



EAST CENTRAL IOWA LOCAL PLAN

EAST CENTRAL IOWA WORKFORCE DEVELOPMENT
BOARD LOCAL PLAN – AUGUST 14, 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.

SUBMISSION

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

LOCAL PLAN CONTENTS

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

EAST 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

EAST CENTRAL IOWA WORKFORCE DEVELOPMENT BOARD (ECIWDB)

COUNTIES: Benton, Cedar, Iowa, Johnson, Jones, Linn, and Washington

East Central Iowa Local Workforce Development Board (ECILWDB)

East Central Iowa Workforce Development Board:	Organization Representing:
Patty Manuel (Chair) Director of Public Relations - Maquoketa Valley Cooperative Olin, IA (Jones)	Business
Julie Perez (Vice Chair) Planning/Support Manager - Toyota Financial Services Cedar Rapids, IA (Linn)	Business
Jasmine Almoayyed Development Manager - City of Cedar Rapids Cedar Rapids, IA (Linn)	Government Economic & Community Development
Kimberly Becicka Vice President - Kirkwood Community College Cedar Rapids, IA (Linn)	Employment & Training Institution of High Education Providing Workforce Activities
Chris Carr Customer Service Manager - US Cellular Marion, IA (Linn)	Business
Ashley Ferguson Talent Acquisition - TrueNorth Companies Marion, IA (Linn)	Business
Jenna Gardner Executive Director - The Gardens of Cedar Rapids Cedar Rapids, IA (Linn)	Business
Rhonda Griffin Director of Human Resources - Centro, Inc. Solon, IA (Johnson)	Business
Joseph Linn Hospital Administration - Unity Point Health - St. Luke's Fairfax, IA (Linn)	Business
Patrick Lyons President & CEO - Ideal Industries Vinton, IA (Benton)	Business
Holly Mateer Rehabilitation Supervisor - State of Iowa - IVRS Marion, IA (Linn)	Government Vocational Rehabilitation Representative
Scott Mather Operations Manager - Iowa Workforce Development	

Cedar Rapids, IA (Linn)	Government State Wagner-Peyser Representative
Mike McCullough Training Coordinator - Smart 263 Marion, IA (Linn)	Workforce - Labor Organization or Training Director from an Apprenticeship Program
Rick Moyle Executive Director - Hawkeye Area Labor Council AFL-CIO Center Point, IA (Linn)	Workforce - Labor Organization
Terry Rhinehart Manager Secondary Programs Kirkwood Community College Cedar Rapids, IA (Linn)	Employment & Training - Adult Education
Stefanie Rupert President & CEO - Collins Community Credit Union Cedar Rapids, IA (Linn)	Small Business
Mike Sadler II Business Manager - Plumbers & Pipefitters Local 125 Center Point, IA (Linn)	Workforce - Labor Organization
Ana Stomp Economic Development Specialist Marion (Linn)	Government Economic & Community Development
Deborah Stradt Craig Chief Advocacy Officer - Four Oaks Family & Children's Services Hiawatha, IA (Linn)	Workforce - Community Entity
Aaron-Marie Thoms Vice President of People & Culture - Raining Rose Cedar Rapids, IA (Linn)	Small Business

SUBCOMMITTEES:

Finance Committee – Pat Lyons (Chair)

Disability Access Committee (DAC) – Holly Mateer (Chair)

Youth Standing Committee – Stefanie Rupert (Chair)

FISCAL AGENT:

Johnson County
Pat Heiden - Board of Supervisors Chair

Administration Building
913 S. Dubuque St., Suite 101
Iowa City, IA 52240

EAST CENTRAL IOWA BOARD SUPPORT:

East Central Iowa LWDA Board Staff

Heather Garcia, Board Executive Director
P.O. Box 965
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johnna@workforcedevelopmentboards.com

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

TITLE I SERVICE PROVIDER:

Adult and Dislocated Worker Service Provider:

Kirkwood Community College

Dr. Lori Sundberg, President
6301 Kirkwood Avenue SW
Cedar Rapids, IA 52404

Youth and Young Adult Service Provider:

Kirkwood Community College

Dr. Lori Sundberg, President
6301 Kirkwood Avenue SW
Cedar Rapids, IA 52404

ONE-STOP OPERATOR:

East Central Iowa Core Partner Consortium (ECICPC)

Carla Andorf - Dean - Workforce Services
4444 1st Ave. NE, Suite #436
Cedar Rapids, IA 52402

OFFICE LOCATIONS:

Comprehensive One-Stop Location

IowaWORKS
Lindale Mall
4444 1st Ave. NE, Suite #436
Cedar Rapids, IA 52402

Satellite Office

IowaWORKS
Eastdale Plaza
1700 S. 1st Avenue, Suite 11B
Iowa City, IA 52240

LOCAL PLAN DRAFT PROCESS:

To draft their local plan, the East Central Iowa Local Area collaborated with Chief Elected Officials, Local WDBs, core, required, and non-required partners to create an understanding and agreement on the local area's workforce development needs. Collaborative efforts were made to develop, align, and integrate the East 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 *Local Planning Guidance and Template* was used throughout the development of the local plan for East Central Iowa. The ePolicy was frequently used as guidance throughout the local planning process.

SECTION 2 – STRATEGIC PLANNING ELEMENTS

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

ECONOMIC ANALYSIS:

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.

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

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 East 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 Educational Services, Truck Transportation and Ambulatory Health Care Services to be the top three areas with the largest number of occupations that are part of East Central Iowa's ten fastest growing occupations.

East Central Iowa Occupational Projections (2018 - 2028)

Industry Description	2018 Estimated Employment	2028 Projected Employment	Total Growth	Percent Change
Educational Services	42,585	46,525	3,940	9.3%
Truck Transportation	9,010	11,660	2,650	29.4%
Ambulatory Health Care Services	8,605	11,000	2,395	27.8%
Administrative and Support Services	11,540	13,515	1,975	17.1%
Specialty Trade Contractors	8,050	9,850	1,800	22.4%
Food Services and Drinking Places	17,790	19,435	1,645	9.2%
Insurance Carriers and Related Activities	6,805	8,170	1,365	20.1%
Social Assistance	6,130	7,345	1,215	19.8%
Nursing and Residential Care Facilities	6,980	8,080	1,100	15.8%
Hospitals	15,275	16,145	870	5.7%
Self Employed and Unpaid Family Workers	21,195	22,675	1,480	7.0%

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

The following two charts were developed based upon data collected from East Central Iowa employers through the Iowa Workforce Needs Assessment Survey conducted by IWD. Beginning in July 2018, 4,728 employers operating 6,075 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 1,732 responses, yielding a 36.5 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 Industry

