




# NORTHWEST IOWA LOCAL PLAN

NORTHWEST IOWA WORKFORCE DEVELOPMENT  
BOARD LOCAL PLAN – MAY 20, 2022



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# NORTHWEST IOWA LOCAL PLAN

## SECTION 1 – INFRASTRUCTURE

Local Plan Question:

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

## NORTHWEST IOWA WORKFORCE DEVELOPMENT BOARD

**COUNTIES:** Buena Vista, Clay, Dickinson, Emmet, Kossuth, Lyon, O’Brien, Osceola, Palo Alto, and Sioux

## NORTHWEST IOWA BOARD MEMBERS

Chief Lead Elected Official (CLEO)- Kyle Stecker

NWIWDB Chair- Carrie Turnquist

NWIWDB Vice Chair- Kristin Hanson

## Northwest Iowa Local Workforce Development Board (NWIWDB)

First Name	Last Name	Organization	Job Title	City	County
Gail	Buchholtz	Sibley State Bank	President & CEO	Sibley	Osceola
Carrie	Turnquist <b>(Chair)</b>	Buena Vista Regional Health Center	Director of Human Resources	Alta	Buena Vista
Michael	Carlson	Spencer Municipal Utilities	Asst. General Manager	Spencer	Clay
Timothy	Kinnetz	Grape Tree Medical Staffing LLC	Managing Director	Okoboji	Dickinson
Kristin	Hanson	Iowa Lakes Electric Cooperative	Manager of Human Resources	Spirit Lake	Dickinson
Mindy	Nasers	Grace Boutique	Owner	Sibley	Osceola
Katrina	Williams	Wild Rose Casino	Human Resource Manager	Emmetsburg	Palo Alto
Rhonda	Jager-Pippy	Northwest Iowa Counseling Associates	Owner/Social Worker	Hartley	O'Brien
Sarah	Ranschau	Cooperative Farmers Elevator	Human Resources Director	Rock Valley	Sioux
Nicole	Roder	Rock Valley Community School District	High School Principal	Rock Valley	Sioux

Jim	Keck	Thompson Electric Companies	Business Development Manager		
James	Rotert	School Administrators of Iowa	Principal	Luverne	Kossuth
Benjamin	VanDonge	Interstates Construction Services, Inc.	Development and Training Manager	Sioux Center	Sioux
<b>*Vacant</b>					
Shane	Peterson	Iowa State Education Association	Educator	Inwood	Lyon
Jason	Anderson	Northwest Iowa Community College	Director of Workforce and Economic Development	Sheldon	O'Brien
Stephanie	Neppl	Osceola County Economic Development Commission	Executive Director	Sibley	Osceola
Carly	Caravan	Iowa Workforce Development	Operations Manager	Spencer	Clay
Lori	Kolbeck	IVRS	Rehabilitation Supervisor	Spencer	Clay

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**NORTHWEST IOWA SUBCOMMITTEES**

**Finance Committee – Vacant**

**Disability Access Committee – Lori Kolbeck (Chair)**

**Youth Committee – Nicole Roder (Chair)**

<b>Finance Committee Roster</b>		
<b>Name</b>	<b>Organization</b>	<b>Position</b>
Vacant <b>(Chair)</b>		
Brian Nash	Northwest Iowa Community College	Executive Director of Operations-Finance/CFO
Rich Crow	Buena Vista University	Director of Agriculture

<b>Disability Access Committee Roster</b>		
<b>Name</b>	<b>Organization</b>	<b>Position</b>
Lori Kolbeck <b>(Chair)</b>	Iowa Vocational Rehabilitation Services	Vocational Rehabilitation
Gloria Graves	Iowa Department for the Blind	Vocational Rehabilitation
Carly Caravan	IowaWORKS	Wagner Peyser
Shawn Fick	Goodwill of the Great Plains	WIOA (Adult, DW, Youth)
Rhonda Jager-Pippy	Northwest Iowa Counseling Associates	NWIWDB Business Representative



Melissa Loehr	Care Connections of Northern Iowa	Community Based Organization Serving Individuals with Disabilities
Toni Tewes	Hope Haven	Community Organization Serving Individuals with Disabilities
Staci Kleinhesselink	Northwest Iowa Planning and Development/TTW	Community Organization Serving Individuals with Disabilities
Heather Warren	IowaWORKS/TTW	Wagner Peyser

<b>Youth Committee Roster</b>		
<b>Name</b>	<b>Organization</b>	<b>Position</b>
Nicole Roder <b>(Chair)</b>	Rock Valley Community School District	MS/HS Principal
Mindy Nasers	Grace Boutique	Owner
Beth Frankenstein	Iowa State Extension and Outreach	Regional Director
Laura Reinders	Prairie Lakes Area Education Agency	Transition Coordinator
Monica Welander	Buena Vista University	Director of Teacher Education Programs

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**NORTHWEST IOWA FISCAL AGENT**

**Central Iowa Juvenile Detention Center (CIJDC)**

Tony Reed, Executive Director  
Central Iowa Juvenile Detention Center  
2317 Rick Collins Way  
Eldora, Iowa 50627  
641-858-3852  
[tony@cijdc.com](mailto:tony@cijdc.com)

Kassie Ruth, Fiscal Director  
Central Iowa Juvenile Detention Center  
2317 Rick Collins Way  
Eldora, Iowa 50627  
641-858-3852  
[kassie@cijdc.com](mailto:kassie@cijdc.com)

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#### NORTHWEST IOWA BOARD SUPPORT

**Heather Garcia** – Board Executive Director  
P.O. Box 965  
Waukee, IA 50263  
515.669.0998  
[heather@workforcedevelopmentboards.com](mailto:heather@workforcedevelopmentboards.com)

**Taylor Williams** – Board Consultant  
P.O. Box 965  
Waukee, IA 50263  
515.669.0998  
[taylor@workforcedevelopmentboards.com](mailto:taylor@workforcedevelopmentboards.com)

***Role Description:***

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

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#### NORTHWEST IOWA - TITLE I SERVICE PROVIDER

**Adult and Dislocated Worker Service Provider:**  
**Children & Families of Iowa and Goodwill of the Great Plains**

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

515-288-1981  
[janicel@cfiowa.org](mailto:janicel@cfiowa.org)

**Goodwill of the Great Plains**

Shawn Fick, Director of Mission Services  
Goodwill of the Great Plains  
3100 W. 4<sup>th</sup> Street  
Sioux City, Iowa 51103  
712-224-1315  
[ficks@goodwillgreaplains.org](mailto:ficks@goodwillgreaplains.org)

Youth and Young Adult Service Provider:  
**Children & Families of Iowa and Goodwill of the Great Plains**

**Janice Lane Schroeder** – Chief Executive Officer  
Children & Families of Iowa (CFI)  
1111 University Avenue  
Des Moines, Iowa 50314  
515-288-1981  
[janicel@cfiowa.org](mailto:janicel@cfiowa.org)

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3100 W. 4<sup>th</sup> Street  
Sioux City, Iowa 51103  
712-224-1315  
[ficks@goodwillgreaplains.org](mailto:ficks@goodwillgreaplains.org)

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**NORTHWEST IOWA - ONE-STOP OPERATOR**

**State Public Policy Group (SPPG)**

**Jackie Norris** – President  
State Public Policy Group (SPPG)  
2910 Westown Parkway, Suite 302  
West Des Moines, Iowa 50266  
515-314-9807  
[jackie@sppg.com](mailto:jackie@sppg.com)

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## NORTHWEST IOWA – OFFICE LOCATIONS

<b>Comprehensive Center Name</b>	Spencer IowaWORKS
<b>Center Manager Name and Title</b>	Carly Caravan, Operations Manager
<b>Mailing Address</b>	217 W. 5 <sup>th</sup> Street, Spencer, Iowa 51301
<b>Operating Hours</b>	Mon., Tues., Thurs., Fri. 8:30-4:30, Wed. 9:00-4:30 Sat., Sun. Closed
<b>Phone</b>	712-262-1971
<b>Email</b>	SpencerIowaWORKS@iwd.iowa.gov
<b>Website</b>	<a href="https://www.iowaworkforcedevelopment.gov/spencer">https://www.iowaworkforcedevelopment.gov/spencer</a>

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## LOCAL PLAN DRAFT PROCESS

The development of the local plan was a collaborative effort made by:

- Chief Elected Officials (CEOs)
- Members of the NWIWDB
- Core and Required Partners
- Local Businesses
- Local Community Organizations
- Interested Members of the Public

A draft of the local plan document was shared electronically with stakeholders being given editing privileges to provide input throughout the writing process. The board selected a group of designated reviewers, and the process was discussed publicly during board meetings.

As mandated by federal law and state policy, all WIOA local plan requirements were fulfilled throughout the drafting of this document. The local area followed the Public Comment Process defined by Iowa’s ePolicy.

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## 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.

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## ECONOMIC ANALYSIS

Local Plan Question:

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.

This local plan was developed using the most current statistical data available through IWD and other sources. The Northwest Iowa Workforce Development Board (NWIWDB) will utilize local area resources, such as local educational institutions, chambers of commerce and sector boards to conduct ongoing research and analysis of statistical data for the Northwest local area.

According to data provided to the local area by the Labor Market Information Division of Iowa Workforce Development, the existing in-demand industries are manufacturing and healthcare for the Northwest local area. Occupations for manufacturing include, but are not limited to machinists, assemblers, maintenance repairers, operators, production workers, and welders. Occupations for healthcare include nursing, health technicians, home health aides, mental health counselors, respiratory therapists, and medical lab technicians. Emerging in-demand industries include healthcare, manufacturing, agriculture, and retail.

Employment needs in the Northwest Iowa local area include sales, transportation, healthcare, administrative/office support, and production. Of these, some of the high-demand jobs include heavy and tractor trailer truck drivers, retail supervisors and salespersons, stock clerks, cashiers, registered nurses, production workers and supervisors, customer service representatives, and nursing aides.

According to the Occupational Employment and Wage Statistics data sample shown below, the Top Ten Occupations in Northwest Iowa LWDA are listed. Heavy and tractor-trailer truck drivers make up 2,240 of the employment in Northwest Iowa LWDA. Laborers and freight, stock, and material movers, hand make up of about 2,170 of the employment, whereas cashiers (1,970) and retail salespersons (1,680) and fast food and counter workers (1,660) follow.

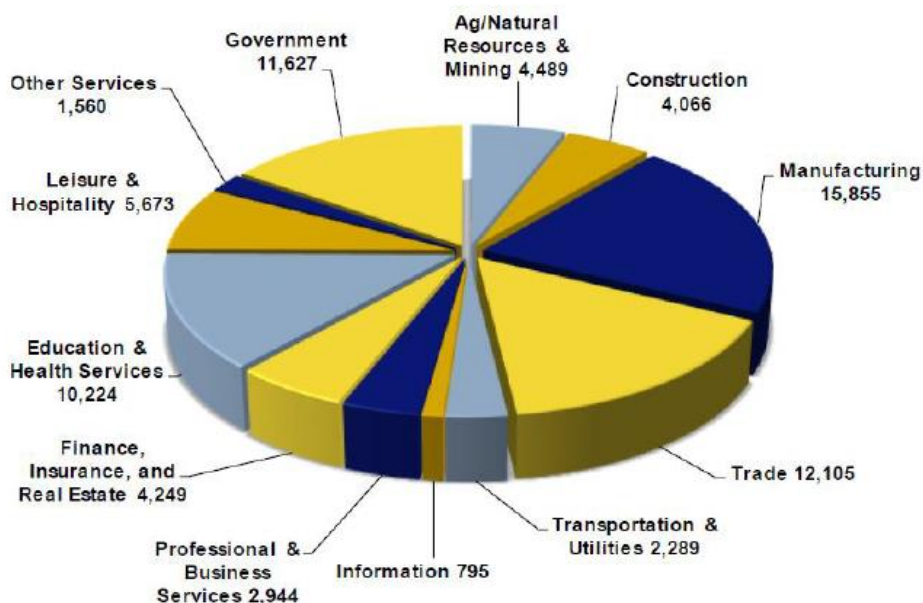
## Top Ten Occupations in the Northwest Iowa LWDA

Occupational Title	Estimated Employment
Heavy and Tractor-Trailer Truck Drivers	2,240
Laborers and Freight, Stock, and Material Movers, Hand	2,170
Cashiers	1,970
Retail Salespersons	1,680
Fast Food and Counter Workers	1,660
Registered Nurses	1,470
Office Clerks, General	1,340
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,320
Nursing Assistants	1,290
General and Operations Managers	1,240

*Source: Occupational Employment and Wage Statistics (OEWS)*

According to the Quarterly Census of Employment and Wages, the 2020 Industry Breakout by Employment for Northwest Iowa LWDA is shown below. As you can see Manufacturing is the biggest industry with 15,855. Trade is second with 12,105 and Government is third with 11,627. Education and Health Services make up of about 10,224 of the employment in Northwest Iowa.

