services to affected businesses and employees.

Distinct strategies to recruit and serve Dislocated Workers will be employed by WIOA staff. Rapid Response activities will be held following large layoffs (25 or more employees) or business closures. The activities and meeting will be planned by WIOA core partner leadership including Title I staff. The partnership will schedule initial meetings with company management, core partner representatives, local economic development representatives and a state-level representative as appropriate. These initial meetings cover issues such as the timing of layoffs, specifics on vacation and/or pension payouts and other matters that may impact unemployment insurance benefits. The implications of any pending Trade Act petitions are discussed, and worker information meetings are scheduled.

Although companies experiencing layoffs of 25 or more employees are required to report layoff activity to IWD, Rapid Response activities and services are available to any company experiencing a layoff of any size. These services are designed to support impacted individuals as soon as possible, to prepare for unemployment from the current position and transition as soon as possible to the next position.

Staff will hold worker information meetings to provide impacted workers with details on services available to them, information on Unemployment Insurance (UI), WIOA Title I Dislocated Workers services, health care coverage and any area resources that may be of assistance to the workers as they transition to new careers. Worker information meetings are scheduled to allow every impacted worker to attend, whenever possible the meetings are held on the job site. Typically, multiple meetings are scheduled to ensure accessibility for all workers. Dislocated Worker Surveys will be collected to gain an understanding of the needs of the individuals affected by the layoff.

Rapid Response is a proactive, business-focused, and flexible strategy designed for two major purposes:

1. To help growing companies access to 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.
2. 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. Central Iowa has a Rapid Response Team consisting of staff from various partners within the local area. Whenever possible, the team conducts on-site visits to those affected. 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 partner agency staff will be working together as a team to offer the individualized and comprehensive re-employment services. Following initial contact with those affected, customers on an individual basis for co-enrollment into Core Programs, where needed.

When the Title I Dislocated Worker and Wagner-Peyser team are notified about business closings, staff work together as soon as possible alongside the company to develop a plan to provide affected employees with information to minimize the impact of unemployment. While state law indicates employers must notify IWD when a layoff of more than 25 employees occurs, Rapid Response information and activities are available to any company laying off employees.

During the initial meeting with the company, an understanding of IowaWORKS services available to employees is provided. IowaWORKS staff also gather information regarding the affected workforce to tailor the rapid response presentation to the needs of those impacted.

Staff work with the employers to facilitate the Rapid Response information meetings to serve as many employees as possible, through both virtual and in-person options. If a company is not interested in hosting the information meeting, the meeting is held in a centralized location to provide better access for the affected employees. Employee demographics are used to determine how other partner agencies can provide information about services offered and program requirements. Department of Human Services, Trade and Vocational Rehabilitation frequently assist in the provision of additional information for Rapid Response activities.

## YOUTH SERVICES

8. The type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities, which much include an identification of successful models of such activities.
  - a. Include how the LWDB will utilize the Youth Standing Committee as a strategy.

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

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The following services are available throughout the Central Iowa local area. In instances where an individual cannot meet at a designated center, staff will either travel to meet them or meet through virtual means. In cases where Title I cannot directly provide the services, referrals are made to other core and community partners.

- Referrals for individual tutoring services
- Experiential Learning

Paid and unpaid work experiences that have as a component, academic and occupational education, may include: (a) Summer employment opportunities and other employment opportunities available throughout school year (b) Pre-apprenticeship programs (c) Internships and job shadowing (d) On-the-Job Training.

Youth may qualify for assistance for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations.

- Leadership development opportunities
- Supportive services
- Pre-employment transition services (specific to Title IV)
- Job seeking skills
- Work-based learning



- Counseling on opportunities
- Self-advocacy instruction
- Job readiness skills
- Adult mentoring for a duration of at least 12 months
- Follow Up Services: up to a year after exit, follow-ups with clients are conducted
- Comprehensive guidance and counseling
- Financial literacy: Provided on an as-needed basis and may also be integrated into course curriculum
- Entrepreneurial skills training
- Labor market and employment information about in-demand industry sectors or occupations available within the local area
- Activities that help youth prepare for and transition to postsecondary education and training

The Title I Youth and Young Adult Program will continue to recruit youth through community partnerships that serve those youth with multiple qualifying barriers that fall under the “Out of School” distinction. The programming will continue to focus 80% of its expenditures on out of school youth through the assistance of local employers and partnerships across the entire LWDA. The program will continue to focus efforts on also making sure that the youth with an “In School” distinction receive all the same services with in the LWDA at no more than 20% of its expenditures.