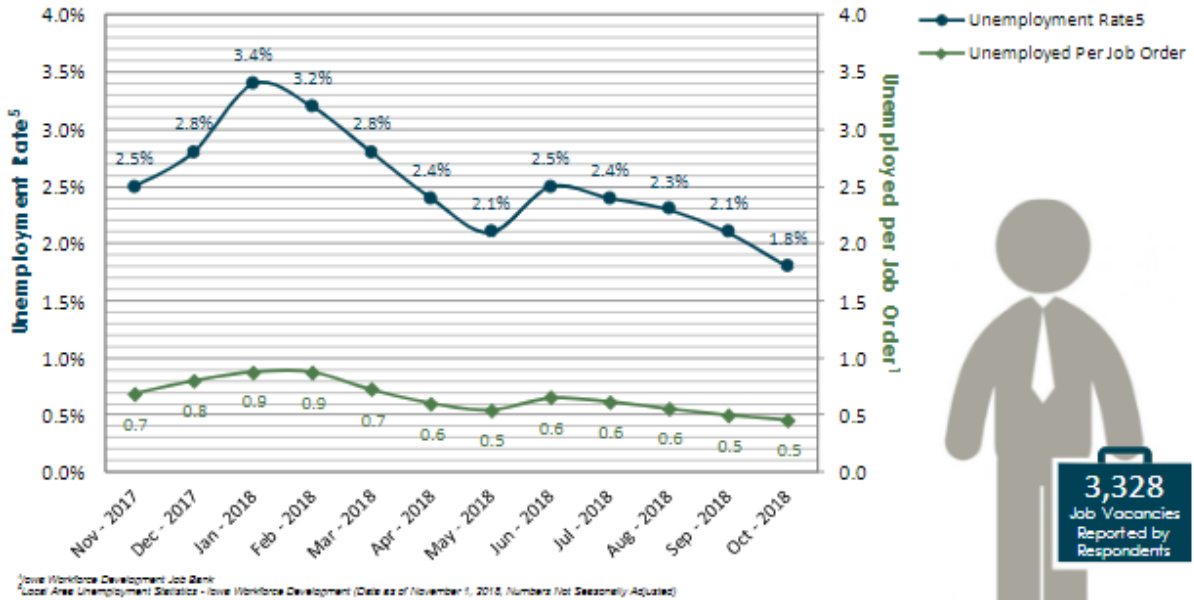
	Employment ⁴	Estimated Vacancies	*Vacancy Rate	New Hire Wage ⁴	Projected Annual Openings ³
Administrative & Waste Services	11,880	1,294	10.9%	\$11.90	272
Educational Services	27,658	1,405	5.1%	\$14.71	306
Accommodation & Food Services	19,901	948	4.8%	\$6.10	206
Health Care & Social Assistance	36,936	1,160	3.1%	\$13.21	554
Agriculture, Forestry, Fishing & Mining	1,457	42	2.9%	\$13.76	17
Construction	12,729	322	2.5%	\$21.38	250
Professional & Technical Services	8,012	185	2.3%	\$22.20	124
Manufacturing	32,059	488	1.5%	\$19.77	-33
Personal Services	6,247	91	1.5%	\$10.71	84
Wholesale & Retail Trade	34,784	468	1.3%	\$9.33	210
Arts, Entertainment & Recreation	3,132	38	1.2%	\$4.96	33
Information	4,715	54	1.1%	\$18.97	-19
Transportation & Warehousing	13,941	144	1.0%	\$15.07	306
Public Administration	8,776	70	0.8%	\$11.42	23
Finance, Insurance & Real Estate	14,106	13	0.1%	\$18.05	265
Management	1,666	0	0.0%	\$15.81	44
Utilities	1,722	0	0.0%	\$24.25	2

¹Iowa's Long-Term Industry Projections - Iowa Workforce Development
²Longitudinal Employer-Household Dynamics - United States Census Bureau
³Insufficient data to report
⁴Vacancy 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



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.

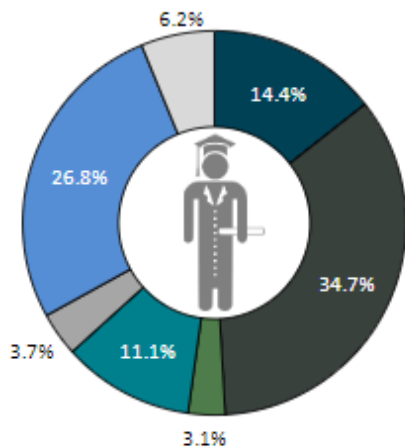
The Needs Assessment Survey also collected data regarding the knowledge and skills employers seek. The following chart illustrates the education and experience as listed within the position descriptions of job orders (job postings for open positions) through the Iowa Jobs job bank.



EDUCATION & EXPERIENCE REQUIREMENTS

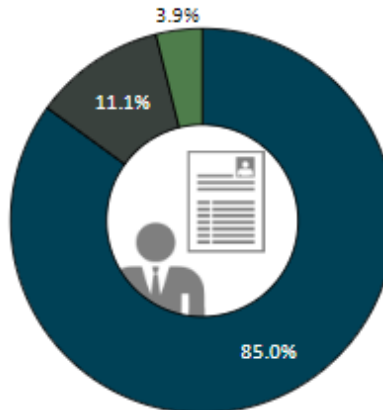
Education and experience levels required and on-the-job training for the job orders (56,709 total) within the Iowa Workforce Development job bank are shown below. These requirements are based on the typical levels needed to enter an occupation according to data reported by the Bureau of Labor Statistics and does not reflect expected levels indicated by survey respondents.

Education Requirements - Total Job Orders



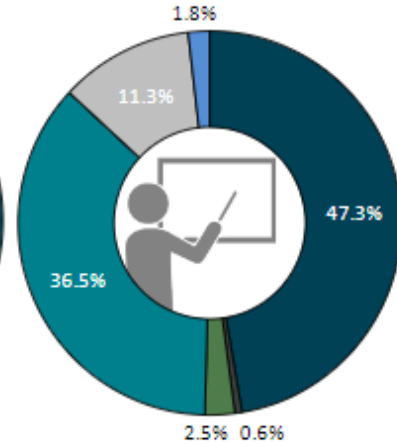
- No Formal Educational Credential - 14.4%
- High School Diploma or Equivalent - 34.7%
- Some College, No Degree - 3.1%
- Postsecondary Non-Degree Award - 11.1%
- Associate Degree - 3.7%
- Undergraduate Degree - 26.8%
- Postgraduate/Professional Degree - 6.2%

Experience Requirements - Total Job Orders



- No Experience Required - 85.0%
- Less than 5 Years - 11.1%
- 5 Years of More - 3.9%