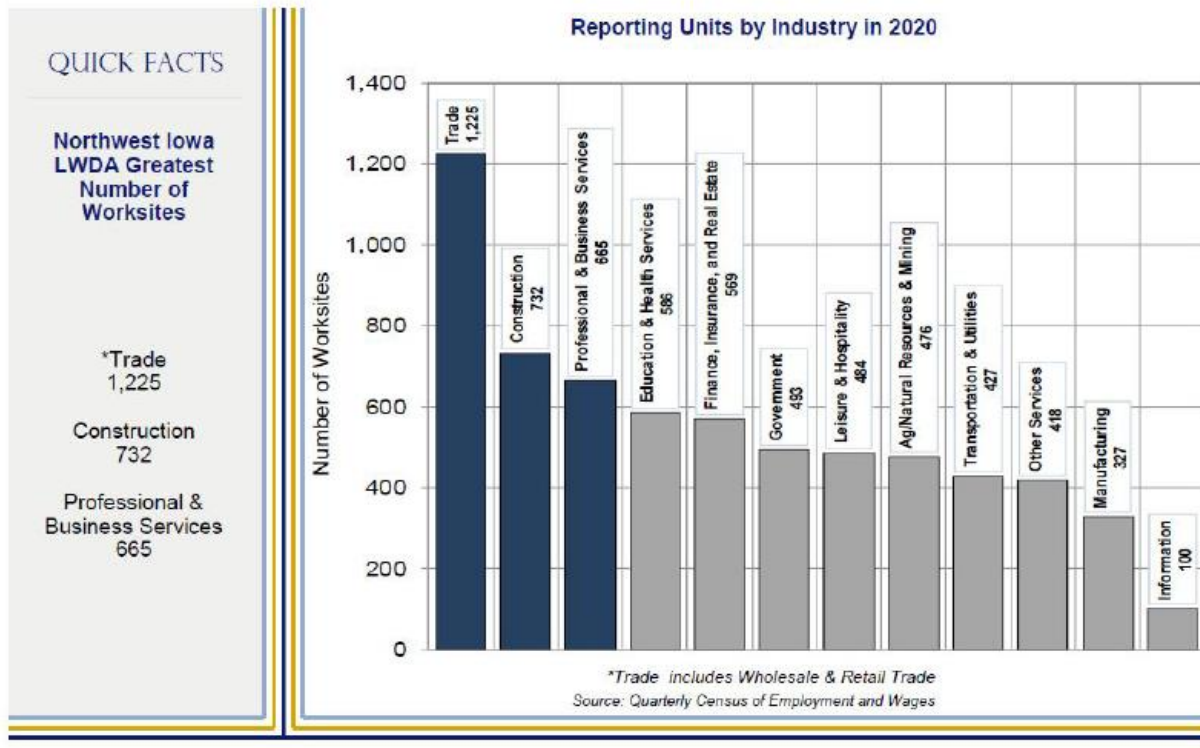
## 2020 Industry Breakout by Employment



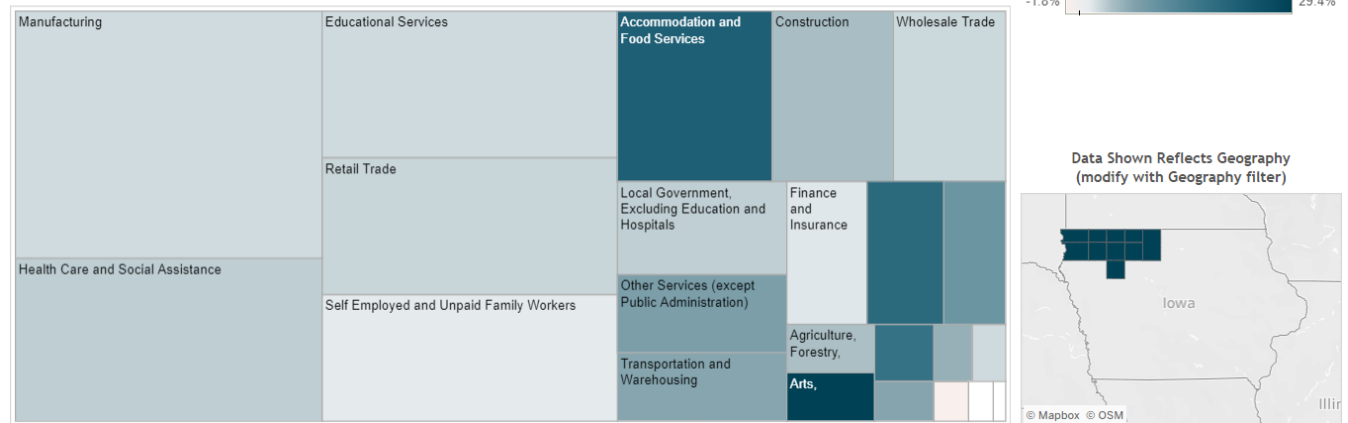
*Source: Quarterly Census of Employment and Wages*

Manufacturing in Northwest Iowa consists of firms engaged in mechanical, physical, and chemical transformation of materials, substances, or components into new products. Food manufacturing is the largest subsector of manufacturing in the state of Iowa. The average employment for manufacturing in each of the counties in Northwest Iowa are as follows: Sioux 5,749, Buena Vista 3,702, Dickinson 1,748, Kossuth 1,434, O'Brien 736, Lyon 686, Emmet 654, Palo Alto 582, Clay 563, and Osceola 314.

According to the Quarterly Census of Employment and Wages, the Reporting Units by Industry in 2020 for Northwest Iowa is listed below. The below data sample shows the greatest number of worksites for specific industries listed in Northwest Iowa. The greatest number of worksites for Trade were 1,225 and Construction had 732 and Professional and Business Services had 665 worksites. Trade includes wholesale and retail trade. Trade continues to maintain a steady number of worksites amongst other industries in Northwest Iowa. What is unique in looking at this data sample is that Manufacturing only is showing roughly 327 worksites in Northwest Iowa but, they have the greatest number of employees according to the Industry Breakout data sample that was shown above.



Short-Term 2021Q2-2023Q2 Northwest Iowa LWDA Industry Sector (2-digit NAICS) Chart  
 Size of box relative to the employment level for that industry sector



According to the Iowa Workforce Development LMI Division the Short-Term 2021 Quarter 2 to 2021 Quarter 2 Industry Sector Chart manufacturing makes up of roughly 15,890 estimated total employment. 18.7% is the percentage of the total employment. Projected employment for manufacturing in Northwest Iowa is 16,295 and that is a 2.5% employment change from 2021 to 2023.

Health Care and Social Assistance makes up of 10,405 estimated total employment. 12.2% is the percentage of the total employment. Projected employment for health care and social assistance in Northwest Iowa is 10,760 which is 3.4% employment change from 2021 to 2023.

Educational services make up of 9,110 estimated total employment. 10.7% is the percentage of the total employment. Projected employment for education services in Northwest Iowa is 9,345 which is a 2.6% change from 2021 to 2023.

According to Iowa Workforce Development LMI Division, the Industry Projections for Northwest Iowa for 2021Q2 through 2023Q2 are listed below in the following chart. The chart below shows estimated employment in 2021Q2 and projected employment for 2023Q2. The total growth and the percentage of change was also, listed. In Northwest Iowa 85,030 is the estimated employment across all the industries in 2021. Projected employment for all industries is 89,550 in 2023. The total growth is 4,520 employments, which is 5.3% change or increase.

The highest percentage of change is motion picture and sound recording, which should see an 81.8% increase from 110 employments to 200. Educational services show the highest estimated employment in Northwest Iowa in 2021, which is 9,110. In 2023 there should be a projected employment of 9,345. Total growth from 2021 to 2023 is 235 with a 2.6% change.

Food manufacturing should see a 2.9% increase from 2021 to 2023. Machinery manufacturing should see a 0.8% increase from 2021 to 2023, which is only about 20 additional jobs. Fabricated metal manufacturing should see a 2.9% increase. Transportation equipment manufacturing should see a 1.6% increase. Chemical manufacturing should see a 4.8% increase, which is adding an additional 35 positions.



As you can see manufacturing as projected should continue to see gradual growth over the next few years in Northwest Iowa.

### REGION THREE (NORTHWEST) INDUSTRY PROJECTIONS (2021Q2 - 2023Q2)

NAICS Code	Industry Description	2021Q2 Estimated Employment	2023Q2 Projected Employment	Total Growth	Percent Change
<b>000</b>	<b>Total All Industries (Nonag)</b>	<b>85,030</b>	<b>89,550</b>	<b>4,520</b>	<b>5.3%</b>
512	Motion Picture and Sound Recording	110	200	90	81.8%
711	Performing Arts, Spectator Sports, and Related Industries	45	80	35	77.8%
721	Accommodation	1,365	2,010	645	47.3%
485	Transit and Ground Passenger Transport	75	105	30	40.0%
712	Museums, Historical Sites, and Similar Institutions	30	40	10	33.3%
713	Amusement, Gambling, and Recreation Industries	810	1,025	215	26.5%
481	Air Transportation	20	25	5	25.0%
488	Support Activities for Transportation	85	105	20	23.5%
533	Lessors of Nonfinancial Intangible Assets	70	85	15	21.4%
561	Administrative and Support Services	2,135	2,575	440	20.6%
492	Couriers and Messengers	180	210	30	16.7%
812	Personal and Laundry Services	410	470	60	14.6%
722	Food Services and Drinking Places	4,140	4,690	550	13.3%
448	Clothing and Clothing Accessories Stores	265	300	35	13.2%
312	Beverage and Tobacco Product	40	45	5	12.5%
493	Warehousing and Storage	135	150	15	11.1%
515	Broadcasting (except Internet)	95	105	10	10.5%
517	Telecommunications	240	265	25	10.4%
323	Printing and Related Support Activities	200	220	20	10.0%
532	Rental and Leasing Services	100	110	10	10.0%
541	Professional, Scientific, and Technical Services	1,850	2,035	185	10.0%
814	Private Households	50	55	5	10.0%
236	Construction of Buildings	815	885	70	8.6%
811	Repair and Maintenance	910	985	75	8.2%
339	Miscellaneous Manufacturing	560	605	45	8.0%
442	Furniture and Home Furnishings Stores	190	205	15	7.9%
451	Sporting Goods, Hobby, Book and Music Stores	130	140	10	7.7%
334	Computer and Electronic Product	145	155	10	6.9%
624	Social Assistance	1,825	1,945	120	6.6%
813	Religious, Grantmaking, Civic, Professional Organizations	1,425	1,515	90	6.3%
237	Heavy and Civil Engineering Construction	555	590	35	6.3%
523	Securities, Commodity Contracts, and Other Investments	160	170	10	6.3%
453	Miscellaneous Store Retailers	350	370	20	5.7%

**REGION THREE (NORTHWEST) INDUSTRY PROJECTIONS (2021Q2 - 2023Q2)**

<b>NAICS Code</b>	<b>Industry Description</b>	<b>2021Q2 Estimated Employment</b>	<b>2023Q2 Projected Employment</b>	<b>Total Growth</b>	<b>Percent Change</b>
551	Management of Companies and Enterprises	455	480	25	5.5%
321	Wood Product Manufacturing	580	610	30	5.2%
327	Nonmetallic Mineral Product Manufacturing	200	210	10	5.0%
325	Chemical Manufacturing	735	770	35	4.8%
454	Nonstore Retailers	210	220	10	4.8%
484	Truck Transportation	1,545	1,615	70	4.5%
115	Support Activities for Agriculture	900	940	40	4.4%
441	Motor Vehicle and Parts Dealers	1,180	1,225	45	3.8%
621	Ambulatory Health Care Services	1,935	2,005	70	3.6%
446	Health and Personal Care Stores	290	300	10	3.4%
562	Waste Management and Remediation	150	155	5	3.3%
930	Local Government, Excluding Education and Hospitals	3,300	3,410	110	3.3%
238	Specialty Trade Contractors	2,920	3,010	90	3.1%
531	Real Estate	325	335	10	3.1%
424	Merchant Wholesalers, Nondurable Goods	2,370	2,440	70	3.0%
311	Food Manufacturing	6,220	6,400	180	2.9%
332	Fabricated Metal Manufacturing	1,560	1,605	45	2.9%
452	General Merchandise Stores	1,495	1,535	40	2.7%
623	Nursing and Residential Care Facilities	3,080	3,160	80	2.6%
611	Educational Services	9,110	9,345	235	2.6%
920	State Government, Excluding Education and Hospitals	390	400	10	2.6%
423	Merchant Wholesalers, Durable Goods	1,585	1,625	40	2.5%
622	Hospitals	3,565	3,650	85	2.4%
447	Gasoline Stations	1,305	1,335	30	2.3%
524	Insurance Carriers and Related Activities	800	815	15	1.9%
336	Transportation Equipment Manufacturing	1,260	1,280	20	1.6%
335	Electrical Equipment, Appliance and Component Manufac.	335	340	5	1.5%
444	Building Material and Garden Equipment	680	690	10	1.5%
671	Self Employed and Unpaid Family Workers	7,875	7,985	110	1.4%
326	Plastics and Rubber Products	465	470	5	1.1%
522	Credit Intermediation and Related Activities	1,450	1,465	15	1.0%
445	Food and Beverage Stores	2,125	2,145	20	0.9%
333	Machinery Manufacturing	2,570	2,590	20	0.8%
113	Forestry and Logging	0	0	0	0.0%
114	Fishing, Hunting and Trapping	0	0	0	0.0%

### REGION THREE (NORTHWEST) INDUSTRY PROJECTIONS (2021Q2 - 2023Q2)

NAICS Code	Industry Description	2021Q2 Estimated Employment	2023Q2 Projected Employment	Total Growth	Percent Change
212	Mining (except Oil and Gas)	100	100	0	0.0%
213	Support Activities for Mining	0	0	0	0.0%
313	Textile Mills	0	0	0	0.0%
316	Leather and Allied Product Manufacturing	0	0	0	0.0%
331	Primary Metal Manufacturing	115	115	0	0.0%
337	Furniture and Related Product	225	225	0	0.0%
425	Wholesale Electronic Markets and Agents	70	70	0	0.0%
443	Electronics and Appliance Stores	195	195	0	0.0%
482	Rail Transportation	40	40	0	0.0%
483	Water Transportation	0	0	0	0.0%
486	Pipeline Transportation	15	15	0	0.0%
487	Scenic and Sightseeing Transportation	0	0	0	0.0%
491	Postal Service	340	340	0	0.0%
511	Publishing Industries	265	265	0	0.0%
518	Internet Service Providers, Web Search	5	5	0	0.0%
519	Other Information Services	0	0	0	0.0%
521	Monetary Authorities - Central Bank	0	0	0	0.0%
525	Funds, Trusts, and Other Financial Vehicles	0	0	0	0.0%
910	Federal Government	215	215	0	0.0%
315	Apparel Manufacturing	405	400	-5	-1.2%
221	Utilities	285	280	-5	-1.8%
314	Textile Product Mills	105	100	-5	-4.8%
322	Paper Manufacturing	165	155	-10	-6.1%
324	Petroleum and Coal Products Manufacturing	5	0	-5	-100.0%

\* Information on this NAIC suppressed

Totals may not equal due to rounding

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

We will look at the long-term industry projections for Northwest Iowa. The chart below shows what the total growth and percentage of change for all industries in Northwest Iowa from year 2020 through 2030. Administrative and support services will have a percent increase of 49.3% through 2030 and that is adding 830 employment positions. Clothing and clothing accessories stores in Northwest Iowa will see some growth over the next few years. Through 2030 they will see a 28.2% increase. Food services and drinking establishments in 2020 had a base estimated employment of 3,555. Projected employment will increase to 4,415, which is a 24.2% increase. Educational services we discussed above but, through 2030 there will be an additional 2,000 positions added from the 7,485. Educational services will see a 26.7% increase.