### ***Youth Standing Committee***

The Youth Standing Committee will support the Youth and Young Adult program services throughout the area by assisting with the identification of community partner and employer connections to establish better relationships to serve youth.

## SECONDARY AND POSTSECONDARY EDUCATION PROGRAMS

9. How the LWDB will coordinate relevant secondary and postsecondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services.
  - a. Include the name of the Title II adult education provider grantee(s) in the local area that were included in this coordination.

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*NOTE: The narrative should describe LWDB strategies to coordinate and enhance workforce services regarding secondary and postsecondary education. The description needs to include methods involved to avoid duplication of services. Also describe the LWDB actions related to Perkins Act Section 134 biennial “CTE comprehensive needs assessment.” Please describe the*

*relevant education programs in the local are that include adult education, community colleges, CECs, private licensed schools and basic skills training.*

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Des Moines Area Community College (DMACC) was awarded the regional Adult Education and Family Literacy Act (AEFLA) grant to provide Title II services to-adult learners for 2021-2025. In addition to providing Title II services, DMACC's AEFLA program ensures the Perkins Action Section 134 biennial CTE comprehensive needs assessment requirements are met.

DMACC offers preparation and testing for the HiSET exam, Iowa's designated high school equivalency exam. Career counseling, goal setting, digital literacy, financial literacy, and other support is provided throughout the high school equivalency exam preparation to assist students with a seamless transition to the workforce or post-secondary education options.

Adult basic education is also offered to adults with low levels of reading, math and writing through DMACC. Basic education courses could be stand-alone or could provide a bridge to HiSET preparation or other courses.

One key partner for High School Equivalency Diploma (HSED) program graduates is DMACC's Workforce Training Academy (WTA), a state-funded tuition assistance program. In addition to tuition, the WTA program provides wrap-around supports and job search assistance to train unemployed and under-employed individuals in the district. WTA collaborates with organizations to determine eligibility to not duplicate services. Currently, WTA offers short-term programming in these in-demand areas:

- Administrative Support Professional
- Nurse Aide (Basic & Advanced)
- Patient Intake & Billing
- Phlebotomy
- Sterile Processing/Supply Tech
- Computer Numerical-Controlled Operator (CNC)
- Manufacturing Production Tech-NEW
- MIG Production Welding
- Core Construction/Basic Equipment Operator
- Network Cable Installer
- Commercial Driver's License (CDL; Class A & B)

Collaboration efforts with other partners are made to ensure duplicity of services is reduced or eliminated. Many of the WTA services are provided in conjunction with Title I services. Collaborative co-enrollment strategies allow a broader coverage of services to more participants, while bridging unmet gaps of need for individuals. Collaborative initiatives include:

- Sharing promotional materials with all sites

- Meeting regularly with staff/agencies
- Dually enrolling
- Identifying students meeting eligibility of both programs (DMACC WTA will pay tuition/books/supplies while WIOA will pay for wrap-around supports)
- Releasing Information (authorized by each student) to ensure communication of student progress
- Providing opportunities to deliver services if/when needed.

## GAP TUITION ASSISTANCE STATE GUIDELINES

The GAP Tuition Assistant Program (GAP) fills in the gap of expenses for short term non-credit training that Federal dollars cannot cover. DMACC administers the GAP program in Central Iowa.

Eligibility:

- Income at or below 250% federal poverty level
- Household size
- County of residence

An applicant also must demonstrate the ability to achieve the following outcomes:

- Complete an eligible certificate program
- Enter a postsecondary certificate, diploma, or degree program for credit
- Gain full-time employment
- Maintain full-time employment over time

Requirements for Participation:

An applicant for tuition assistance under this program must complete an initial assessment administered by the community college receiving the application to determine the applicant's readiness to complete an eligible certificate program.

An applicant meets with a member of the staff for an eligible certificate program offered by the community college receiving the application. The staff member discusses the relevant industry, any applicable occupational research, and any applicable training relating to the eligible certificate program. The discussion includes an evaluation of the applicant's capabilities, needs, family situation, work history, educational background, attitude and motivation, employment skills, vocational potential and employment barriers. The discussion shall also include potential start dates, support needs and other requirements for an eligible certificate program.