On-The-Job Training - Total Job Orders

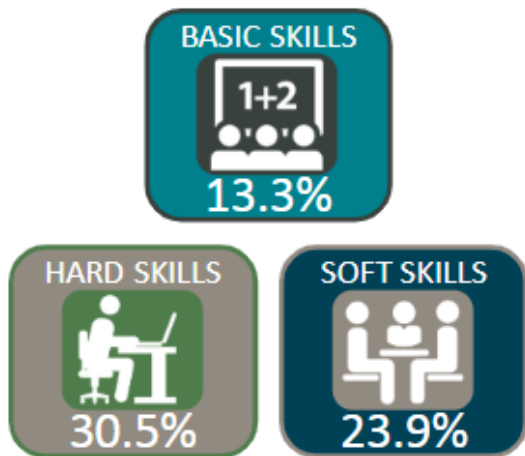


- None - 47.3%
- Apprenticeship - 0.6%
- Internship/Residency - 2.5%
- Short-term on-the-job training - 36.5%
- Moderate-term on-the-job training - 11.3%

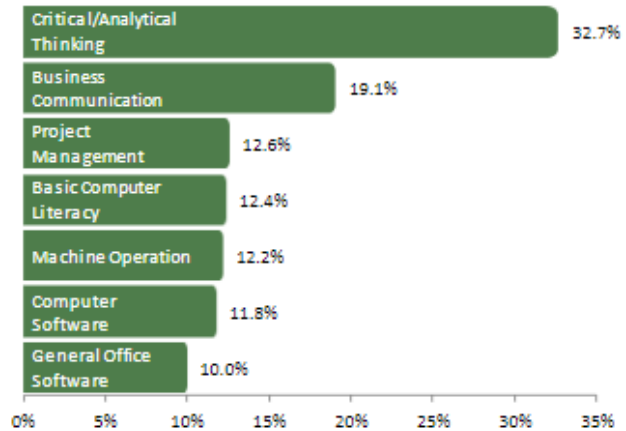
Through ongoing survey data collected by the IowaWORKS offices of East Central Iowa, employers indicate prospective employees often lack the basic skills, soft skills, hard skills necessary to perform the basic functions of the jobs to which they apply. Basic skills are defined as literacy, numeracy, 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



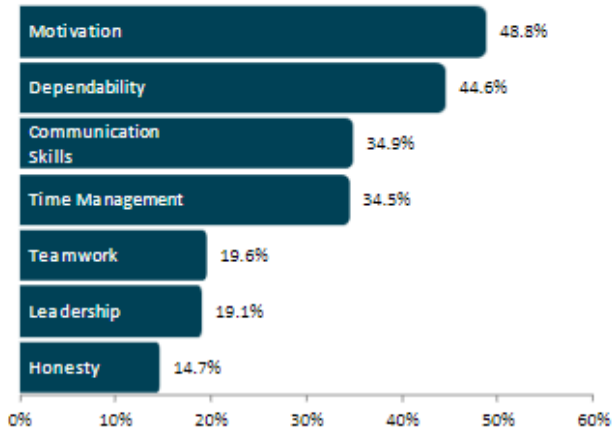
Occupational "Hard" Skills Lacking in Applicants



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 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.

Interpersonal "Soft" Skills Lacking in Applicants

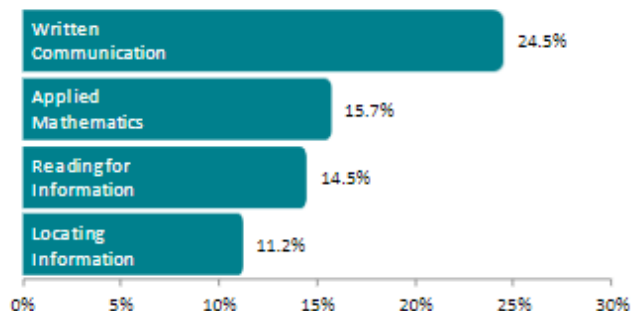


The following chart illustrates the job applicants view of the skills they lack, based upon their own perceptions. This data was collected by IWD through the use of survey instruments. Individuals with significant barriers to employment were included in the audiences surveyed.



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.

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

	Labor Force	Employment	Unemployment	Rate
January	268,936	260,286	8,650	3.2
February	269,409	261,572	7,837	2.9
March	266,005	257,167	8,838	3.3
April	264,552	234,339	30,213	11.4
May	256,078	234,198	21,880	8.5
June	257,503	237,824	19,679	7.6
July	256,229	239,811	16,418	6.4
August	253,071	238,374	14,697	5.8
September	252,718	240,592	12,126	4.8
October	252,499	243,028	9,471	3.8
November	250,980	241,014	9,966	4.0
December	247,859	237,379	10,480	4.2

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 East 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 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 ECIWDB 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.

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.

workforce partners to provide activities to address the needs of area employers.

Kirkwood Community College (KCC) serves as both the local area's Title I provider of employment and training services as well as the Title II provider of Adult Education and Family Literacy programming. KCC created cornerstones of services that are complementary throughout both the Title I and Title II programs, forming a well-established base for workforce training and educational needs.

This base provides a platform for services across all layers of workforce-related programming. The core partners in the East Central Iowa local area are extremely knowledgeable of other partner programs and referrals are second nature.

The referral process is a key element to the success in providing a skilled workforce to the employers of East Central Iowa. When working with job seekers, core partners are able to identify barriers to employment and make connections to services that will diminish or eliminate those barriers.

East Central Iowa is unique in the longevity of local core partner leadership. Each of the four core partners represents a solid cornerstone in the foundation of workforce services. Title III, Wagner Peyser services, has consistently delivered employment services that are well-integrated with all job-center services. The Title IV programming, Vocational Rehabilitation, is also highly collaborative with one-stop center services.

The collaboration and integration of core partners allows for specialized attention and service to individuals with disabilities, migrant and seasonal farm-workers, returning citizens, youth, minorities and older workers. Partners do have connections with other entities and services throughout the local area, but collaborative efforts could be stronger with organizations outside the core partners.

Collaborative efforts are always a moving target requiring attention and planning. Members of the local workforce board, chief elected officials and community organizations will be tasked with assisting all core and required partners to strengthen and maintain existing relationships while new partnerships are being developed.

The local area currently has the capacity to serve all educational and training needs of both job-seekers and employers. Providing additional outreach to all audiences- job seekers, employers and partners- will serve to better utilize existing opportunities while identifying new areas for growth within education and training services to be offered.

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.

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.

ECIWDB VISION STATEMENT:

The Local Workforce Development Board (LWDB) will serve as a strategic leader and convener of local workforce development system stakeholders. The LWDB will partner with employers and the local workforce development system to develop policies and investments in public workforce system strategies that support:

- The local economy.
- The development of effective approaches including local and regional sector partnerships and career pathways; and
- High quality, customer centered service delivery and service delivery approaches.

ECIWDB GOALS STATEMENT:

The LWDB will work to achieve the following goals:

- The area's employers will have access to advanced, skilled, diverse, and future ready workers.
- All Iowans in the area will be provided access to a continuum of high-quality education, training, and career opportunities.