**Northwest Iowa Long-Term Industry Projections (2020 - 2030)**

NAICS Code	Industry Description	2020	2030	Total Growth	Percent Change
		Estimated Employment	Projected Employment		
000	Total All Industries (Nonag)	78,665	89,370	10,705	13.6%
611	Educational Services	7,485	9,485	2,000	26.7%
722	Food Services and Drinking Places	3,555	4,415	860	24.2%
561	Administrative and Support Services	1,685	2,515	830	49.3%
671	Self Employed and Unpaid Family Workers	7,695	8,300	605	7.9%
624	Social Assistance	1,635	2,010	375	22.9%
484	Truck Transportation	1,525	1,895	370	24.3%
621	Ambulatory Health Care Services	1,595	1,960	365	22.9%
623	Nursing and Residential Care Facilities	3,380	3,720	340	10.1%
336	Transportation Equipment Manufacturing	1,300	1,605	305	23.5%
311	Food Manufacturing	6,550	6,850	300	4.6%
721	Accommodation	1,250	1,550	300	24.0%
541	Professional, Scientific, and Technical Services	1,710	2,005	295	17.3%
115	Support Activities for Agriculture	870	1,160	290	33.3%
622	Hospitals	3,305	3,565	260	7.9%
236	Construction of Buildings	750	965	215	28.7%
811	Repair and Maintenance	915	1,115	200	21.9%
452	General Merchandise Stores	1,230	1,425	195	15.9%
238	Specialty Trade Contractors	2,725	2,905	180	6.6%
444	Building Material and Garden Equipment	565	740	175	31.0%
930	Local Government, Excluding Education and Hospitals	3,120	3,295	175	5.6%
423	Merchant Wholesalers, Durable Goods	1,335	1,490	155	11.6%
321	Wood Product Manufacturing	525	670	145	27.6%
524	Insurance Carriers and Related Activities	815	960	145	17.8%
424	Merchant Wholesalers, Nondurable Goods	2,340	2,460	120	5.1%
333	Machinery Manufacturing	2,545	2,655	110	4.3%
326	Plastics and Rubber Products	515	620	105	20.4%
325	Chemical Manufacturing	760	855	95	12.5%
445	Food and Beverage Stores	2,005	2,100	95	4.7%
522	Credit Intermediation and Related Activities	1,490	1,585	95	6.4%
447	Gasoline Stations	1,320	1,410	90	6.8%
812	Personal and Laundry Services	360	450	90	25.0%
332	Fabricated Metal Manufacturing	1,445	1,525	80	5.5%
339	Miscellaneous Manufacturing	475	555	80	16.8%

### Northwest Iowa Long-Term Industry Projections (2020 - 2030)

NAICS Code	Industry Description	2020	2030	Total Growth	Percent Change
		Estimated Employment	Projected Employment		
446	Health and Personal Care Stores	290	355	65	22.4%
443	Electronics and Appliance Stores	155	215	60	38.7%
493	Warehousing and Storage	35	95	60	171.4%
448	Clothing and Clothing Accessories Stores	195	250	55	28.2%
492	Couriers and Messengers	100	155	55	55.0%
512	Motion Picture and Sound Recording	100	155	55	55.0%
713	Amusement, Gambling, and Recreation Industries	675	715	40	5.9%
920	State Government, Excluding Education and Hospitals	330	370	40	12.1%
327	Nonmetallic Mineral Product Manufacturing	200	235	35	17.5%
335	Electrical Equipment, Appliance and Component Manufac.	430	465	35	8.1%
441	Motor Vehicle and Parts Dealers	1,100	1,135	35	3.2%
237	Heavy and Civil Engineering Construction	745	775	30	4.0%
454	Nonstore Retailers	195	225	30	15.4%
517	Telecommunications	210	240	30	14.3%
485	Transit and Ground Passenger Transport	50	70	20	40.0%
562	Waste Management and Remediation	130	150	20	15.4%
221	Utilities	255	270	15	5.9%
314	Textile Product Mills	40	55	15	37.5%
523	Securities, Commodity Contracts, and Other Investments	135	150	15	11.1%
531	Real Estate	275	290	15	5.5%
813	Religious, Grantmaking, Civic, Professional Organizations	215	230	15	7.0%
814	Private Households	35	50	15	42.9%
331	Primary Metal Manufacturing	100	110	10	10.0%
337	Furniture and Related Product	270	280	10	3.7%
551	Management of Companies and Enterprises	400	410	10	2.5%
711	Performing Arts, Spectator Sports, and Related Industries	15	25	10	66.7%
212	Mining (except Oil and Gas)	185	190	5	2.7%
312	Beverage and Tobacco Product	40	45	5	12.5%
425	Wholesale Electronic Markets and Agents	80	85	5	6.3%
442	Furniture and Home Furnishings Stores	165	170	5	3.0%
488	Support Activities for Transportation	60	65	5	8.3%
511	Publishing Industries	305	310	5	1.6%
515	Broadcasting (except Internet)	95	100	5	5.3%
532	Rental and Leasing Services	85	90	5	5.9%
533	Lessors of Nonfinancial Intangible Assets	75	80	5	6.7%

### Northwest Iowa Long-Term Industry Projections (2020 - 2030)

NAICS Code	Industry Description	2020	2030	Total Growth	Percent Change
		Estimated Employment	Projected Employment		
712	Museums, Historical Sites, and Similar Institutions	35	40	5	14.3%
113	Forestry and Logging	0	0	0	0.0%
114	Fishing, Hunting and Trapping	0	0	0	0.0%
213	Support Activities for Mining	0	0	0	0.0%
313	Textile Mills	0	0	0	0.0%
316	Leather and Allied Product Manufacturing	0	0	0	0.0%
323	Printing and Related Support Activities	205	205	0	0.0%
324	Petroleum and Coal Products Manufacturing	5	5	0	0.0%
334	Computer and Electronic Product	250	250	0	0.0%
481	Air Transportation	20	20	0	0.0%
482	Rail Transportation	45	45	0	0.0%
483	Water Transportation	0	0	0	0.0%
486	Pipeline Transportation	15	15	0	0.0%
487	Scenic and Sightseeing Transportation	5	5	0	0.0%
518	Internet Service Providers, Web Search	0	0	0	0.0%
519	Other Information Services	0	0	0	0.0%
521	Monetary Authorities - Central Bank	0	0	0	0.0%
525	Funds, Trusts, and Other Financial Vehicles	0	0	0	0.0%
451	Sporting Goods, Hobby, Book and Music Stores	90	85	-5	-5.6%
910	Federal Government	225	215	-10	-4.4%
322	Paper Manufacturing	150	135	-15	-10.0%
453	Miscellaneous Store Retailers	320	305	-15	-4.7%
491	Postal Service	350	320	-30	-8.6%
315	Apparel Manufacturing	405	300	-105	-25.9%

\* Information on this NAIC suppressed

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

### EDUCATION OF AVAILABLE LABOR BY INDUSTRY OF CURRENT OR FORMER EMPLOYMENT

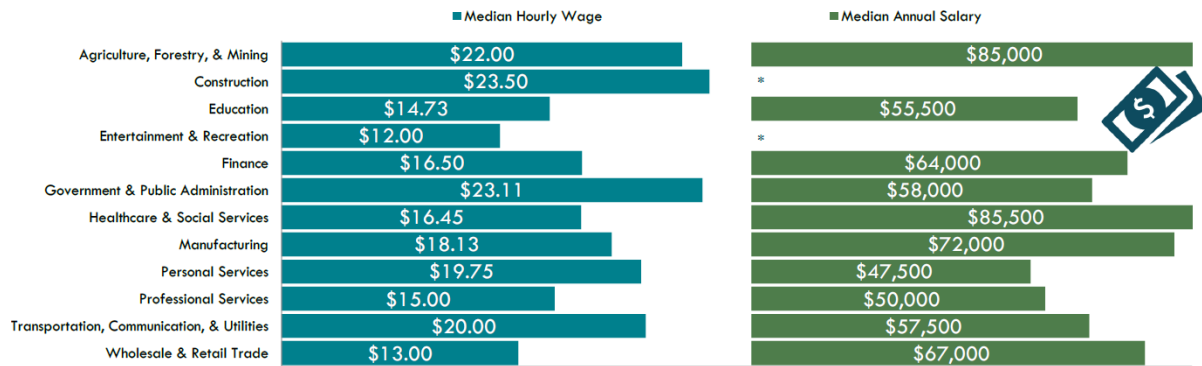
Data on this page is specific to only those survey respondents that reported they are likely to change or accept employment.



Industry	Education Beyond HS	Some Education Beyond HS, No Degree Obtained	Trade Certification/Vocational Training	Associate Degree	Bachelor's Degree or Above
Agriculture, Forestry, & Mining	76.1%	33.3%	0.0%	9.5%	33.3%
Construction	77.4%	35.5%	16.1%	9.7%	16.1%
Education	95.9%	14.6%	2.1%	14.6%	64.6%
Entertainment & Recreation	72.8%	45.5%	9.1%	0.0%	18.2%
Finance, Insurance, & Real Estate	82.6%	24.1%	10.3%	10.3%	37.9%
Government & Public Administration	90.0%	20.0%	15.0%	17.5%	37.5%
Healthcare & Social Services	82.8%	9.1%	12.1%	22.2%	39.4%
Manufacturing	78.4%	26.1%	9.1%	21.6%	21.6%
Personal Services	80.0%	25.0%	5.0%	5.0%	45.0%
Professional Services	81.6%	23.7%	2.6%	15.8%	39.5%
Transportation, Communication, & Utilities	94.3%	22.9%	20.0%	25.7%	25.7%
Wholesale & Retail Trade	63.4%	27.6%	4.1%	15.4%	16.3%

Top percentages among industries per education level are highlighted in the table.

## WAGES OF AVAILABLE LABOR BY INDUSTRY OF CURRENT OR FORMER EMPLOYMENT



According to the Laborshed analysis performed by the Iowa Workforce Development LMI Division two areas that were examined were wages of available labor by industry of current or former employment and education of available labor by industry of current or former employment. For those in manufacturing, 26.1% had some education beyond high school, no degree was obtained. 21% of individuals in manufacturing had their associate degree. Healthcare and social services 22.2% have an associate degree and 39.4% have a bachelor’s degree or above. A lot of positions in healthcare and social services require at least a bachelor’s if not a master’s degree depending on the work that they do. Wholesale and retail trade 27.6% have some education beyond high school, no degree was obtained.

Agriculture, forestry, and mining have a median annual salary of \$85,000 and the median hourly wage is \$22.00. Healthcare and social services the median average salary in Northwest Iowa is \$85,500 and the median hourly wage is \$16.45. Entertainment and recreation have the lowest median hourly wage with \$12.00 and wholesale and retail trade the median hourly wage is \$13.00.

Keep in mind that a wide variety of occupations are included within these industry categories. Industry classification is based upon the respondent’s reported current or former employer.

## WORKFORCE ANALYSIS

Local Plan Question:

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.

The following information was provided by Iowa Workforce Development’s Labor Market Information (LMI) Division in April 2021. The knowledge and skills needed to meet employer needs of healthcare are social perceptiveness, active listening, coordination, communication, critical thinking, reading comprehension, and service orientation. The knowledge and skills needed to meet employer needs of manufacturing and transportation are equipment maintenance, function and repair, operations monitoring, troubleshooting and control analysis, listening, and critical thinking.

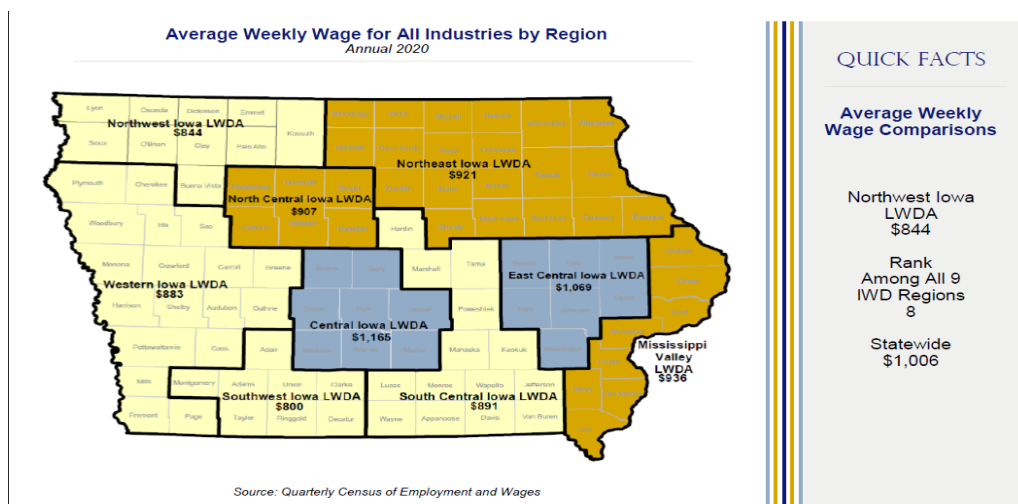
Based on a review of the Northwest local area it is evident that strategies and services to increase the skill and educational levels of target populations must occur within the local area. Target populations that are present in the local area include individuals with disabilities, basic skills deficiency, limited English; migrant and seasonal farm workers, returning citizens, displaced homemakers, and veterans.

The latest data from Iowa Workforce Development Labor Market information indicates the following:

- Total average employment for 2020 is 83,370
- Average Weekly Wage is \$841
- Annual Average Wage of \$43,722

In Northwest Iowa Local Area, unemployment averaged 3.7 percent in 2020 which equates to approximately 3,169 workers in the 10-county area.

According to the Iowa Workforce Development’s LMI team and the Quarterly Census of Employment and Wages, the average weekly wage for Northwest Iowa in 2020 was \$844. Out of the nine local areas they rank eighth in the average weekly wage comparison. Statewide the average weekly wage is \$1,006. Due to the workforce shortage in the state of Iowa a lot of employers are looking at creative ways to not only attract new workers but, retain the ones that they currently have. Some employers are looking at increasing the average wages for positions, adding additional perks and benefits, and even looking at adding sign on bonuses.





## 2021 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

**2019 - 2020 Average Annual and Weekly Wage by Industry**

Average Annual Wage				Average Weekly Wage		
2019	2020	% Change		2019	2020	% Change
\$ 41,304	\$ 43,893	6.27%	Total All Industries	\$ 794	\$ 844	6.30%
\$ 41,444	\$ 44,020	6.22%	Private Business	\$ 797	\$ 847	6.27%
\$ 45,502	\$ 47,291	3.93%	Ag/Natural Resources & Mining	\$ 875	\$ 909	3.89%
\$ 48,621	\$ 53,613	10.27%	Construction	\$ 935	\$ 1,031	10.27%
\$ 51,009	\$ 52,960	3.82%	Manufacturing	\$ 981	\$ 1,018	3.77%
\$ 36,239	\$ 38,117	5.18%	Trade	\$ 697	\$ 733	5.16%
\$ 56,006	\$ 57,910	3.40%	<i>Wholesale Trade</i>	\$ 1,077	\$ 1,114	3.44%
\$ 26,429	\$ 28,361	7.31%	<i>Retail Trade</i>	\$ 508	\$ 545	7.28%
\$ 50,596	\$ 52,030	2.83%	Transportation & Utilities	\$ 973	\$ 1,001	2.88%
\$ 36,675	\$ 39,899	8.79%	Information	\$ 705	\$ 767	8.79%
\$ 58,358	\$ 64,252	10.10%	Finance, Insurance, Real Estate	\$ 1,122	\$ 1,236	10.16%
\$ 49,629	\$ 50,148	1.05%	Professional & Business Services	\$ 954	\$ 964	1.05%
\$ 35,665	\$ 38,532	8.04%	Education & Health Services	\$ 686	\$ 741	8.02%
\$ 16,223	\$ 16,991	4.73%	Leisure & Hospitality	\$ 312	\$ 327	4.81%
\$ 32,087	\$ 34,304	6.91%	Other Services	\$ 617	\$ 660	6.97%
\$ 40,527	\$ 43,190	6.57%	Government	\$ 779	\$ 831	6.68%
\$ 52,421	\$ 54,555	4.07%	<i>State</i>	\$ 1,008	\$ 1,049	4.07%
\$ 39,197	\$ 41,937	6.99%	<i>Local</i>	\$ 754	\$ 806	6.90%
\$ 56,178	\$ 57,056	1.56%	<i>Federal</i>	\$ 1,080	\$ 1,097	1.57%

Source: Quarterly Census of Employment and Wages

According to the Quarterly Census of Employment and Wages, the above data sample shows 19-20 Average Annual and Weekly Wage by Industry. All industries in 2019 were at an average annual wage of \$41,304 in 2019. In 2020, the average annual wage was \$43,893 for all industries. Whereas the average weekly wage in 2019 was at 794 and in 2020 it was 844 which is a 6.30% change. Construction saw the highest percent of change from 2019 to 2020 with a 10.27% change for average annual wage and average weekly wage. Finance, insurance, and real estate saw the next highest percent change from 2019-2020 with around a 10% change.