A participant in an eligible certificate program who receives tuition assistance must do all the following:

- Maintain regular contact with staff members for the certificate program to document the applicant's progress in the program
- Sign a release form to provide relevant information to community college faculty or case managers

- Discuss with staff members for the certificate program any issues that may impact the participant's ability to complete the certificate program, obtain employment, and maintain employment over time.
- Attend all required courses regularly
- Meet with staff members for the certificate program to develop a job search plan

## STRATEGIES TO MAXIMIZE SERVICES AND MINIMIZE DUPLICATION

The CIWDB will employ the following:

- Ensure continuous communication with all stakeholders to eliminate duplication of services and expand offerings to serve the public.
- Pull and analyze data from IowaWORKS system to determine alignment of skill levels of job seekers with employer needs.
- Build partnerships with schools and economic development, business, and community agencies to identify populations with barriers to employment to target services.
- Continuously assess accommodations that may be necessary to meet the needs of individuals to access services.

## TRANSPORTATION AND OTHER SUPPORT SERVICES

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

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*NOTE: The narrative must include a list of the transportation and other supportive services available in the local area. Description how those services will be coordinated with other Title I workforce investment activities in the area, such as, is a supportive service only available if a participant is receiving certain other services? Please provide a link to the LWDB's supportive services policies.*

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Supportive services are an important part of the Individual Employment Plan (IEP). In instances when the unmet need may interfere with a customer's successful completion of the WIOA Title services or partner activity, WIOA Title programs make supportive services available. WIOA Title I Career Planners have extensive experience in first helping customers identify their needs and barriers and then helping the customer create a strategy to address those needs. Supportive services are provided in accordance with the terms of the Local Customer Service Plan and may include:

- Transportation (bus/cab passes, bicycle purchases, fuel reimbursement).
- Health (pre-employment screenings, prescription vision corrections).
- Counseling (substance abuse evaluation, family counseling).
- Clothing (interview/work clothes, gloves, shoes).
- Dependent care (childcare reimbursement assistance).
- Financial assistance (emergency such as auto repair or broken water heater).
- Service for individuals with disabilities (tools, supplies, equipment, accommodations).
- Supported Employment and Training (pre-vocational training, workplace assessments, soft skills).

The familiarity of WIOA Title staff with community vendors and providers will facilitate customer access to needed support services.

Secondary and post-secondary school initiatives are also opportunities for WIOA Title I staff to work diligently to align and coordinate their efforts with other initiatives including:

- GAP Tuition
- PACE (Pathways for Academic Career and employment)
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Federal Work Study
- Iowa Vocational Technical Tuition Grant
- Kibbie Grant
- All Iowa Opportunity Scholarship
- Last Dollar Scholar Program
- National Farm Worker Program
- Snap Grant

It is the intent of WIOA Title I to serve all Adult/Dislocated Worker participants through leveraged resources available via the core partners. A customer-centric approach necessitates resources available in the one-stop center are leveraged and blended whenever possible to ensure as many customers as possible receive the services needed for effective re-employment or upskilling. Individuals identified as dislocated workers will also be served appropriately for a quick and effective return to the workforce. In some instances, this will require upskilling and retraining as determined through customer-focused reviews and interactions.

The WIOA legislation identified priority of services for the following populations:

- Eligible veterans/spouse
- Other low-income individuals
- Individuals with barriers to employment
- Public assistance recipients

- Individuals that are basic skills deficient
- Temporary Assistance to Needy Families (TANF)
- Refugee Cash Assistance (RCA)
- Supplemental Security Income (SSI)
- Supplemental Nutrition Assistance Program (SNAP)
- Homeless

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

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*NOTE: The Wagner-Peyser program is authorized to and should provide many of the same Career Services that can be provided by other WIOA core programs. The plan should describe how core programs coordinate service delivery to maximize the resources and services provided by all WIOA core programs and avoid duplication of services. TEGL 16-16 and TEGL 16-16, Change 1 provide additional information.*

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The one-stop center provides many services to job seekers including resume assistance, mock interviews, job search assistance as well as several workshops dedicated to assisting job seekers become more employable. Workshop topics include LinkedIn, resume writing, conflict resolution, money management and digital literacy. All the services available at the one-stop centers are open to any job seeker needing assistance.

Core partners utilize a referral system to ensure the needs of job seekers are met. If a job seeker requests one-on-one assistance or prefers to schedule an appointment with a specific career planner, one-stop partners make referrals to connect the job seeker with the appropriate services of another partner organization.

A team of core partner representatives meets monthly to discuss current programming offered to coordinate and collaborate efforts and eliminate duplication of services. The CIWDB selected a one-stop operator through competitive procurement to coordinate the service delivery of the required one-stop partners and service providers. The one-stop operator ensures services are carried out as directed by the CIWDB.