- The area's One-Stop delivery system will align all programs and services in an accessible, seamless, and integrated manner.
- Effective partnerships will be maintained, expanded, and strengthened.
- Maintain an ongoing commitment to braid funds through partnerships in service management.
- Work in partnership to ensure workers possess a solid work ethic with appropriate skill sets.
- The East Central Local Area is committed to partnering with business and education to ensure we have workers who possess the needed skill sets within the local area.

STRATEGIES:

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

- a. Describe the strategy to work with the entities that carry out 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.

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.

All career services offered through the IowaWORKS center 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 goal and vision 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, counseling
- Short-term prevocational services
- Internships, work experiences
- Out-of-area job search
- Foreign language acquisition
- Workforce preparation
- Out-of-area Job Search

The Adult Education and Family Literacy (AEFL) Program focuses on the following outcomes:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
- Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English; mathematics skills; and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

Iowa Vocational Rehabilitation Services (IVRS) provides services that focus on the following outcomes:

- IVRS staff assigned to every high school and providing services to all students with disabilities, including career counseling on employment and training opportunities, training on work readiness and employer expectations, and on self-advocacy. Job shadows and part time work opportunities are encouraged.
- IVRS staff, in collaboration with partner agencies, provides counseling to individuals with disabilities to help them make informed career decisions. Information on in demand careers and career pathways is utilized and assistance with training is provided that leads to successful employment.

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

Strategies to align resources among programs:

- AEL serves English Language Learners, those lacking a High School Equivalency Diploma, and those in need of basic reading and math skills. These services are offered in locations that are accessible to Title I and IVRS clients.
- The intake process of the core partners collects educational needs of clients. Students are referred to appropriate programming to serve their needs as to seek funding streams for educational barriers including daycare, transportation, and testing fees.
- The Adult Education/Literacy program provides student progress and completion information to partners and Promise Jobs staff.
- HSED and ELL students are also referred to GAP/PACE opportunities and participate in short-term training such as C.N.A. training and truck driving classes.

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

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.

WORKFORCE DEVELOPMENT PROGRAMS:

Core Programs	Required Partner Programs	Other Programs
Title I- Adult	Job Corps	Ticket to Work (TTW)
Title I- Dislocated Worker	Native American Programs	Small Business Administration (SBA)
Title I- Youth & Young Adult	National Farmworker Jobs Program	Supplemental Nutrition Assistance Program (SNAP)
Title II- Adult Education and Family Literacy	Migrant Seasonal Farmworker	Client Assistance Program (CAP)
Title III- Wagner- Peyser	YouthBuild	Public Libraries
Title IV- Vocational Rehabilitation Services	Senior Community Services Employment Program (SCSEP)	Department of Corrections
Title IV- Department for the Blind	Trade Adjustment Assistance (TAA) Program	National Dislocated Worker Grants (NDWG)
	Jobs for Veterans State Grant (JVSG)	Human Service Transportation Coordination
	Community Services Block Grant (CSBG)	Mental Health Agencies
	Re-Employment Services and Eligibility Assessment (RESEA)	Department of Human Services (DHS)
	Temporary Assistance to Needed Families (TANF)	United Way
	Promoting Independence and Self Sufficiency through Employment (PROMISE JOBS)	American Association of Retired Persons (AARP)
	Carl D. Perkins Career and Technical Education Act (Perkins V)	
	State Unemployment Compensation Program	
	ReEntry Employment Opportunities (REO) Program	
	Housing and Urban (HUD) Development E&T Programs	

STATE PLAN STRATEGY IMPLEMENTATION AND SUPPORT:

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

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.

COLLABORATION WITH CORE PROGRAMS:

The selected One-Stop Operator (OSO) creates a local referral guide and process that allows workforce partner agencies to understand where to refer customers for workforce services and makes completing the referral easy through a web form.

In addition, the OSO group ensures regular team meetings of WIOA core partners (weekly/monthly/2 in-service events) occur and are set up as an opportunity to learn more about each program, build relationships among team members.

Quarterly meetings are held with WIOA mandatory partners and other key workforce partners. These meetings are held to align workforce system activities with the board's local plan and to coordinate services and activities among partners.

The above activities ensure all job seekers, including those experiencing significant barriers to employment, including persons with the most significant disabilities, are connected and can participate in the full scope of services available. By ensuring partners

have accurate referral guides, and staff are well trained in partner services, ensures a greater likelihood of success in career training and employment by making sure customers have access to a full menu of support services, training services and employment assistance.

FACILITATION OF CAREER PATHWAYS IN CORE PROGRAMS:

Career pathways and progressive employment opportunities are critical for residents of the area. Job seekers, including those with disabilities and other barriers, benefit from inclusive pathway programs that allow participants to stair step their skills, credentials, and wages. The local board will work with the core WIOA programs to ensure established pathway programs are both accessible and available to job seekers and align with the needs of local businesses:

1. Integrated business services team identifies established career pathways within local businesses, and shares with partners, including those that serve opportunity populations and persons with disabilities.
2. WIOA partners attend industry sector board meetings to understand career pathway maps and the aligned training programs and use when serving customers.
3. Engage with local businesses, board members, and sector boards to identify and map new sector pathways and training programs that lead to a diverse workforce pipeline.

ACCESS TO POST-SECONDARY CREDENTIALS AND/OR INDUSTRY-RECOGNIZED CERTIFICATIONS:

In addition to educating job seekers and incumbent workers on career pathway opportunities in the area, partners will coordinate with businesses to host information sessions on local career and educational pathways, incentives to serve as an IVRS or IDB customized training host, education on tax incentives such as those related to onboarding of returning citizens as well as those available for hiring persons with disabilities. Additionally, partners assist local businesses with recruiting newly qualified workers, and connect job seekers with training services allowing them to increase skills, gain credentials and enter in-demand, higher wage careers. A focus will be on job seekers obtaining local industry recognized credentials.

Local industry recognized credentials may include:

1. Credentials provided through a third party that are of value and recognized by local employers. Examples of third-party credentials may include nurse aide certification, DOT licensure, and OSHA, NIMS, and AWS certification.
2. Local employers may develop career pathway trainings aligned to local industry needs such as the Customer Service Professional Certificate which was developed

with input from local inbound call center employers in the area. This certificate is continually updated to meet the changing technology needs within the industry. Currently ten local employers inform the content of this training program and actively hire successful candidates.

The local board focuses on coordination and cross representation between the six local industry sector boards and the ECIWDB. This helps inform usage of WIOA funds and helps the ECIWDB align the one-stop system with local needs.

The board aligns with other workforce training programs including state funded programs like GAP and PACE as well as the SNAP Employment & Training program.

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.

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.