According to the Quarterly Census of Employment and Wages, 2019-2020 Covered Employment and Reporting Units by Industry for Northwest Iowa is listed above. Leisure and hospitality had the biggest percent of change in 2019 there were 6,539 employed and in 2020 there were 5,673. That is a -13.24% change. Information was next with the largest percent of change with -9.76%. In 2019 there were 881 employed and in 2020 there were 795.

## 2021 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

### 2019 - 2020 Covered Employment and Reporting Units by Industry

Reporting Units				Employment		
2019	2020	% Change		2019	2020	% Change
6,496	6,501	0.08%	Total All Industries	78,413	75,877	-3.23%
6,005	6,008	0.05%	Private Business	66,423	64,250	-3.27%
479	476	-0.63%	Ag/Natural Resources & Mining	4,622	4,489	-2.88%
743	732	-1.48%	Construction	3,813	4,066	6.64%
327	327	0.00%	Manufacturing	16,168	15,855	-1.94%
1,242	1,225	-1.37%	Trade	12,252	12,105	-1.20%
457	453	-0.88%	Wholesale Trade	4,064	3,997	-1.65%
785	772	-1.66%	Retail Trade	8,188	8,108	-0.98%
415	427	2.89%	Transportation & Utilities	2,302	2,289	-0.56%
100	100	0.00%	Information	881	795	-9.76%
548	569	3.83%	Finance, Insurance, and Real Estate	3,041	2,944	-3.19%
660	665	0.76%	Professional & Business Services	4,491	4,249	-5.39%
550	586	6.55%	Education & Health Services	10,646	10,224	-3.96%
490	484	-1.22%	Leisure & Hospitality	6,539	5,673	-13.24%
451	418	-7.32%	Other Services	1,668	1,560	-6.47%
490	493	0.61%	Government	11,991	11,627	-3.04%
107	107	0.00%	State	493	482	-2.23%
274	270	-1.46%	Local	10,943	10,584	-3.28%
110	115	4.55%	Federal	555	562	1.26%

Source: Quarterly Census of Employment and Wages

According to the Occupational Employment and Wage Statistics, in Northwest Iowa the occupation with the highest hourly mean wage is family medicine physicians with a mean hourly wage of \$133.12. The lowest hourly mean wage by occupation in Northwest Iowa is dishwashers with \$8.89 an hour. General and operations managers entry wage is \$19.41, mean average wage is \$41.45 and an experienced wage is \$52.47. Entry wage for cashiers, fast food and counter workers is around the \$8.50.

### QUICK FACTS

#### Hourly Wage by Occupation

The occupation with the highest hourly mean wage in the Northwest Iowa LWDA is Family Medicine Physicians with a mean hourly wage of \$133.12.

The lowest hourly mean wage by occupation in the Northwest Iowa LWDA is for Dishwashers with \$8.89 an hour

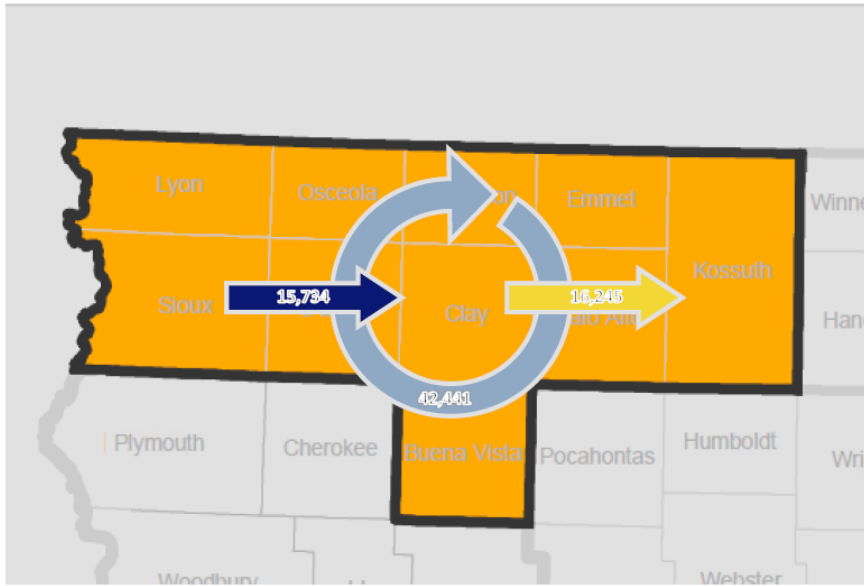
### 2020 Hourly Wages for the Ten Largest Occupations\* in the Northwest Iowa LWDA

\*Based on employment numbers

Occupational Title	Wage	Entry Wage	Experienced Wage
Heavy and Tractor-Trailer Truck Drivers	\$20.28	\$13.70	\$23.57
Laborers and Freight, Stock, and Material Movers, Hand	\$16.93	\$12.95	\$18.92
Cashiers	\$10.59	\$8.57	\$11.60
Retail Salespersons	\$16.06	\$10.31	\$18.93
Fast Food and Counter Workers	\$11.15	\$8.72	\$12.36
Registered Nurses	\$29.39	\$23.93	\$32.12
Office Clerks, General	\$16.32	\$11.04	\$18.96
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	\$15.18	\$10.19	\$17.68
Nursing Assistants	\$15.90	\$13.37	\$17.17
General and Operations Managers	\$41.45	\$19.41	\$52.47

Source: Occupational Employment and Wage Statistics (OEWS)

**Inflow/Outflow Job Analysis of Northwest Iowa LWDA 2019**  
 Characteristics of workers who commute in, out, and within Northwest Iowa LWDA



Source: Local Employment Dynamics, On the Map: <http://onthemap.ces.census.gov/>.

**QUICK FACTS**

**'On the Map' Interactive Mapping Application**

As of 2019, there were 58,175 primary jobs in this region.

16,245 workers live in the Northwest Iowa LWDA but leave the region for their primary jobs

73.0 percent (42,441) of the region's workers live and work in the Northwest Iowa LWDA.

According to the Local Employment Dynamics, On the Map, as of 2019, there were 58,175 primary jobs in Northwest Iowa. 16,245 workers live in the Northwest Iowa LWDA but leave for their primary jobs. 73% (roughly 42,441 employees) of workers live and work in Northwest Iowa. The Northwest Iowa LWDA total population is roughly 156,302 people.

**QUICK FACTS**

**Quarterly Workforce Indicators Definitions**

**Total Employment**  
 Number of workers who are employed by the same employer in both the current and previous quarter

**New Hires**  
 Total number of workers that were also not employed by that employer during the previous four quarters

For additional definitions see source information below the LED tables

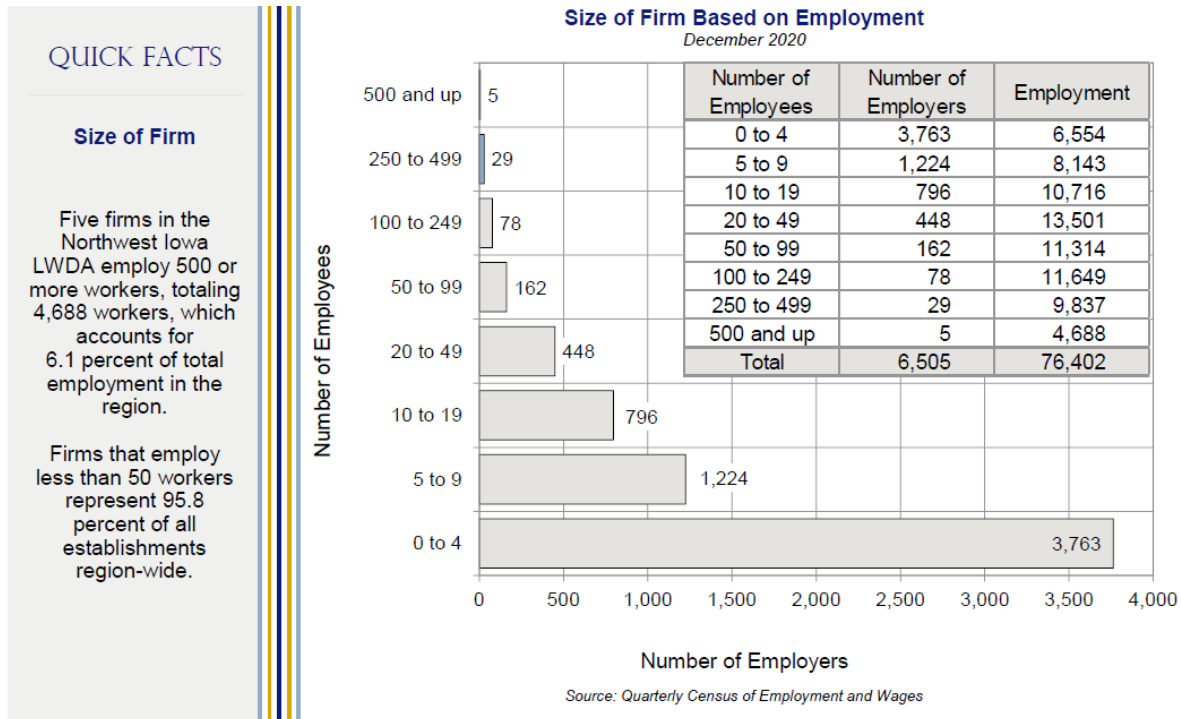
**2020 Local Employment Dynamics (LED) - Quarterly Workforce Indicators**  
 Comparison of 1st Qtr 2019 to 1st Qtr 2020

Quarterly Workforce Indicator	Northwest Iowa (2019)	Northwest Iowa (2020)
Total Employment	75,342	75,165
New Hires	8,480	8,070
Separations	8,435	10,561
Turnover	8.4%	7.6%
Firm Jobs Gained	2,292	1,822
Firm Jobs Lost	2,246	4,314

Quarterly Workforce Indicator	Iowa (2019)	Iowa (2020)
Total Employment	1,530,465	1,534,701
New Hires	188,454	188,317
Separations	190,893	256,376
Turnover	8.5%	7.9%
Firm Jobs Gained	45,400	34,362
Firm Jobs Lost	47,838	102,421

Source: Local Employment Dynamics, <http://lehd.census.gov>.

The Local Employment Dynamics from the Census Bureau shows that the number of new hires from 2019 to 2020 was down. In 2019, the number of new hires was 8,480 and in 2020 it was 8,070. New hires are the total number of workers that were also not employed by that employer during the previous four quarters. In 2019, there were 8,435 separations and in 2020 there were 10,561.



In Northwest Iowa there are five firms that employ 500 or more workers, totaling 4,688 workers. This amount accounts for 6.1 percent of the total employment in the entire local area. In the state of Iowa firms that employ less than 50 workers represent 95.8 percent of all establishments area wide. This information came from the Quarterly Census of Employment and Wages and is based on numbers gathered from 2020.

<b>2020 Covered Employment (QCEW)</b>		
		%
Total Employment	75,877	5.1 <sup>1</sup>
Average Weekly Wage	\$844	83.9 <sup>2</sup>
Largest Private Sector: Manufacturing	15,855	7.3 <sup>3</sup>

<sup>1</sup> Percent is based on statewide covered employment of 1,475,942  
<sup>2</sup> Percent is based on statewide average weekly wage of \$1,006  
<sup>3</sup> Percent is based on statewide covered employment in specified sector

Average weekly wage in 2020 was \$844. Largest private sector in Northwest Iowa is manufacturing. 15,855 in 2020 worked in the manufacturing industry. Manufacturing is an industry that continues to be one of the top industries in Northwest Iowa.

Employment and Unemployment Statistics Annual 2020				
County	Labor Force	Number Unemployed	Unemployment Rate	Number Employed
Buena Vista	11,640	430	3.7	11,220
Clayton	9,700	550	5.7	9,150
Dickinson	9,750	500	5.1	9,260
Emmet	5,050	250	5	4,800
Kossuth	8,090	310	3.8	7,780
Lyon	6,820	170	2.5	6,650
O'Brien	8,060	270	3.4	7,790
Osceola	3,500	100	2.9	3,400
Palo Alto	4,540	210	4.6	4,330
Sioux	20,760	560	2.7	20,200
<b>Northwest Iowa LWDA</b>	<b>86,500</b>	<b>3,200</b>	<b>3.7</b>	<b>83,400</b>

*Note: The unemployment rate is widely recognized as an important economic indicator that is used to gauge the vitality of the labor market. The release of the monthly unemployment rate causes markets to react and analysts to speculate on the health of the economy.*

*Source: Local Area Unemployment Statistics (LAUS)*  
*Note: Total employed and unemployed may not reflect total labor force, due to rounding.*