Additionally, the one-stop operator works with core and required partners to educate partner agencies' staff on the various roles and responsibilities of differing partner programs through biannual staff cross-training events. The purpose of cross-training staff is to aid staff in understanding what each partner program can offer and for whom and provide opportunities for partners to use their expertise to educate each other. By facilitating collaboration through staff cross-training events, Core and Program partners are better able to align services and increase referrals, minimize duplication in services and efficiently using core partner programs to share cost.

An integrated customer satisfaction survey will be implemented for use by all Core partner program staff. The integrated customer satisfaction survey will be used to gauge feedback on service quality and service delivery from job seekers that visit or contact any partner agency. It will also be used to educate job seekers on services and programs offered for participants within the One-Stop System and launch conversations about co-enrollments. Additionally, the integrated customer satisfaction survey will provide valuable data on where potential gaps or opportunities for improvement exist within the current One-Stop System and provide customer satisfaction benchmarks to inform the work of both the Board and Partner agencies.

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

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

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**Review of Adult Education and Family Literacy Act (AEFLA) applications:**

WIOA mandates Local Boards to coordinate activities with education and training providers within the Local Workforce Development Board (LWDB) area [WIOA Section 107(11)(d) and Title 20 Code of Federal Regulations 679.370(n)]. In accordance with WIOA Title II, the Iowa AEFLA grant applications (section 231 and Section 243/IELCE) requires a Local Board(s) to review each application to determine whether the proposed services are consistent with the strategies, needs and activities of the local plan. Upon completing this review, the CIWDB will submit a recommendation to the IDOE that rates the degree of alignment and offers suggestions for better alignment with the local plan.

There are 13 federal considerations that Title II eligible providers must respond to in the AEFLA application. The CIWDB will review the entire application. However, the following considerations are most relevant to local plan alignment:

- Consideration 1 – Needs Assessment.
- Consideration 4 – Alignment with proposed activities and services.

- Consideration 10 – Coordination with partners to access educational services and remove barriers; and
- Consideration 11 - Coordination with community resources in promoting career pathway strategies

***Review Process for Local Boards:***

The IDOE developed the following five-step process for the Local Board’s review of WIOA, Title II AEFLA applications. The CIWDB will adhere to this process when reviewing applications.

1. Providers will submit their AEFLA applications to the IDOE through the IowaGrants system.
2. The IDOE will review and determine eligibility. Only those eligible will be forwarded for review. Some local areas may receive multiple applications per grant.
3. The IDOE will provide the CIWDB’s designated point of contact access to the online AEFLA applications with a rubric for an alignment review based on the board’s approved local plan.
4. The CIWDB will organize a committee to review the AEFLA applications. Reviewers will sign a conflict-of-interest agreement and disclose in writing any potential conflicts.
5. The CIWDB’s point of contact, with the assistance of a committee organized by the Board, must complete and submit the review and any recommendations through the IowaGrants system. The IDOE will consider the results of the review by Local Boards in making awards.

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

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

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## MEMORANDUM OF UNDERSTANDING

The Memorandum of Understanding (MOU) for Central Iowa is posted on the Central Iowa Workforce Development Board website and can be found here:

<https://www.iowawdb.gov/central-iowa/central-iowa-final-mou-2021>

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

## PROCUREMENT OF SERVICE PROVIDERS

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

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The CIWDB developed a local procurement policy in accordance with Federal and state policies. The CIWDB utilizes a request for proposal (RFP) bidding process to select providers of Title I services.

RFPs will be publicized to identify all evaluation factors and their relative importance for WIOA activities. All responses to publicized requests for proposals will be reviewed by the policy set forth.

Technical evaluations of the proposals received and for selecting contractors will be conducted. The LWDB ensures conflicts of interest are eliminated when the proposal reviewers are identified. The selected reviewers will score all proposals that meet the submission requirements and will present recommendations to the full board to make the final selection of service providers.

Final selections will primarily be based on, yet not limited to, effectiveness, demonstrated performance, potential for meeting performance goals, costs, quality of training, participant characteristics, past workforce development experience and performance of the bidder and non-duplication of services. The proposals will be weighed against established criteria.

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

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

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

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

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## PROVISION OF TRAINING SERVICES

17. How training services will be provided through the use of individual training accounts (ITAs), including:
  - a. If contracts for training services will be used.
  - b. How the use of contracts will be coordinated with the use of ITAs.
  - c. How the Local WDB will ensure informed consumer choice in the selection of training programs regardless of how the training services are to be provided.