GOAL STRATEGIES AND SERVICES:

1. Facilitate the engagement of employers in workforce development programs:

The Eastern Iowa Workforce Development area has a highly functioning integrated business services team comprised of staff from all four core partners. While a smaller business engagement team representing title's one and three meet bi-weekly, the larger integrated team meets monthly. The business engagement team plans and coordinates business focused events in the workforce development area, capitalizing on existing relationships while also looking to expand and engage new business partners. The business engagement team uses the following methods to create a more seamless experience for businesses.

- Shared drive with all business-related documents available to all core partners
- Shared list of engaged businesses (over 1200 currently) including contact information and what type of information they want to receive
- Shared hard copy and electronic literature highlighting business services available from each core partner
- Co-visits with businesses to reduce duplication

East Central Iowa is a leader in business led industry sector boards. Currently, there are sector boards for Advanced Manufacturing, Healthcare, Transportation, Information Technology, Business Services (formerly Customer Service/Finance), and Architecture/Construction Engineering (ACE)

- Each sector board is attended by a member of the business engagement team
- The main role is to listen to the business needs discussed and determine if the business engagement team can assist in addressing those needs
- The assigned member participates in working groups within the larger sector board to address the goals set by the businesses on the board
- Assigned members bring the information back to IowaWORKS to share within the business engagement team but also with the larger teams within the core partners to assist in meeting the goals set by the board.

Additional Initiatives to Engage Businesses

- Promotion of Registered Apprenticeships to recruit and train qualified candidates
- On the Job Training and Work Experience programs to benefit both the employer and candidate
- Tax credits for hiring targeted, underutilized populations
- Accessibility assessments
- Assist in labor exchange activities by connecting work ready IowaWORKS customers with businesses hiring
- Employer Panels at IowaWORKS monthly representing the active sector boards in the ECI WDA with job seekers as the audience
- Targeted and large-scale recruitment events
- Employer workshops addressing relevant human resource topics while providing HRCI credits

- Engaging employers to hire veterans through the Home Base Iowa program

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

The local industry sector boards are designed to meet the needs of business through collaboration, brainstorming, and strategic planning. Each board has a chairperson who is a business representative. The boards have facilitators who are skilled in assisting the board with setting goals, developing a strategic plan to meet those goals, and determine steps needed to accomplish those goals. Some of the areas covered in each of the sector boards include:

- How to tap into the current workforce
- How to engage the future workforce to consider this industry when they become working age
- Developing a marketing campaign to target both the current and future workforce
- How to change the perception of the industry to increase interest
- Developing career pathways producing stackable, industry recognized credentials resulting in an increase in skills and income at each level

In addition to sector boards, the business engagement team also strategically contacts businesses in the area to gain a better understanding of their needs and provides a menu of solutions available to address those needs. This could include recruitment strategies, recommendations to reduce turnover, labor market information specific to the community to ensure salaries are competitive, etc.

3. Better coordinate workforce development programs and economic development.

The business engagement team partners closely with economic development on events and initiatives in the area. Title 3 and 4 have been particularly involved in partnerships to include cross promotion of events, co-hosting employer workshops, co-visits to employer sites to address recruitment and turnover issues. The title 3 Marketing Specialist focusing on hiring veterans has partnered with economic development in several counties to develop Home Base Iowa Communities and create a more welcoming place for veterans to relocate and work.

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

The business engagement team has a referral process in place where core partners can refer work ready customers for more intensive participant level services. This process is used extensively by the Re-Employment Services (RESEA) program that assists unemployed individuals in becoming re-employed and no longer needing to receive unemployment. When the referral is made, the business engagement team

meets with the referred individual, reviews the resume, discusses employers and job opportunities available in the area. Additional services include mock interviews, career exploration, and social networking.

When businesses notify Iowa Workforce Development of a mass layoff or closure, the integrated business engagement team assists by providing rapid response services to assist the impacted workers in connecting to hiring businesses in the area. These services could include targeted, small job fairs immediately before or after the layoff, on-site re-employment workshops, and one on one assistance through the work ready referral process.

5. Implement worker training and preparation initiatives utilizing effective business intermediaries and services that support the strategies outlined above.

The business engagement team places an emphasis on work-based learning opportunities to include on the job training, work experiences, and registered apprenticeships. The Business Marketing Specialist for the ECI WDA is the point of contact for the state in assisting businesses to create registered apprenticeships. As a result, the BMS has become a resident expert locally and has assisted businesses in a variety of occupations to develop or expand registered apprenticeships. The ECI WDA is currently part of a state pilot project with Iowa Department for the Blind to develop and expand registered apprenticeship opportunities for those with blindness.

As stated above, the business led sector boards have collaborated to create career pathway opportunities in in-demand occupations leading to industry recognized credentials and increased wages. These initiatives have targeted both the current available workforce and the future workforce.

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

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?

IVRS & IDB: Provides specific entrepreneurial services via the Title IV Iowa Self Employment (ISE) program that supports both microenterprise and full self-employment plans. IVRS provides technical assistance and support after file closure.

Title I supports entrepreneurial training through the Adult, Youth and Dislocated Worker programs. This activity connects individuals with local resources like SCORE, SBDA, Jane Boyd/GoDaddy and Papa John's Business Center at the University of Iowa. Career Planners assist potential entrepreneurs with links to these partners, establish goals and regular check ins, and connect them with necessary training related to the day-to-day operation of a business.

IVRS offers the Iowa Self Employment Program to eligible job candidates as agreed.

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.

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.

ONE-STOP DELIVERY SYSTEM:

- The LWDB works collaboratively with the One-Stop Operator to meet local workforce needs.
- The LWDB share data that helps inform dual customer service delivery. All core and mandatory partner agencies meet regularly to share updates and best practices.
- The LWDB provides input to ensure One-Stop programs provide flexible services delivery options to clients. Person centered service delivery options offers customers flexible access to services through face-to-face meetings, phone, video conferencing, and other platforms.
- The Disability Access Committee serves the one-stop as a Disability advisory committee. The DAC works to eliminate barriers to one-stop services for Persons with Disabilities. The LWDB is represented on the DAC by a voting member of the board, and a representative of the business community. DAC membership also includes subject matter experts from community workforce programs, and disability organizations. The DAC provides consult on universal design to ensure ADA compliance and provides technical assistance feedback to the LWDB on areas of opportunity. The DAC utilizes a comprehensive ADA accessibility review process.

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.

DAC: The role of the Disability Access Committee (DAC) is to promote physical and program access ability a physical assessment of the center was completed and will need to be reviewed an assessment of available AT and accommodations was completed and a list of resources is available in the center. This process will need to be reviewed regularly. Regular training with staff will need to occur so that they understand what is available and how to access. The DAC is also responsible for assisting with identifying and coordinating training for staff so that they understand accommodations and are knowledgeable and comfortable providing them as well as providing direct services to participants. The DAC has existed since 2016 and meets quarterly. Membership does include members from agencies that serve individuals with disabilities who can also provide insight into the accessibility and disability friendliness of the center services and activities.