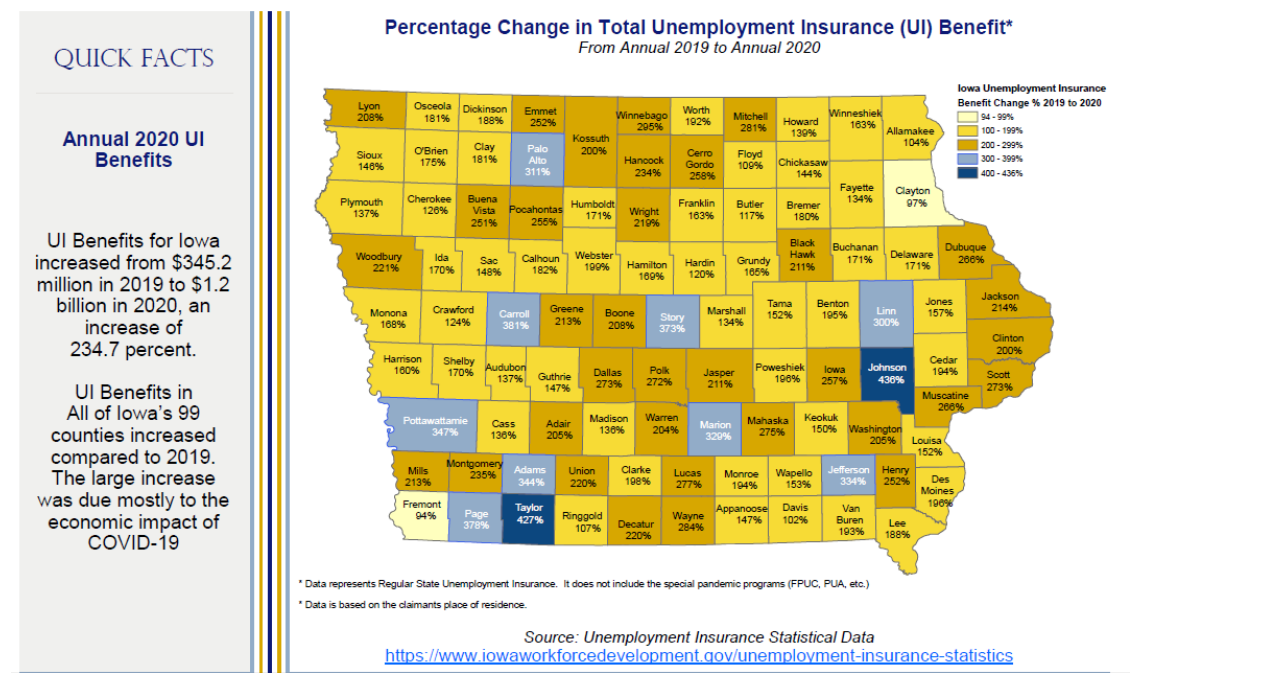
**QUICK FACTS**

**Labor Force 2020**

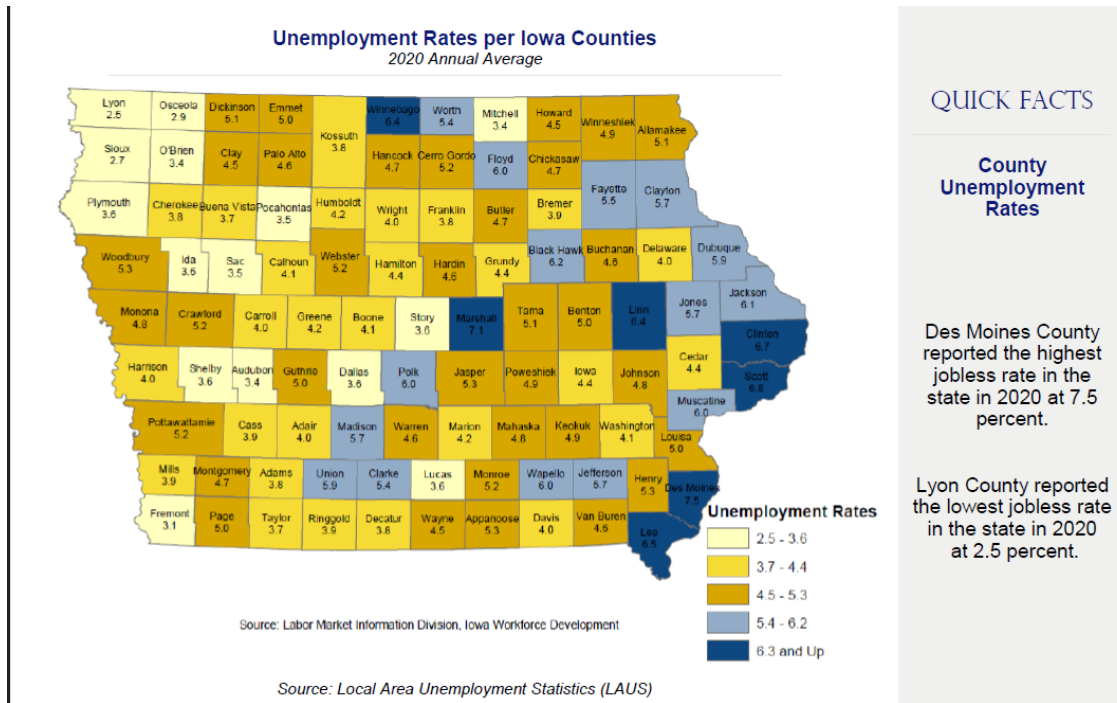
Unemployment averaged 3.7 percent in Northwest Iowa LWDA for 2020. The region's jobless rate translated into 3,200 unemployed persons.

The 2020 unemployment rate for Northwest Iowa LWDA was lower than the statewide average of 5.3 percent.

In 2020, unemployment in Northwest Iowa averaged 3.7 percent. The area's jobless rate translated into 3,200 unemployed individuals. In Northwest Iowa the unemployment rate in 2020 was lower than the statewide average of 5.3 percent. Sioux and Clayton counties made up of the highest number of unemployed individuals. However, Sioux county has a much larger labor force, so the unemployment rate was only 2.7 percent. Whereas Clayton County has a smaller labor force, so the unemployment rate was higher (5.7%).



According to the Unemployment Insurance Statistical Data gathered from Iowa Workforce Development’s LMI division. The map above shows what the percentage of change in UI benefits were across the entire state of Iowa broken down by county from 2019 to 2020. One of the counties in blue is Palo Alto, which is one of the counties in Northwest Iowa. You can see that the percentage change from 2019 to 2020 is 311%. UI benefits in all 99 counties in Iowa increased tremendously since 2019. The large increase was due mostly to the economic impact of the COVID-19 pandemic.



According to the Iowa Workforce Development’s LMI division, Lyon County reported the lowest jobless rate in the state in 2020 at 2.5 percent. Lyon county is in Northwest Iowa. Dickinson county in Northwest Iowa had a rate of 5.1 percent for unemployment in 2020. Clay county was at 4.5 percent and Palo Alto was at 4.6 percent.

The Local Employment Dynamics, On the Map displays 58,175 total primary jobs in the Northwest Iowa LWDA and the distribution of educational attainment and sex of the workers. 15.7 percent of the jobs in Northwest Iowa were filled by workers who held bachelor's degrees or advanced degrees. 23.7 percent of the jobs were filled by workers who had a high school diploma or equivalent or no college at all. 54.5 percent of the local area’s workers are male, and 45.5 percent are female.

## QUICK FACTS

### 'On the Map' Reports

One of the reports generated from 'On the Map' displays 58,175 total primary jobs in the Northwest Iowa LWDA and the distribution of educational attainment and sex of the workers

15.7 percent of Northwest Iowa LWDA jobs were filled by workers who held bachelor's degrees or advanced degrees.

54.5 percent of the region's workers are male.

## ON THE MAP Statistics — Northwest Iowa LWDA

Distribution of Worker's Educational Attainment and Sex—Primary Jobs

Total Private Primary Jobs						
	2018		2016		2014	
	Count	Share	Count	Share	Count	Share
	58,175	100.0%	58,998	100.0%	58,903	100.0%
Jobs by Worker Educational Attainment						
	2018		2016		2014	
	Count	Share	Count	Share	Count	Share
Less than high school	4,850	8.3%	4,705	8.0%	4,670	7.9%
High school or equivalent, no college	13,766	23.7%	14,249	24.2%	14,598	24.8%
Some college or Associate degree	15,909	27.3%	15,975	27.1%	15,569	26.4%
Bachelor's degree or advanced degree	9,145	15.7%	9,064	15.4%	8,943	15.2%
Educational attainment not available (workers aged 29 or younger)	14,505	24.9%	15,005	25.4%	15,123	25.7%
Jobs by Worker Sex						
	2018		2016		2014	
	Count	Share	Count	Share	Count	Share
Male	31,694	54.5%	32,434	55.0%	32,229	54.7%
Female	26,481	45.5%	26,564	45.0%	26,674	45.3%

Source: Local Employment Dynamics, On the Map: <http://onthemap.ces.census.gov/>.

The Local Employment Dynamics, On the Map below displays 58.175 total primary jobs in Northwest Iowa and the distribution of age, monthly earnings, and race of workers. 36.3 percent of the workers in Northwest Iowa LWDA earned from \$1,251 to \$3,333 per month. 27.2 percent of the local area's workers are 55 and older. 47.8 percent of workers in Northwest Iowa are age 30 to 54. 94.5 percent of the workers are white, and 2.3 percent are Asian.

## ON THE MAP Statistics — Northwest Iowa LWDA

Distribution of Worker's Age, Monthly Earnings, and Race—Primary Jobs

Total Private Primary Jobs						
	2018		2016		2014	
	Count	Share	Count	Share	Count	Share
	58,175	100.0%	58,998	100.0%	58,903	100.0%
Jobs by Worker Age						
	2018		2016		2014	
	Count	Share	Count	Share	Count	Share
Age 29 or younger	14,505	24.9%	15,005	25.4%	15,123	25.7%
Age 30 to 54	27,834	47.8%	28,587	48.5%	28,986	49.2%
Age 55 or older	15,836	27.2%	15,406	26.1%	14,794	25.1%
Jobs by Earnings						
	2018		2016		2014	
	Count	Share	Count	Share	Count	Share
\$1,250 per month or less	12,133	20.9%	13,089	22.2%	13,988	23.7%
\$1,251 to \$3,333 per month	21,096	36.3%	23,548	39.9%	25,317	43.0%
More than \$3,333 per month	24,946	42.9%	22,361	37.9%	19,598	33.3%
Jobs by Worker Race						
	2018		2016		2014	
	Count	Share	Count	Share	Count	Share
White Alone	55,004	94.5%	56,032	95.0%	56,657	96.2%
Black or African American Alone	1,036	1.8%	910	1.5%	764	1.3%
American Indian or Alaska Native Alone	250	0.4%	236	0.4%	243	0.4%
Asian Alone	1,344	2.3%	1,297	2.2%	862	1.5%
Native Hawaiian or Other Pacific Islander Alone	82	0.1%	95	0.2%	40	0.1%
Two or More Race Groups	459	0.8%	428	0.7%	337	0.6%

Source: Local Employment Dynamics, On the Map: <http://onthemap.ces.census.gov/>.

## QUICK FACTS

### 'On the Map' Reports

One of the reports generated from 'On the Map' displays 58,175 total primary jobs in the Northwest Iowa LWDA and the distribution of age, monthly earnings and race of the workers.

36.3 percent of Northwest Iowa LWDA workers earn from \$1,251 to \$3,333 per month.

27.2 percent of the region's workers are age 55 and older.

## WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ANALYSIS

Local Plan Question:

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.

### STRENGTHS AND WEAKNESSES

Strengths of the Core Partners include strategies to address the workforce needs of area employers and address gaps in services:

- Work in partnership with economic developers from the counties and cities in the local area to expand the knowledge of training opportunities available to new and expanding businesses.
- Enhance the relationship between training providers and business employers in the local area.
- Identify and expand means to share information about training opportunities to entry-level workers - especially in tune with the preparation for underutilized populations such as veterans, ex-offenders, disabled, non-English speaking minorities, older workers, youth, and families on Temporary Assistance (TANF) in the local area.
- Increase the knowledge of employers in services that can prepare them in employing people in under-utilized populations.
- Increase the availability of workers trained in soft skills.
- Increase the availability of workers trained and certified in technical areas, including healthcare, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics, and skilled trades.
- Encourage and expand ways to identify businesses that can be assisted by the workforce system.
- An effective referral processes.
- Core partners bring a lot of knowledge and expertise in their area, which helps to serve the customers in our area.
- Strong partnerships across other businesses and organizations.

Some areas of weaknesses include:

- Lack of public transportation to rural areas.
- Gaps in the coordination and communication of the workforce development system.
- Accessible and affordable daycare.



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## WORKFORCE DEVELOPMENT ACTIVITIES:

Core partners all share the same vision and goals for the Northwest local area. All partners recognize the importance of communication and collaboration to avoid the duplication of services and increase efficiency and effectiveness. Core partners meet monthly to discuss updates, referral process, plans and services. The Northwest Iowa One-Stop Operator is now present at those Core partner meetings. All core partners are represented on the board. Referrals in the Northwest local area has been lacking due to COVID. Partners continue to work together to address this issue and develop a plan to increase more effective outreach activities.

Core partners will continue to provide workforce development activities to address the education and skill needs of the workforce in the Northwest Iowa local area and target those individuals that have barriers to employment. Core partners will continue to provide and maintain linkages among WIOA, Wagner-Peyser, Vocational Rehabilitation, Iowa Dept. for the Blind, Adult Education & Literacy, Promise Jobs, TAA, and Ticket to Work to facilitate access to workforce services and educational programs.

There is an increased need for programs to partner together to provide comprehensive services for individuals with disabilities, while avoiding duplication of services. Under the WIOA legislation, there is a strong focus on physical and programmatic accessibility of core partner programs so that individuals with disabilities can access the services and resources available to assist them. Partner programs will need to be assessed for accessibility, particularly for individuals who are blind or have a visual impairment. WIOA legislation also includes an emphasis on services to those with the most significant disabilities and a focus on competitive and integrated employment options. Students leaving high school and youth with disabilities need opportunities to pursue competitive and integrated employment options, prior to pursuing sub minimum wage work. Activities and services will need to provide opportunities for individuals who have the most significant disabilities. Individuals with disabilities will need access and accommodations to pursue training options to develop skills, basic, technical, and soft skills, to meet the needs of employers. Many individuals with disabilities, who receive Social Security benefits, are hesitant to pursue employment due to fears of losing benefits. Employers may also need assistance in providing accommodations to recruit, hire, and retain employees with disabilities.

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## EMPLOYMENT NEEDS OF EMPLOYERS:

A concern of the employers has been the recruitment of people to live in the area as well as the readiness of the available labor force to enter employment. The Northwest Iowa workforce population is decreasing, and local employers have difficulty finding workers to fill open positions. Basic skills which include literacy, numeracy, basic computer skills, and organization skills, in addition to many of the soft skills necessary to be successful, are described by employers as lacking. Included in these soft skills needs, employers identified social skills as basic work ethic, dependability, and retention as necessary skills. Also noted by employers were a lack occupational skills including, specific occupational knowledge

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and experience in particular middle-skill occupations in the areas of healthcare, welding, information technology, advanced manufacturing, industrial maintenance, transportation/logistics, and skilled trades.

## VISION

Local Plan Question:

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.

### NWIWDB 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 sector partnerships and career pathways; and
- High quality, customer centered service delivery and service delivery approaches.

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

- Northwest Iowa employers will have access to a skilled workforce.
- Meet the needs of all businesses within the Northwest Iowa local area.
- All individuals in Northwest Iowa will be provided the education, training and skill development needed to enter the workforce.
- Increase outreach and marketing to target all rural areas in Northwest Iowa.
- Break down and eliminate barriers to all individuals so they can accomplish meaningful employment.

***ii. Goals relating to performance accountability measures based on the performing indicators.***

- Continuously monitor performance measures and performing indicators to strengthen programs.
- Adjust policies to ensure that performance is being met and maintained.
- Develop board procedures to ensure performance is being monitored.