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

*example, will the local area develop forms that must be completed to compare and contracts providers?*

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An Individual Training Account (ITA) is a mechanism through which funds are used to make a payment for purchasing training or educational services from eligible training providers. The Eligible Training Provider List (ETPL) includes all programs approved by IWD for ITA funding. Iowa’s ETPL may be accessed online at [www.iowaworks.gov](http://www.iowaworks.gov). Priority consideration will be given to programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the Central Iowa Local Area.

To ensure participant choice, the training provider selection is made by each program participant in consultation with a career planner and/or program manager/director. ITAs will be issued only for approved training programs, and only after career counseling (including Labor Market Information) has been provided and documented. Each participant will be referred to the selected training provider unless program funds are insufficient or exhausted.

The Central Iowa enrollment selection process for an ITA will follow the same process as for selection into WIOA programming. All payments issued through an ITA must be warranted through the Financial Needs Determination (FND) form. ITAs are subject to cost limitations, availability of funding and CIWDB local policies.

While ITAs are the preferred method of training delivery, contracts for training services will be utilized as required or needed, in combination with or in place of, an ITA as allowed under the DOL Final Rule. Specific details and the process for contract usage are outlined in the local policies set by the CIWDB.

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

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

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Following the board’s approval of the draft, the CIWDB will disseminate an invitation to review and comment on the draft plan to stakeholders using a variety of communication outlets. The draft will be submitted to the state agency for dissemination and will be posted on the CIWDB website, along with instructions to provide comments and the date, location, and time of a public session to be hosted by a board representative. The dates of the public comment period will be clearly posted with the announcement.

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

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

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The IowaWORKS case management system incorporates Title I, Title III, Promise Jobs, MSFW, JVSG, and TANF programs for application, program plans, and case note documentation for workshop attendance, job searching referrals and overall documentation. Title IV is reviewing the referral process application in IowaWORKS determining if this will meet their needs. Title II is not currently integrated in the IowaWORKS system.

Referrals to partner agencies are currently made through emails and digital partner referrals forms.

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

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

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"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 of service will be documented in the data management system. As funds are limited or exhausted, a waiting list will be created and individuals will be added to the waiting list on a first come, first serve basis. An eligibility determination will be completed at the time individuals are taken off the eligibility list to determine current eligibility status.

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:

- 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 more than 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 is not enrolled at the time of WIOA entry into participation); or
- The career planner makes observations of deficient functioning and records those observations as justification in the data management system 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)

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

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

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All WIOA team members are trained on veteran services and resources and have a solid understanding of Priority of Service. State policies across Department of Labor funded programs contain requirements for Veterans Priority of Service, which ensures veterans, and their eligible spouses receive access to services before or instead of a non-covered person.

The Standard Operating Procedures (SOP) are designed to identify veterans and eligible spouses at their first point of contact. As part of Iowa’s SOP, each new customer who visits an American Job Center (AJC, IowaWorks Center a.k.a. one-stop centers) in Iowa is asked, “Have you, or your spouse, ever served in the U.S. Military?” If the customer states that they are a veteran, they are thanked for their service. If the customer is a spouse, the customer is thanked for their support.

During an initial “triage” conversation to determine the reason for their visit, the veteran is provided a folder with veteran-related resource information, including information regarding Priority of Service. If it determined that the veteran or eligible spouse needs assistance beyond self-service, Priority of Service is applied to ensure the veteran or eligible spouse is given precedence in services compared to other job seekers.

All American Job Centers, such as IowaWORKS, have Priority of Service posters in several locations throughout the center. Iowa has a 24-hour hold on all job orders so that veterans receive priority over non-veterans. Additionally, when AJCs hosts large job fairs, veterans, service members, and spouses are invited to attend earlier than the general public. Each AJC has at least one designated computer for veteran customers in the Exploratory (resource) area.

This area has a plethora of information displayed regarding veteran programs, Priority of Service, and Home Base Iowa. To monitor and ensure Veterans are aware of all services, AJC operations managers run a monthly report that displays all registered individuals which allows them to identify Veterans that

may have registered outside of the center. Non-JVSG Career Planners then contact those veterans, share information regarding programs and services, and invite them into the Center. Core partner programs refer customers to JVSG and DVOP services, and DVOP's often refer customers to core partner programs, ensuring Veterans receive the services they need.

## 22. Assurances

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

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

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

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