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

MSFW: 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: IDB- Active on DAC committee, maintain contact with core partners by stopping at the centers and attend join planning meetings and job fairs. 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 join planning meetings and job fairs. First point of contact related to questions for individuals with disabilities (excluding blindness) for all core partners.

Ticket-to-Work: These incentive funds are generated from individuals who are on SSI or SSDI benefits and have assigned their ticket to the office for employment assistance. Once employment is secured, incentive funds are generated from the wages that they have earned and awarded to that provider each year. These funds have been focused to assist individuals with disabilities within any core partner program (whether it is directly for the

individual enrolled in ticket to work or not or for the partner to purchase items to serve individuals with disabilities).

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

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?

DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES:

The adult and dislocated worker program provides a wide variety of services to support low-income area residents and dislocated workers enter the labor market. The adult and dislocated worker program provides a variety of basic career and individual career services which support individuals with career exploration, job search preparation, skill upgrades and development of basic workplace skills.

Some individuals may require additional career training to enter an in-demand area critical to the local are, or to increase wages to a family sustaining level. They may enter career training services that lead to a credential.

Support services are critical to ensuring job seekers can successfully complete the services. Support services are intended to remove barriers allowing individuals to complete training enter a new job or attend workshops.

Career and Training Services:

- English Language and Integrated Education and Training
- Entrepreneurial Training
- Financial Literacy
- Guidance and Counseling
- Internship
- Job Search and Placement

- Job Shadow
- Objective assessment
- Occupational Skills Training
- On the Job Training
- Out of the area Job Search Assistance
- Pre-Employment Training
- Quality Pre-Apprenticeship
- Registered Apprenticeship
- Remedial and Basic Skills Training
- Secondary Education Certification
- Skill Upgrading
- Staff Assisted Job Development
- Transitional Jobs
- Work Experience

Support Services:

- Clothing
- Dependent Care
- Educational Testing
- Financial Assistance
- Health Care
- Miscellaneous Services
- Services for Individuals with Disabilities
- Supported Employment and Training
- Transportation
- Educational Assistance

While the ECI area has two large metropolitan areas, there is also a significant portion of the local area that resides in rural areas. While services are available within both IowaWORKS centers, Adult and Dislocated Worker career planners seek out options to serve rural participants as well. All the above services can be accessed remotely using phone, internet, and mail. Many participants can enroll and receive services without ever stepping into the IowaWORKS center. If there are community events that arise, such as a large layoff in a rural community, the Dislocated Worker team schedules regular office hours in that community for months to years depending upon the demand and need.

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

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.

STATEWIDE RAPID RESPONSE ACTIVITIES COORDINATION:

Rapid Response quickly coordinates services to layoffs and plant closings to provide immediate aid to companies and the affected workers.

Following notification and confirmation of a layoff, the State Rapid Response Coordinator arranges an on-site or virtual meeting with the company, union officials (if applicable) and service providers in the region. Title I and Title 3 management attend the rapid response meeting with the company officials to gather information regarding the layoff/closure with the goal of setting up employee informational meetings prior to separations beginning. A petition may need to be filed for UI benefits under Trade Adjustment Assistance (TAA) for job losses attributed to foreign competition.

Employee informational meetings are held prior to separations occurring for the impacted workers and involve all core partners as well as additional partners including Department of Human Services, Community Action, etc. The intent is to provide information on supportive services available in the community to assist with the transition from their current employer to the next step in their career. IowaWORKS staff discuss services available including job search assistance, employment related workshops, career counseling, no cost training, and unemployment. These services are fully funded by the Department of Labor through the State of Iowa under the Dislocated Worker Program.

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.

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.

YOUTH SERVICES:

The Title I Youth program services youth and young adults aged 14-24 years. Youth experiencing barriers such as a disability are a target audience, as well as other barriers such as parenting/pregnant, criminal background or foster care child. Youth not connected with education are also a key demographic served, helping them complete high school credentials or workforce credentials.

Youth career planners provide services in a customer centered manner with the goal of enhancing skills, increasing likelihood of entering meaningful employment, retaining employment, attaining self-sufficiency, and removing barriers to employment. Activities offered to youth and young adults focus on career exploration, educational attainment, occupational skills training, and job placement. Youth with disabilities are referred to IVRS or IDB and staff work collaboratively to address individual needs and to coordinate services.

Below are a listing of career and support services available to youth.

Career and Training Services:

- English Language and Integrated Education and Training
- Entrepreneurial Training
- Financial Literacy
- Guidance and Counseling
- Internship
- Job Search and Placement
- Job Shadow
- Objective assessment
- Occupational Skills Training
- On the Job Training
- Out of the area Job Search Assistance
- Pre-Employment Training
- Quality Pre-Apprenticeship
- Registered Apprenticeship
- Remedial and Basic Skills Training
- Secondary Education Certification
- Skill Upgrading
- Staff Assisted Job Development

- Transitional Jobs
- Work Experience

Support Services:

- Clothing
- Dependent Care
- Educational Testing
- Financial Assistance
- Health Care
- Miscellaneous Services
- Services for Individuals with Disabilities
- Supported Employment and Training
- Transportation
- Educational Assistance

In addition, youth are connected to a wide variety of community services and supports including the WIOA Title IV program. Youth with disabilities are referred to IVRS or IDB and staff work collaboratively to address individual needs and to coordinate services.

The youth advisory committee supports the work of the WIOA youth programs offered through Titles I, II, III and IV. The committee can provide linkages to local community-based organizations, provide focus on specific in demand career pathways, provide guidance on outreach programs, and assist with job placement services.

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.

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.

SECONDARY AND POSTSECONDARY EDUCATION PROGRAMS:

The ECIWDB plan calls for many partners including WIOA Titles I, II, III, and IV to network together to provide unduplicated services. The partners currently use Google Sheets based survey form. This platform is being reviewed and at this time. Title II collaborates with PK-12 schools and business partners to identify potential students. We are working in collaboration with the city of Iowa City to bring ESL programming into the Iowa City school district for parents of students due to the large growth of families with ELL children. Title II also receives referrals from community service partners including the Opportunity Center, HACAP, Catherine McCauley Center, IC Compassion, Libraries, DHS, PROMISE JOBS, Goodwill and Department of Corrections, to name a few. Annual workforce partner meetings are held with WIOA extended partners to share program information and encourage referrals and coordination. Title II will continue to expand to partners in recruiting students as opportunities arise. Title II is under the direction of Kirkwood Community College where it maintains a website for the program. Marketing strategies will focus on the connection between high school completion, to post-secondary education pathways to careers. The college offers orientation to the program, Pathways (career goal setting) classes and CASAS testing to determine the best placement for each potential student.