## NWIWDB 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 Northwest 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.

Northwest Iowa’s core and required partners will continuously work together to make sure resources and programs are aligned. The vision is to provide continuous improvement and collaboration of programs and service delivery. Customer service outcomes will be measured to ensure that the Northwest Iowa local area is aligned with the strategic vision and goals of the state.

## STRATEGIES

Local Plan Question:

5. **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.

Northwest Iowa LWDB work with several partners and agencies to carry out the work that is being provided to customers in the local area. There are several strategies that the Northwest Iowa LWDB will focus on to achieve the strategic vision and goals of Northwest Iowa LWDA. All programs and partners have a similar customer base, many of whom have different barriers to employment. Working in a rural local area our focus is providing access to all services that are being provided. The strategies that will be implemented are:

- Provide a seamless customer-focused service delivery network
- Enhance access to all programs and services within the Northwest Iowa LWDA
- Improve positive and long-term employment for individuals with multiple barriers, such as individuals with disabilities
- Co-enrollment across all programs
- Ensuring all programs and services are accessible and increased access to those with disabilities
- Develop a joint outreach plan
- Develop a training plan for all staff members
- Continuous improvement across all programs including the NWIWDB
- Provide continuous improvement of the one-stop center
- Streamline programs and services to eliminate duplication of services
- Expand the use of technology
- Services meet the strategic vision and goals of the local area
- Utilize co-enrollment when serving customers within the local area
- Expand work-based learning opportunities and resources
- Collaborate with key stakeholders within the Northwest Iowa LWDA to develop and promote opportunities and growth for the current and future workforce
- Work in partnership with economic development and ensure goals and strategies are aligned

### 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.

#### NORTHWEST IOWA WORKFORCE DEVELOPMENT SYSTEM

Local Plan Question:

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

WORKFORCE DEVELOPMENT PROGRAMS

Programs	Partner	Center Location	Type of Partner
Title I - Adult	Children & Families of Iowa (CFI)	Fort Dodge	Core Partner
Title I – Dislocated Worker	Children & Families of Iowa (CFI)	Fort Dodge	Core Partner
Title I - Youth	Children & Families of Iowa (CFI)	Fort Dodge	Core Partner
Title II - Adult Education & Family Literacy	Iowa Central Community College	Fort Dodge, Webster City, Eagle Grove	Core Partner
Title III - Wagner Peyser Act	Iowa Workforce Development (IWD)	Fort Dodge	Core Partner
Title IV - Rehabilitation Act of 1973	Iowa Department for the Blind (IDB)	Fort Dodge	Core Partner
Title IV - Rehabilitation Act of 1973	Iowa Vocational Rehabilitation Services (IVRS)	Fort Dodge	Core Partner
Career and Technical Education	Iowa Central Community College	Fort Dodge	Required Partner
Senior Community Services Employment Program (SCSEP)	National ABLE Network	Fort Dodge	Required Partner
National Farmworker Jobs Program	Proteus, Inc.	Fort Dodge	Required Partner
State Unemployment Compensation Program	Iowa Workforce Development	Fort Dodge	Required Partner
Jobs for Veterans State Grant (JVSG)	Iowa Workforce Development	Fort Dodge	Required Partner
ReEntry Employment Opportunities (REO) Programs	Iowa Workforce Development	Fort Dodge	Required Partner

Temporary Assistance for Needy Families (TANF)	Promise Jobs	Fort Dodge	Required Partner
RESEA	Iowa Workforce Development	Fort Dodge	Required Partner
Trade Adjustment Assistance (TAA) Program	Iowa Workforce Development	Fort Dodge	Required Partner
Native American Programs	American Indian Council	Fort Dodge	Required Partner
Job Corps	Denison Job Corps	Fort Dodge	Required Partner

*\*Note: Children and Families of Iowa was contracted to provide Title I services starting April 1, 2022. Goodwill of the Great Plains contract will be ending June 30, 2022.*

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## IMPLEMENT AND SUPPORT STATE STRATEGIES IDENTIFIED IN THE STATE PLAN

**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.*

**Local Strategies:**

- Develop at least one new sector partnership in the Northwest Iowa LWDA.
- Provide training and support to partners on sector partnerships.

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

**Local Strategies:**

- Improve the co-enrollment procedure and process and to include all partners.
- Develop partnerships with businesses to assist with the promoting initiatives, resources, and programming options.

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

**Local Strategies:**

- Work with schools and businesses to generate interest and create Registered Apprenticeship Programs.
- Promote work-based learning series and partners collaborate and present on interviewing, resumes, cover letters and registered apprenticeships.

**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.*

**Local Strategies:**

- Promote the Grow with Google Certificate Training Series and the benefits.
- Promote the TechWORKS Program and the opportunities that it can provide.

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

**Local Strategies:**

- Develop and outreach and marketing plan that highlights all programs that are offered in the Northwest Iowa LWDA.
- Highlight success stories and include as part of the outreach plan.
- Develop a partner cross-training plan.

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

**Local Strategies:**

- Improve degree and credential completion in Northwest Iowa LWDA.
- Focus on high-demand industries and work with businesses within the local area to promote training opportunities that are available.

**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.*

**Local Strategies:**

- Continue to review partner programs and services and strategies to reduce duplication
- Develop strategies to increase on-going communication once an individual is co-enrolled

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

**Local Strategies:**

- Provide systematic, ongoing cross- trainings so all partners are knowledgeable about services available through all programs.
- Develop a desk aid to be used as a quick access guide when discussing partner programs with customers.
- Develop a training plan to ensure all staff are knowledgeable in other partner programs.
- Ongoing use of the referral form and tracking spreadsheet
- Development of a Business Services tracking spreadsheet for information sharing.

*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.*

**Local Strategies:**

- Continue to offer virtual career readiness workshops and virtual appointments as necessary.
- Provide regular review of physical and programmatic accessibility reports and address any barriers that are identified.
- Review available assistive technology and identify additional technology that is needed.
- Ensure staff are aware of available assistive technology and accommodations through ongoing staff training provided by the DAC.

## CORE PROGRAMS

Local Plan Question:

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.

## EXPAND ACCESS TO EMPLOYMENT, TRAINING, EDUCATION AND SUPPORTIVE SERVICES

Partnerships and referrals are key to finding enrollments to the program and to serving the public effectively with the right resources. Collaborative relationships between all partners can help those already enrolled and help increase the number of people served through the LWDA. Keeping partners



connected in groups who plan, and coordinate services is a keyway to establish these relationships and foster cooperation between these entities.

WIOA staff will build partnerships within One-Stop Core Partners and Extended Community Partners. Referrals for WIOA services will be received from these partner agencies. WIOA staff will make referrals to these agencies based upon the basic needs of the enrolled customers. Open communication and willingness to regularly share information is key to growing relationships and fostering referrals. WIOA staff will reach out to core and community partners as these relationships create a universal referral network.

As customers enter the Iowa**WORKS** office for services, career planners will ask if the customer is a veteran, spouse of a veteran or have ever served in the U.S. Military followed by the basic triage questions to determine needed services and referrals. All customers get registered with the basic Iowa**WORKS** system registration. Those that will be needing a higher level of service with the career planners or those that will be referred to a WIOA core partner will complete the eligibility explorer assessment which will help guide individuals to the appropriate services and emphasize the benefits of co-enrollment and complete the Wegner Peyser application using the Iowa**WORKS** system. With Title I and Vocational Rehabilitation in the office, often the career planner can introduce the customer to the Title I Career Specialist or the Voc. Rehab Specialist and provide a warm hand off. One-Stop center staff determine referrals to partners through Iowa**WORKS** Enhanced Triage Process that was described above. Referrals, as well as progress and outcomes are tracked in Iowa**WORKS**. Referrals are also tracked through the local Google Referral Form that staff complete when a customer is referred to another core partner program/s. Referrals are referred between the core partners through the shared Google referral form. Once submitted, the referral is automatically added to a tracking spreadsheet for Core Partners to view. The coordinator of the program receives the referral via email to distribute to the appropriate staff. Follows ups and communication between programs continue as progress is made. During monthly Core Partner meetings, the referral process is reviewed to ensure referrals are being made and the process is being followed. Within the past year, the core partners started a monthly meeting for all core partners' staff. The intention is to provide ongoing training on partner services as well as information on upcoming activities. These are facilitated by the OSO. Twice yearly in-service trainings also seek to do this. A desk aid was created as a quick reminder of programs, eligibility, and services. A monthly calendar of events and event flyers are shared with all partners and participants encouraged to attend. Some partners use social media to share information to help with outreach.

The Iowa**WORKS** Center provides services to customers that have barriers to employment. Barriers to employment are also assessment through the triage and registration process. Many of the questions in the basic registration Wegner Peyser application and the eligibility explorer would help a career planner identify the potential barriers to employment without the customer stating the barriers verbally. Accommodations that can be provided to individuals with barriers to employment include virtual job readiness workshops with captions, virtual, in person or over the phone appointments with career planners, assistance with reading and writing, assessments, work experience placements and career guidance and counseling. There are several potential programs available to customers in the LWDA to assist with upskilling and training which will lead to self-sufficient career opportunities and options. The

role of the One-Stop System is to provide the knowledge and of these programs to customers and to ensure the ease of access for anyone interested in bettering their long-term prospects. Each customer entering the One-Stop System is unique along with their goals and the challenges they are facing. To properly assist each customer and meet their needs, they must be provided with the options they have available to them without being overwhelmed by the options being presented. This on-going customer-centered discussion can be done through assessments and continuing discussions which provide staff with any of the partner services knowledge of who the person is and what their needs are at any point in time. Customers who need employment quickly can receive assistance with job search and development if they have at least basic skills to meet the needs to fill open positions. For others, the lack of work experience or sufficient understanding of business needs may best be served through Work Experience (WEP) or On-the-Job (OJT) training programs. Other customers may benefit from direct referrals to Registered Apprenticeship (RA) programs that provide immediate work and pay opportunities while continuing to increase their education and learning. For any of these options to be successful, there must be a direct linkage between the skills and interests of the customer, their immediate needs and long-term goals, and the needs of businesses looking to fill their open positions as quickly, efficiently, and economically as possible.

There is increased access to Title IV services, and this will continue to be expanded. A benefit of the area is having an IVRS office in the same building as the Iowa **WORKS** center, so a warm hand-off of individuals who have come into the center can be made. Title IV meets with individuals with disabilities in a variety of settings and staff travel to the counties served. IVRS has several satellite offices in Storm Lake, Emmetsburg, Algona, and Sheldon and access to IVRS for referrals is available through virtual means. These increase access throughout the area. IVRS offers employment services, training and education, and supportive services to individuals with disabilities. IVRS also provides consultation to all partners on disability, when needed. IVRS has multiple contracts for outreach and services to area schools, including Transition Alliance Programs which are a partnership with several school districts, including Boyden Hull, Sioux Center, Rock Valley West Lyon, and Central Lyon. IVRS has contracts with the intermediary programs at Northwest Iowa Community College and Emmetsburg Community College. Making the Grade is also a contract program with schools in Dickinson and Clay counties. A future strategy will be to include partners in fall planning meetings with area school districts to increase awareness of services. During summer transition programming, Title III will be providing presentations, center, and business tours in multiple locations to introduce youth to services. Partners will continue with strategies to introduce each other's services and expand outreach.

Title II programs are not co-located at the One Stop Center and at this time there is not a consistent way to do a warm handoff to Title II staff. Plans are being made to offer a warm handoff via technology. With there being three Title II providers in this area and some programs being a long distance away, technology access will be the best way to provide the warm handoff when it is not possible to do in person. Title II services seeks to expand access to employment, training, education, and supportive services in various ways. Title II offers High School Equivalency Diploma (HSED) classes and English as a Second Language (ESL) classes at various locations that indicate need within the community or place of business. In addition to the various locations, there are also various times to help meet the needs of individuals who may not fit into a traditional schedule. Students can choose from day, afternoon, or evening classes with what works best for them. Not all students will be able to attend classes face to face, to address this barrier, Title II at the state level has been working over the past year to create a fully online option for those students. This will be launched this coming Fall. Programs were able to purchase devices for students to check out if they do not have a device at home to complete their

schoolwork. Devices are also available to check out for students who are attending face to face classes if they would like to continue their studies at home when they are not in class. Some programs also have hot spot devices for check out to address the need for students who do not have Wi-Fi access. Title II works to identify barriers or potential barriers with students during the mandatory orientation process. Barriers that have been identified, Title II staff will refer those individuals out to the appropriate Core Partner or Community program. All referrals are tracked for Core Partners and indicated as a Co-Enrollment in the Title II data management system. Community referrals are also tracked and kept on record for data reporting each month to the One Stop Operator staff.

Title II programs also expand services to employment, training, education and supportive services with Integrated Education and Training (IET) programs. IET's are offered statewide, but they are to meet local needs as identified by the LWBD members and community input. IET's are a service model approach that provides three required activities both contextually and concurrently. The three required activities include Adult Education and Literacy (AEL) services which can include HSED students, ESL students, or individuals with a basic skills deficiency in reading, writing or math. The second required activity is Workforce Training for a specific occupation or occupational cluster that leads to an industry recognized certification that will lead to employment. The third required activity is Workplace Readiness preparation which includes activities that are designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills including utilizing resources, using information, working with others, understanding systems, skills necessary for successful transition into and completion of postsecondary education or training, or employment. Recent examples of IET offerings by Title II provides include Integrated CNA, Integrated Manufacturing, Integrated Paraeducator, and Integrated CDL. Title II providers work with the LWDB to determine if the IET offerings in the area are relevant and responsive to the needs of the community. If a new program is requested, Title II staff have an approval process to follow and submit to the Department of Education. Once approved, Title II staff will be approved to implement the program.

Title II ensures that the program is designed to assist students who have multiple barriers by ensuring all students participate in a required orientation. Orientation allows Title II staff to learn more about barriers individuals currently have or may have in the future. This gives Title II important insight into areas that need to be adjusted within the program such as class times or locations. This also allows Title II staff to do the appropriate referrals needed for that individual. Title II relies heavily on data that is collected through the Title II Data Management system as well as the American Community Survey to determine need in addition to keeping track of recruiting and retention efforts for students. This information is important to ensure Title II is being responsive to the needs and addressing protentional barriers with individuals who may have barriers to accessing Title II services. Surveys with participants and potential future participants are utilized often to give individuals a voice in how services could be expanded or improved.

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## DEVELOPMENT OF CAREER PATHWAYS AND CO-ENROLLMENT IN CORE PROGRAMS

Participants will be assessed by career planners. These assessments may include National Career Readiness Certificate (NCRC) assessment, The Comprehensive Adult Student Assessment System (CASAS) for math and reading, O\*net Online (Occupational Information Network) and other appropriate assessments. Plans and goals are built through Iowa**WORKS** Exploratory Services. Career counseling is

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provided after all necessary assessments are completed. Work history, educational levels, employability skills, job readiness, soft skills, industry sector needs, and Labor Market Information (LMI) are elements of consideration as the plans and goals are built. Plans are documented in the Iowa**WORKS** system, as well as in case management files.