The plan calls for adults to be provided the opportunity to improve their work skills and ability for career advancement. This includes individuals earning their high school diploma and/or improving their ability to use English. Kirkwood Community College provides this service for individuals in the seven-county area. The college offers ESL courses and ABE courses for individuals to improve in the area needed. KCC's focus for students completing ESL and ABE courses as outlined by: Advanced Training and Credentials Essential for Employment. Many key industries in the region require credentials. Several are reliant on education and credentials like health care, education, and insurance/finance. Transportation careers require DOT licensure. The current global pandemic has affected service industry fields. These workers are less likely to hold credentials, creating an opportunity to invest in training. KCC is reaching this population through partnership with WIOA Title I Dislocated Worker.

The customer service strategic plan focuses on ensuring WIOA participants are entering into sector board supported industries. The Title II program at KCC continues to work towards this goal as evident in the sector board aligned IET and IELCE programs. The Pathways course helps students understand key pathways in the area and set goals. The current strategic plan focuses on ensuring businesses are aware of all WIOA business services, and that participants are connected appropriately with all WIOA services which is critical to funding long term and credential training for students. Education Plans and Supportive Services. The current ECIWDB strategic plan focuses on stronger coordination between the core WIOA partners to provide services, and increased coordination with sector boards to ensure all business services available are coordinated in a way that makes it easy for businesses to take advantage of them. This is important to connect student with as many programs as needed,

and to make the process as seamless as possible, so they can complete their training, and access all they need to meet household and family demands.

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.

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.

TRANSPORTATION AND OTHER SUPPORT SERVICES:

The WIOA Title I program provides a robust menu of support services to WIOA Title I participants. Participants must be participating in an individual career or training activity and require a support service to fully participate in the activity.

Here is a listing of local support services available in the ECI area.

Support Services:

- Clothing
- Dependent Care
- Educational Testing
- Financial Assistance
- Health Care
- Miscellaneous Services
- Services for Individuals with Disabilities
- Supported Employment and Training
- Transportation
- Educational Assistance

The WIOA Title I team partners closely with other community partners to connect participants with support services outside of the Title I program, or to coordinate support services. Some supports may be required that are not able to be covered through the Title I program but may be offered within the community. The Title I program most closely

partners with the Title IV IVRS program and the state's TANF program, PROMISE JOBS, to ensure co-enrolled participants are receiving all supports needed to remove barriers.

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.

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.

STRATEGIES TO MAXIMIZE SERVICES AND MINIMIZE DUPLICATION:

The IowaWORKS centers in the Eastern Iowa Local Workforce Development Area are part of the American Job Center network and provide integrated workforce services. More specifically, WIOA Core Partners Title I and Title III provide employment services to customers in a coordinated fashion with both working in the greeting and exploratory sections of the centers. From the customer perspective, they are being assisted by IowaWORKS staff, not Iowa Workforce Development and Kirkwood. With this model, both Title I and Title III use the same case management system, IowaWORKS, to document services and enroll customers into participant level services as appropriate, meaning Title I or Wagner-Peyser enrollment. In addition, center workshops are facilitated by both Title I and Title III staff depending on staff skills.

At a higher level all four Core Partners work together in a collaborative fashion to avoid duplication of services. A single electronic referral form is used by all core partners to ensure consistency and avoid duplication of work. With this process, each core partner has a designated point person who receives the referral and assigns it to staff who follow up with the customer. Once follow up has occurred by the referred partner, this is documented on a shared spreadsheet visible by all staff. Once more functionality is available to make and track referrals for all four Core Partners within the IowaWORKS case management system, the current referral form will no longer be needed. In addition, currently, Title I, III, and IV staff are invited to attend a weekly staff meeting to discuss relevant topics and training. Plans are in place to offer this training/meeting time to Title II as well.

In addition to using a shared referral form for initiation of services, all four Core Partners use a streamlined process to make a work ready referral to the business engagement team. This is for customers who have a presentable resume, have an occupational goal, and are

motivated to find meaningful work. This process avoids duplication of employment services and ensure customers are all treated in a consistent manner.

As stated earlier, business engagement is provided in an integrated manner, with participation from all four Core Partners to avoid duplication and enhance services to both job seekers and businesses. Recruitment events are planned collaboratively and executed with the assistance of everyone rather than partners holding their own events independently. This also includes the planning and coordinating of workshops for the human resources community.

Every year, two professional development in-service training days are held for all four core partners and staff participating in the operation of the one-stop center. The two full training days are developed collaboratively and designed with the assistance of staff. Training agendas are often built with consult from the Disability Access Committee. A variety of topics have been covered to build familiarity and instill staff confidence in using resources available to provide high quality services to diverse range of one-stop customer needs. Trainings instill the importance of teamwork and collaboration, allowing participants to gain a better understanding of how each individual staff and partner program adds critical value to the workforce delivery system.

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.

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

WIOA TITLE I AND WIOA TITLE II PROGRAM COORDINATION:

Our connection with core WIOA partners offers students significant connection to other services and more intensive case management services. Students aged 16-24 years (most of our students), who are experiencing the significant barriers listed above are prime candidates for referrals to the WIOA Title I Youth Creating Futures program. This program

can provide intensive case management, financial emergency supports, ongoing support services, work experiences and internships, career counseling and tuition/books/fees for higher education.

The Title I youth program services out of school individuals (i.e., HiSET students) who have other barriers such as homelessness, pregnant/parent, or a criminal background. Creating Futures staff spend significant time at HiSET sites, working with and supporting our co-enrolled participants. The Creating Futures team can pay for childcare, car repairs and mileage for students attending HiSET and ESL classes. When students hit milestones, such as completing a HiSET test or obtaining their HiSET credential, they receive incentive cash payments through Creating Futures. The partnership between the Creating Futures and ESL/HiSET is a win-win.

The ECIWDB will seek board members familiar with our local plan so they can determine if the Title II grant applicants are aligned with the local plan. These members chosen to review the Title II grant should not be affiliated with the entities applying for the grant.

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.

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

MEMORANDUM OF UNDERSTANDING:

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

<https://www.iowawdb.gov/east-central/east-central-iowa-mou-20160630>

The workforce system partners with Title IV programs to provide disability specific approach to service delivery. VR collaborates on business services, cross trainings, and placement activities that create accessibility for customers across system programs. Collaborative TTW and EN partnerships ensure that education and options on long term support is available to SSA recipients. Technical assistant from IVRS Benefits Cadre as needed for who choose to assign their ticket to the IowaWORKS EN upon IVRS case closure.

Title IV provides technical assistance, information sharing of best practices and business relationships to further promote opportunities and collaboration in areas of opportunity that create robust employment programs prepared to meet the needs of job seekers, including those with the most significant disabilities. For IVRS connected Veterans, partnership, and collaboration with IowaWORKS DVOP staff help to implement person centered plan that leverages expertise and reduces duplication of services. For Transition Aged youth, Pre-Employment Transition Services are enhanced via the enhanced with contributions and participation of staff from IowaWORKS, Kirkwood and IDB. Staff often join in providing summer events and in partnership with local school plans and activities.

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

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.

PROCUREMENT OF SERVICE PROVIDERS:

The ECIWDB developed a local procurement policy in accordance with Federal and state policies. The ECIWDB 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-step delivery system in the local area.~~

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

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

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

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

- a. If contracts for training services will be used.
- 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.

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?

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. 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 East 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 East 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 ECIWDB 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 ECIWDB.

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.

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.

Following the board’s approval of the draft, the ECIWDB 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 ECIWDB website, along with instructions to provide comments and the date and location 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.

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.?

IowaWORKS is a Virtual One-Stop System provided by Geographic Solutions. This program allows IowaWORKS team members to manage workforce programs in one integrated system, which ultimately improves service delivery and federal performance. IowaWORKS provides an effective labor exchange framework; allowing job seekers the tools that they need to connect with employers, obtain information regarding skills and training required for jobs and obtain suitable employment.

Employers have access to a wide range of services and resources to include an extensive pool of job seekers to select from with matching tools available to assist them with their hiring needs. Additionally, VOS provides our team members with various tools and resources for effective case management, the ability to create and manage resumes, labor market information, and ability to create and manage job orders, manage surveys, workshops, reports, and more.

Our SOP highlights the documentation requirements for our federal programs that are delivered in our IowaWORKS centers. Accesses are granted based on each team member’s role in our Centers.

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).

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.?

Adult Title I clients receive priority of service based upon need. Priority should be given to recipients of public assistance, other low-income individuals and individuals who are basic skills deficient. Services are to be provided to those who can benefit from and who are most in need of such opportunities. The ECI area gives priority to individuals who fit one of the three priority populations below.

1. Receive public assistance
2. Other low-income individuals
 - a. 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 relation to family size, is not in excess of the current U.S. DOL 70 Percent Lower Living Standard Income Level and U.S. Department of Health and Human Services Poverty Guidelines or
 - b. Is a homeless individual, or
 - c. Is an individual with a disability whose own income meets the income requirements above, but who is a member of a family whose income does not meet this requirement?
3. Individuals who are basic skills deficient. The term "basic skills deficient" is defined 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.
 - a. Lacks a high school diploma or equivalency and is not enrolled in secondary education; or
 - b. 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
 - c. Is enrolled in Title II adult education (including enrolled for ESL); or
 - d. Has poor English language skills (and would be appropriate for ESL even if the individual isn't enrolled at the time of WIOA entry into participation. The career planner makes observations of deficient functioning and records those observations as justification in the data management system or as a case note.
4. 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:

- a. Displaced homemakers
- b. Individuals with disabilities
- c. Older individuals
- d. Ex-Offenders
- e. Eligible migrant and seasonal farm workers
- f. Single parents (including single pregnant women)

The core partners work together to complete co-enrollment individuals into all necessary WIOA services. These individuals are often public assistance recipients through PROMISE JOBS, receiving or in need of a high school diploma equivalency or who may be receiving SSA due to a disability. Through co-enrollments and better linkages more individuals meeting the adult priority will be served. All Adult enrollments into Training Services are clearly documented with the type of priority they fit into. For IVRS connected and eligible customers, training services are identified and listed as comparable benefits and services when applicable.

The ECI area also strategically aligns their services with other training services such as GAP and PACE to provide more services to at-risk, priority adults.

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

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).

WIOA establishes a priority requirement with respect to funds allocated to a local area for adult individualized career services and employment and training activities. Iowa *WORKS* team members responsible for these funds must give priority to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient, and individuals with barriers to employment in the provision of individualized career services and training services. Under WIOA, priority must be provided regardless of the level of funds. One method is for individuals to utilize the Eligibility Explorer feature in the IowaWORKS system.

The Jobs for Veterans Act provides an emphasis on serving veterans by establishing a priority of service for veterans and eligible spouses in all employment and training

programs funded by the Department of Labor. Priority of Service is the right of an eligible “Covered Person” to be given priority of service over an eligible non-covered person for the receipt of employment, training and placement services, notwithstanding other provisions of the law.

For Title I Adult services, the program’s eligibility and priority considerations must be made first, and then veteran’s priority applied.

To determine eligibility for veterans and spouses:

- First, to veterans and eligible spouses who are also included in the groups given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services with WIOA Adult formula funds for individualized career services and training services. (NOTE: Military earnings are not to be included when calculating income for veterans or transitioning service members for this priority.)
- Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA adult formula funds.
- Third, to veterans and eligible spouses who are not included in WIOA’s priority groups.
- Fourth, priority populations established by the Governor and/or Local WDB.
- Last, to non-covered persons outside the groups given priority under WIOA.

Service members exiting the military, including, but not limited to, recipients of Unemployment Compensation for Ex Military members (UCX), generally qualify as dislocated workers.

- Dislocated Worker funds under WIOA Title I can help separating service members enter or reenter the civilian labor force. Generally, a notice of separation, either a DD Form-214 from the Department of Defense or other appropriate documentation (such as separation orders) that shows a separation or imminent separation from the Armed Forces, qualifies as the notice of termination or layoff to meet the required dislocated worker definition.
- In most instances an individual will have to be eligible for or have exhausted entitlement to unemployment compensation (including UCX) to receive dislocated worker services. In the case of separating service members, or those on a terminal leave from the military, it may make sense to begin providing career services while the service members are still on Active Duty but have imminent separation dates.
- It is appropriate to provide career services to separating service members who will be imminently separating from the military, provided that their discharge will be anything other than dishonorable.

- Separating service members are required to participate in the Transition Assistance Program (TAP) to ensure they are prepared for civilian employment. During this program, separating service members and their spouses are encouraged to contact IowaWORKS in the area in which they wish to seek services.

WIOA expands the definition of dislocated workers to include military spouses who have lost employment as a direct result of a relocation to accommodate a permanent change in the service member's duty station.

- Military spouses also may qualify if they are a dependent spouse of a member of the Armed Forces on active duty whose family income is significantly reduced, as determined by the State or local area, because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death or disability of the service member.
- Military spouses can also qualify if they are unemployed or underemployed and are having trouble obtaining or upgrading employment.
- 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
 - Indians, Alaska Natives, and Native Hawaiians
 - Individuals with disabilities, including youth who are individuals with disabilities
 - Older individuals (age 55 and older)
 - Ex-offenders
 - Youth who are in or have aged out of the foster care system

Individuals who are:

- English language learners
- Individuals who have low levels of literacy (an individual is unable to compute or solve programs, or read, write, or speak English at a level necessary to function on the job, or in the individual's family, or in society)
- Individuals facing substantial cultural barriers
- Priority populations established by the Local Workforce Development Board (WDB)

22. Assurances

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

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

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.