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

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

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

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

Customers will be assessed by career planners to determine their career pathway to employment. These assessments may include National Career Readiness Certificate (NCRC) assessment, The Comprehensive Adult Student Assessment System (CASAS) for math and reading, O\*net Online (Occupational Information Network) and other appropriate assessments. After the assessment are complete the customer will work with the Career Planner to analyze and discuss the results. Based on the results the career planner and the customer will work together to discuss career or educational goals. Work history, educational levels, employability skills, job readiness, soft skills, industry sector needs, and Labor Market Information (LMI) are elements of consideration as the plans and goals are built. Plans are documented in the Iowa**WORKS** system, as well as in case management files. If determined necessary, a referral and warm hand off may be made at this point. The customer may also be co-enrolled in several core-partner programs. Partners keep regular communication on the customer through in-person meetings, phone calls, emails, or virtual appointments. When appropriate, customers that are eligible for co-enrollment will be referred to the appropriate partner and/or community program. The goal of the LWDA is to provide the necessary assistance, services, and support to all the customers of the One-Stop System, especially those who are found to be most in need. Co-enrollment allows for increased assistance in areas where one program or staff is specially trained and able to assist with challenges when another program or their staff is not able to do so.

The Iowa**WORKS** Center advertises Title II career pathway programs in the center and on Facebook as

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new programs become available. Specific examples of programs the center has promoted are HSED and ESL classes, GAP and PACE information, Last Dollar Scholarship information, Short-Term certificate trainings and Diploma Programs. Title II programs work with Career Navigators and introduce their services to all students who are enrolled in Title II programs. This is done in a variety of ways, in-person by having Career Navigators present during the Title II classes, one on one appointments with individuals who are interested, over Zoom if appropriate for the situation and over the phone. Career Navigators offer a variety of services including career exploration and guidance, individualized case management, mentoring, soft skills development, and tuition assistance for non-credit and credit post-secondary opportunities. Similarly, to how Title II works with Career Navigators on connecting Title II students with their services, Title II does the same with Title I. Title I staff are invited to come and present to classrooms as well as meet one on one with students. Space is provided on-site for Title I staff at the AEL site to not only offer a warm handoff, but a space to work with the student in cases where the Title I location is not convenient or available.

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## POSTSECONDARY CREDENTIALS AND INDUSTRY-RECOGNIZED CERTIFICATIONS

Business and industry need skilled individuals who are capable of quickly learning the skill sets required to fill those open positions. The long-term goal of any training is to increase the skills, knowledge and abilities of the customers that seek services from the One-Stop System to fill the open roles of business and industry. The training that is provided through the coordinated efforts of the core, required, and community partners should lead to industry recognized postsecondary credentials for most customers. However, there are occasions when short-term training will improve the skills of the customer to meet the needs of business and lead to long-term, self-sufficient employment. In these cases, short-term training may lead to further interaction and support to meet the needs of both the customer and the business at which they are working.

Within the past year, the core partners have started to include staff from the community college PACE/GAP programs. This has helped with communication of various training and post-secondary training opportunities. Many of these types of trainings could lead directly to employment, certification, and could also be considered as a career pathway as they are designed to be a building back to other programs. There are also Integrated Education and Training programs offered in high demand areas. These opportunities are shared with partners.

Title II can improve access to activities leading to a recognized postsecondary credential through implementation of various IET opportunities. In addition to these IET opportunities, some Title II programs are also able to offer courses such as the College Experience or Workplace Readiness in a contextualized manner while individuals are also enrolled in AEL programs. With completion of the College Experience or Workplace Readiness courses, students receive college credit free of charge. Students can enroll with postsecondary credits already completed while they were enrolled with AEL programs. Upon successful completion of HSED or ESL, Title II also awards scholarships to their students which helps to eliminate some of the financial burden. Integrated Education and Training opportunities vary with each Title II program based off the needs within that community and industry. Title II providers gather input from the LWDB, Core Partners, Business, and Industry leaders to determine what in demand occupations are needed. IET's offered by a Title II provider must be in-demand and lead to an industry recognized credential. Some IET's, students receive postsecondary credits in addition to their

credential earned after successful completion of the course.

Another portable, stackable credential Title II can also provide an additional credentialing in Digital Literacy with the Northstar Digital Literacy platform. This program defines basic skills needed to perform tasks on computers and online. There are online, self-guided modules that assess the ability of individuals to perform basic tasks based on these skills. Included are basic computer digital literacy standards and modules in three main areas:

- 1.) Essential Computer Skills- This includes basic computer skills, Internet Basics, Using Email, Windows OS, Mac OS
- 2.) Essential Software Skills- This includes Microsoft Word, Excel, PowerPoint, and Google Docs
- 3.) Using Technology in Daily Life- This includes social media, Information Literacy, Career Search Skills, Supporting K-12 Distance Learning, and Your Digital Footprint.

Northstar Digital Literacy will be offered in face-to-face classes, and in online formats. The mode in which the class is offered will vary based off the needs of the location and the student. Title II is also working to confirm that we will have the opportunity to offer short-term classes in Northstar Digital Literacy at the One Stop Centers.

Burlington English is another portable and stackable credential that Title II providers can offer individuals in the Northwest local area. Individuals who are seeking to improve in the English Language can be assessed by Title II providers to indicate if they are eligible for these services. Burlington English is an online platform for students that can be used both in the classroom and at home. Burlington English is a comprehensive, blended curriculum that fully integrates all four skills, grammar, and life skills from beginning to advanced levels. The flexible, web-based curriculum combines teacher-led instruction with online independent student lessons that complement and reinforce concepts taught in class. Burlington English also offers a Workplace Readiness, Civics, Test preparation, and Digital Literacy.

Barriers to postsecondary credentialing are addressed with Title II participants upon intake and throughout their enrollment with the program. All Title II participants are required to attend a program orientation in which program staff can assist them in identifying barriers or potential barriers such as transportation, childcare, employment, disability services just to name a few. Program staff work to send appropriate referrals with permission from the individual to both Core Partners and other community partners.

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

If the Career Specialist determines that training is needed to help the customer meet his or her Individual Employment Plan (IEP) goals, staff will work closely with the customer to ensure that career training is appropriate and will end in success. IEPs will identify skills gaps to better align needs and career goals.

After the Career Specialist determines the appropriate training, the customer's financial situation is assessed. This assessment is completed as part of the Objective Assessment process. The Career Specialists use a standardized form to ensure that before WIOA Title I funds are spent, other sources of

funding are either exhausted or unavailable and no unmet financial need exists. If a large unmet financial need exists after WIOA assistance, the customer must have a strategy to overcome the unmet need and be able to successfully complete training.

When discussing training needs, the Career Specialist, and the customer review other elements of the assessments, including the customers aptitudes, interests, transferable skills, and work values. They also discuss any areas that appear to indicate barriers and determine strategies to overcome them. The appropriateness of the training is also discussed in terms of the customer's personal background. Past convictions, defaulted student loans, or current family or legal situation may present barriers to successful training these are addressed with the customer in a respectful manner.

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

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

Occupations and employer needs are researched through local sources, statewide labor market information projections, local current job openings and informational interviews with the employers. Successful placements have the greatest on-the-job retention when the employer needs are matched with job seeker skills. WIOA Title I staff will require job placement and work-based learning activities to be tied to a specific career pathway identified in the customers IEP. WIOA Title I staff, and customers have access to the most current labor market information available and use it as a guide when planning work-based learning, upskilling, or training activities. Business and industry relationships are essential to the successful connection of Adult and Dislocated Workers to the local area workforce. Staff have access to connections with area-employers to maintain communications and understanding of area business needs.

The customer has access to professional One-Stop Career Planners and WIOA Title I staff who consult on local job openings, resume writing/critique, current labor needs, transferrable skills, and other aspects of job search. Meetings and progress are documented through Iowa**WORKS** system for consistency, detail, and safety.

Information gathered from sector boards in the area is discussed on how to create avenues for training that is needed by employers in the area. Partner with employers and Department of Labor/Office of Apprenticeship to create Registered Apprenticeship programs across the area. Future Ready Iowa

Initiative goal is to ensure that 70% of Iowans have a post-secondary credential in high demand fields by 2025. During the AJC Orientation, Title II and Title IV service are promoted and discussed with customers. Follow up with point of contact is made for those interested.

## NORTHWEST IOWA STRATEGIES AND SERVICES

### Local Plan Question:

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.

## EMPLOYER ENGAGEMENT

Core partner agencies are actively involved in the development of workforce programs to serve employers. As core partners are meeting with businesses, there is a focus on learning about the business and their needs. That information is shared with the business service team members and with other core partner staff. This information can help drive services. Each core partner assigns a business specialist to build awareness of available programs by performing outreach to employers in our local area. Outreach efforts create confidence and trust in the ability of WIOA partners to meet hiring needs through a diverse workforce that supports all sectors and occupations. The integrated core partner team is now meeting monthly, and the OSO is helping to facilitate this. The team is made of core partner staff, and each is learning about the unique services that each entity provides, so when a partner meets with a business and is learning about their needs, they have knowledge of incentives and services available and make connections to meet that need. This avoids duplication of services and increases capacity for business outreach. Each partner has unique services. For example, IVRS can provide consultation on ADA and other accommodations to recruit, hire, and retain workers with disabilities and can provide trainings on disability awareness to promote a culture of inclusion. The Core Partner Business Services Team also meets monthly. The business team is comprised of the OSO, Core Partner Managers, and the Business Service Specialists. The Business Services team will contact and visit local companies to share information about workforce services and employers. The Business Service Team recently created a Google Form which feeds into a shared google spreadsheet. After a Business Service Specialist communicates with an employer the Specialist fills out the company information form which feeds information into the shared spreadsheet for all partners to use. Data that is being tracked is business name, area, and hiring/ workforce needs. This spreadsheet will help with business information sharing,



communication and reduce duplication. This will help Core Partner staff efficiently coordinate employment and educational services with businesses and customers.

Title II programs can provide options on-site Adult Education and Literacy opportunities for local businesses that indicate that they have a need and there is the capacity to be able to do so. Options can include current AEL activities such as ESL, HSED, Financial or Digital Literacy, or IET's. In addition to these services there are also option to provide customized services that are specific to the business's needs. Title II providers will work with the business or industry to identify what the needs are and build a training menu and schedule based off those needs. If on-site options are not available, Title II programs also work with businesses to provide opportunities for their employees at the AEL locations. These can also be customized to fit the needs of the business as well. When working with a business, Title II, communicates that with the other Core Partners and opens the door for other services for these individuals that can be offered by the other core partner programs. Title II can leverage the Community College Advisory Boards in addition to the LWDB to learn about business or industry that may benefit from engaging in Title II services that may help to address needs within that business or industry.

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#### SUPPORT LOCAL WORKFORCE SYSTEM TO MEET EMPLOYER NEEDS

Meeting the needs of customers and employers in the Northwest Iowa local area is the focus. Partners work together to meet the needs of employers in the area by listening to their needs, provide resources, assist with job search where we put them in contact with a qualified talent pool, provide workshops and professional development opportunities. The Iowa **WORKS** office in Spencer assists employers with marketing job vacancies and provides technical assistance when necessary. Job fairs, hiring sessions and meet and greets are opportunities for them to promote and advertise vacant positions. Employers are welcome to provide hiring sessions and meet and greets directly in the Spencer office while coordinating with the Operations Manager. On-the-job training, work experiences, internships, and apprenticeships are other opportunities that employers are able to take part in.

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#### COORDINATE WORKFORCE DEVELOPMENT PROGRAMS AND ECONOMIC DEVELOPMENT

The Spencer Title III Business Marketing Specialist and Operations Manager have been collaborating with Title II, Department of Education, STEM, and the local economic development to complete Workforce Assessments with targeted businesses. The Workforce Assessments have allowed for continued communication and collaboration between partners and businesses and provided workforce solutions to businesses. During the assessment visit Title III and II have been able to educate businesses on the one-stop system and all the core partner programs which has increased partnerships and generated referrals.

In addition to the workforce assessments, Title III and II have started meeting with the local economic development group on a monthly to quarterly basis to discuss local trends/ employer needs, individual projects, and shared projects such as business assessments, work-based learning, group coordinated career fairs. This partnership has also proven to increase partnership, referrals, productivity and reduce duplication.

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

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

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#### LINKAGES BETWEEN ONE-STOP DELIVERY SYSTEM AND UNEMPLOYMENT INSURANCE

When customers come into the Iowa**WORKS** Center for services they are checked in on the visitor kiosk which asks their name, date of birth and reason for visit. From here the Career Planners ask further probing questions regarding their visit reason and can triage the customer to the needed service/activity. If the customer identifies they are in the center to file for unemployment insurance. The career planner assists the customer with their unemployment claim as needed and walks the customer through basic registration services. After basic registration, if necessary, the career planner will guide the customer through the eligibility explorer assessment to determine what programs the customer may be eligible for. The customer will then meet with a Career Planner in career services for career counseling, further assessment, or a referral to a core partner program. If available, this is where a warm hand off to Title I or IVRS would take place. If a warm hand off cannot take place the referral request form would be completed. If a customer files for unemployment insurance from home, they may still be called into the center for Reemployment Case Management Services (RCM.) The RCM Career Planners work one-on-one with the customer receiving unemployment to determine their re-employment needs/desires, connect them to resources and refer as needed. The RCM and RESEA Case Managers have been trained on the Core Partner Programs, know how to refer, and have generated several referrals a month to the core partner programs. Additionally, Iowa**WORKS** Services and core partner

programs are highlighted at Rapid Response Meetings to the dislocated Workers. Core partners attend the Rapid Response Meetings or information is provided on those programs not in attendance.

## IMPLEMENT INITIATIVES DESIGNED TO MEET THE NEEDS OF LOCAL EMPLOYERS

As the Core Partner Business Specialists work with local area businesses, they assess and discuss their needs. Each Core Partner Business Specialist has been trained on the Core Partner Services and is able to recommend solutions to the employer. From there the Business Specialist can add the specific needs to the Shared Employer Needs spreadsheet for the other partners to view. The Spreadsheet can be used as a point of discussion and brainstorming at the next Core Partner Business Service Meeting where partners can offer suggestions or services. The Business Service Specialist will educate the employer on the programs the core partners can offer such as incumbent worker trainings, on-the-job trainings, registered apprenticeships, career pathways and business intermediaries and how these programs can benefit the business and the customer. Subsidized employment activities such as On-the-Job Training, Limited Internships and Work Experience also provide employers with an opportunity to overcome obstacles in recruiting, screening, and training of new hires. Registered Apprenticeship programs can allow employers to train workers while they are earning wages. As mentioned earlier Title II and III have already worked together to provide Workforce Assessment to Business where needs are discussed, and solutions are offered. The Workforce Assessments have been an opportunity to partner and educate employer on programs such as the on-the job-trainings and registered apprenticeships etc. There is an opportunity to add additional partners into the assessments to strengthen the coordination of services. WIOA outreach efforts will be an important part of the employer services offered by Iowa**WORKS**. Electronic and print media campaigns will be used to inform employers of the programs mentioned above.

## COORDINATION OF LOCAL WORKFORCE INVESTMENT ACTIVITIES WITH ECONOMIC DEVELOPMENT ACTIVITIES

Local Plan Question:

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.

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

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

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

Title II provides opportunities throughout the area. Coordination with local sector boards discussing in demand and emerging career pathways and skill development, such as Healthcare, Transportation, IT, STEM, etc. Opportunities are shared during orientations. A unique opportunity in the Storm Lake community is a partnership with Tyson Foods called the 1+2 program. This is a maintenance training program that consists of a part-time paid internship while they are also receiving the education and training needed for maintenance positions. Following graduation of the program, participants can take advantage of Tyson's training reimbursement program and continue their education to receive an associate degree. Customized training opportunities are available to local businesses and industry to help support local initiatives through Iowa Central Community College with the Economic and Community Education department. This can include customized training that is offered on-site or at school. This helps to meet a need that may not be able to be implemented by the business due to lack of time, trainers, or space. This partnership has proved to support local economic development efforts to ensure employees have the training they need, and employers have good employees who have the most up to date training or education.

The Title III BMS works closely with the area Economic Development Groups and Chambers. Most recently, Title III worked with the local Spencer Chamber on a Workforce Assessment that coordinated services to assist an employer with targeted recruitment and advertisement. The Iowa Lakes Economic Development Group recently hired a New President/ CEO and Vice President of Development. Title III coordinated an introductory meeting to discuss services and effective collaboration. One future goal that was achieved from the meeting was that these entities would meet quarterly to discuss shared projects and a Work-Based Learning plan with the local high school. The local Chamber and college will also be invited to the collaboration meeting. This past August the Spencer Chamber, Title III and Iowa Lakes Community College Title II coordinated a successful career fair at the Events Center. The local BMS arranges meetings weekly to work with local companies and businesses to provide needed services. The BMS educates the businesses on Iowa **WORKS** Programs and incentives such as the Work Opportunity Tax Credit, Federal bonding, Home Base Iowa, Returning Citizens, and Registered Apprenticeship. Local area businesses can utilize any workshop. Offered events that would be beneficial to employers would include Virtual Job Club, Iowa Workforce Development Pod Casts and ECI Trainings. Employers can also utilize local workshops for employee development. Bring Your A Game, Maintain a Positive Attitude and Job Club are examples of free workshops employers can utilize for development in the workplace.

- Identify and develop business and industry's education, training, and employment needs and capture those needs in a talent supply and demand interactive portal to be driven by a public-private collaborative, leveraging, and institutionalizing the sector strategies and career pathway methodologies while keeping the workforce pool's limits, needs, and expectations as part of the larger goal.
- Improve degree and credential completion and target resources to support attainment of high-demand credentials, degrees, and certifications valued by employers, including for those individuals with barriers to employment including those with minor challenges and barriers, moderate challenges including educational backgrounds, and up to those with significant challenges such as physical or mental barriers and criminal backgrounds.
- Cultivate, develop, and align work-based learning opportunities including, but not limited to STEM school-business partnerships, student internships, teacher externships and apprenticeships for individuals through public-private partnerships which lead to direct linkages for students most interested in the given field.
- Create a system of coordinated resources to engage, assist, and reinforce Future Ready career guidance for parents, students, educators, and adults.
- Ensure secondary students have access to high quality career and technical educational programs aligned with labor market needs.
- Increase rigorous concurrent post-secondary enrollment opportunities in high demand career pathways, including STEM disciplines utilizing resources both in and out of high school, community colleges, and registered apprenticeship programs.
- Institutionalize the college-going process within secondary schools statewide (College Application Campaign, FAFSA completion, assessing "college fit", etc.).
- Elevate and operationalize promising financial literacy models that impact student borrowing to decrease the burdens on students after graduation and increase the likelihood of success.

While there are many opportunities to connect individuals to quality employment, it is also important to understand the importance of connecting those who are interested in entrepreneurship and microenterprise to resources to assist them in pursuing this. The NWIWDB promotes opportunities for microenterprise and entrepreneurial skills training. Iowa Lakes Community College offers entrepreneurial skills training and education classes to area residents to improve their skills at the Tietz Entrepreneurial Center. The Tietz Entrepreneurial Center focuses on providing education and resources to Kossuth County businesses and start-up entrepreneurs to maintain a strong and vital economy. Individuals who are interested in entrepreneurship are typically referred to the Small Business Development Center. The Spencer location covers nine counties in the area (Clay, Dickinson, Emmet, Kossuth, Lyon O'Brien, Osceola, Palo Alto and Sioux). The Fort Dodge SBDC covers Buena Vista. IVRS has two opportunities for self-employment, include the Iowa Self-Employment Program and Microenterprise Program. These are available to eligible individuals with disabilities. These programs assist individuals in achieving a level of self-sufficiency that is optimal for them. Eligible individuals receive technical and financial assistance and guidance is provided by knowledgeable staff. Partner staff may not be aware of all the opportunities available in the area and therefore may not be sharing this information with customers who may be interested in pursuing these activities. The NWIWDB can provide guidance and strategies on ways for partner staff to learn about these opportunities. Partner staff may also benefit from training on how to have discussions on entrepreneurship for those participants that voice an interest in this.

## NORTHWEST IOWA ONE-STOP DELIVERY SYSTEM

### Local Plan Question:

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.

### IMPROVEMENT OF ELIGIBLE PROVIDERS

The NWIWDB, with the cooperation of core partners, will conduct both job seeker and employer satisfaction surveys at least once per year to obtain feedback from customers of the one-stop centers in the northeast local area. The local business service teams, which bring together all four core partners, will also meet monthly to ensure that individual clients/job seekers are making connections to local employers, both through the Iowa Jobs site and through direct means.

Staff will utilize satellite centers to meet with job seekers from rural areas as needed. Virtual workshops, orientation, and intake options are being provided to assist in services through Zoom for virtual access. Online training, assessment, and instruction is available through Title II providers, as well as assistance with obtaining devices and internet service for online course work for low-income individuals who need it. Unemployment claims and job searches can be done remotely/virtually, as well.

Approval of eligible training providers is done through Iowa**WORKS**. The LWDB can approve what career fields they support and will fund through Title I. Through the local plan and an analysis of economic and workforce data, the LWDB has identified the knowledge and skills needed to meet the employment needs of employers in the local area. The LWDB will utilize this information to make informed decisions about training programs that will be supported. If training needs are identified that are not currently offered, the LWDB will reach out to those training providers to facilitate a discussion on local needs and identify potential opportunities for training.

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## FACILITATE ACCESS

The Northwest Iowa Workforce Area a ten-county local area. It is important for all to have access to services, even in remote areas. There are multiple ways to facilitate access, and these include:

- Customers can access services at the physical center
- Customers can access Title 3 services through virtual appointments or communicate via phone or email
- Iowa**WORKS** offers virtual training workshops to increase access in rural areas
- Online basic career services are offered through the Iowa**WORKS** website and through a mobile app
- Flyers explaining services, offerings, and events are shared among partners and with other community organizations
- Referrals and joint meetings for co-enrolled participants can occur virtually or via phone conference
- Language interpreters can be accessed to facilitate access for those whose first language may not be English
- Encouraging a “No Door is the Wrong Door” mentality among staff so participants can receive information about all services available through the system from any partner location
- IVRS has several offices throughout the workforce area and staff travel and meet with participants in various community locations
- HSED and ESL are offered at main campuses and at satellite locations
- Utilizing social media to promote services and highlight upcoming events, such as workshops, career fairs, hiring events, upcoming trainings. This is an area that the Northwest Iowa partners will discuss further and ways to partner effectively using social media
- A strategy to increase outreach in remote areas and to disadvantaged groups will be to identify community providers that serve different populations and engaging these providers in conversations to identify potential partnerships
- IVRS has a presence in all high schools within the area and the partners will explore opportunities to increase outreach into the schools and include partners in activities. This also helps to promote services in some of the remote locations.

There are a variety of ways for partners to provide access to their services:

- Having a staff member present at the center
- Having a staff member from other partner programs available at the center and who have knowledge about all services available
- Making services available through a direct linkage (virtual or via technology) who can provide information about services

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## ACCESSIBILITY

The Disability Access Committee (DAC) is a standing committee of the Northwest Iowa Workforce Development Board. This committee has been operational for several years and is chaired by the local IVRS supervisor, who is also a member of the board. Reports on activities are shared with the board and the board provides any needed direction. The purpose of the committee is to help the board recognize and address any barriers that individuals with disabilities may experience in accessing services. The DAC completes regular physical accessibility studies of the center and reviewing programmatic accessibility. The committee will also provide guidance on program accessibility and looking at accommodations and assistive technology that may benefit participants. A guide will be developed with information on potential accommodations and assistive technology that is available along with instructions on how to use. Another role of the committee, in cooperation with the One-Stop Operator, is to assist with disability training so that partner staff feel comfortable working with an individual with a disability and understand the accommodations and technology that is available to provide. Each of the core partners, including IDB, are represented on the committee. The Disability Access Committee currently has a member from a local Community Rehabilitation Program and their expertise will be used in considering ways to provide outreach and services to those with more significant disabilities. A member of the mental health community, who is also a board member, is also on the committee. Future strategies for the disability access committee will be to continue focus on physical and program accessibility, provide training on disability needs, and ongoing consultation to the board on any disability related needs.

All of the partner programs are required and committed to provide accommodations for participants to be successful. Currently, when an individual walks into the one-stop center, they are greeted and welcomed into the center. Staff engage in a conversation with the customer to identify the reason for their visit and then triage to appropriate services. During this process, a need for an accommodation may be identified. Staff are then able to discuss what types of accommodations may be needed and/or could share examples of accommodations or assistive technology available or provide a list of available resources. Staff members can work one on one with customers to accommodate based on that individual's need and what works best for them. If the specific accommodation is not immediately available, staff will make every effort to provide the requested accommodation. A goal for the center is to have assistive technology available. Title IV staff and the Disability Access Committee are available to provide consultation in situations where a unique accommodation or request is made and can help problem solve any barriers that arise. A future strategy will be to have the Disability Access Committee and the core partners review the current accommodation process to determine if there may be ways to improve the process and provide various opportunities for customers to ask for accommodations throughout, such as during orientation, during eligibility, or at any time throughout program participation. The committee will also discuss other avenues for individuals to request accommodations, other than through conversations. Training on this would then be provided to center staff to ensure that they understand the accommodation process.

There are other ways that customers may be made aware that accommodations are available. Signage throughout the center (posted in frequently utilized spaces) includes a statement that accommodations

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are available, as requested. Flyers and promotional materials will include a statement that customers are able to request accommodations to participate in activities. When a partner program makes a referral, it is encouraged to provide information about accommodations that individual will need to access services. Additional strategies will be discussed through the Disability Access Committee.

For Title II, all Community Colleges are committed to ensuring equal access for students with disabilities. The accommodation process for students to request accommodations is a formal process that involves communication and coordination with the disability services office to document the disability and request specific accommodations needed for equal access.

The Title IV programs also provide accommodations for participants, and this is integrated in service delivery. Referrals are asked if they will need an accommodation to participate in the application process. Accommodations are provided throughout the rehabilitation process and individual needs are addressed. Each individual presents with different needs and staff discuss potential options with them so participants can make informed choices on the best accommodations for them.

A role of the Disability Access Committee is to assist in a review of the center to ensure that programs and services are accessible, and any identified barriers are addressed. Another role is to assist in providing training for staff that are directly working with customers with disabilities. It is important for staff to understand different types of accommodations and assistive technology that is available and how to use the technology. The one-stop center will make efforts to have assistive technology readily available in the center and the Disability Access Committee and partners will identify types of assistive technology that may already be available and assistive technology that may be beneficial to have at the center. A key component is to ensure staff know what is available, where is located, and how to use it. The Disability Access Committee will assist in developing a list of accommodations and assistive technology available and a short description of how to use it and this will need to be regularly reviewed and updated as technology can change. The expertise of IDB will be utilized to help assess what is already available, what is needed, and training on best practices when serving a customer who is blind or has a visual impairment. In cooperation with the One Stop Operator, additional ideas for training will be solicited from staff on a regular basis and opportunities for training provided. Trainings have been provided in the past and will continue to be provided. In conversation with staff, they have identified that they would like to receive on serving customers who are blind or have visual impairments, customers who are deaf, and understanding mental health needs of customers. It is important that staff are comfortable in working with customers with a variety of disabilities and providing accommodations.

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## ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP

The management of the One-Stop System is the shared responsibility of the NWIWDB, CLEO, core partner programs, required partners, and the One-Stop Operator. There is a collective responsibility to understand and oversee the roles and resource contributions of each part of the system and ensure that partners are collaborating and not duplicating services and that programs are continuously improving based on locally identified needs. All should be aware of their responsibilities.

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The services that partner programs provide have been identified in the Memorandum of Understanding that was signed by core and required partners and approved by NWIWDB. The parties to the MOU will collaborate to ensure all required and needed services are available to customers and businesses and will work to ensure that the One-Stop center offers integrated services and have staff who work to ensure quality service delivery. NWIWDB and partners agree to continue to implement strategies to increase integration and avoid duplication.

The options for providing access to the services include:

- Having a staff member present at the center
- Having a staff member from other partner programs available at the center and who have knowledge about all services available
- Making services available through a direct linkage (virtual or via technology) who can provide information about services

Local areas have not yet received infrastructure funding agreement (IFA) guidance from Iowa Workforce Development or the other partner program administrations. Once this is received, this will be completed in accordance with WIOA and agency regulatory requirements.

**Title I:** Title I services provide 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.

**Title IV:** Title IV is an integral partner within the system and brings expertise on disability related to employment. They bring unique services to assistance individual with disabilities in achieving their employment goals. This includes a variety of services that include training, supported employment, job supports, assessment, rehabilitation technology, physical and mental treatment, job placement assistance and other supportive services. Title IV staff have expertise in working with individuals with disabilities and understanding specific disability factors and needs related to employment. IVRS encourages co-enrollment and utilization of partner services and provides consultation on any accommodations needed to assist in the individual accessing those services. IVRS collaborates with partners to avoid duplication. The IVRS office is in the same building as the center. IVRS staff are also available via technology. IVRS is often the first point of contact for questions related to disability

(excluding blindness for all core partners). IDB is often the first point of contact for those related to blindness or visual impairments. They maintain contact with core partners by stopping in the center and attending joint planning meetings and job fairs.

**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.

**Ticket-to-Work:** These incentive funds are generated from individuals who are on SSI or SSDI benefits and have assigned their ticket to Title III 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). Both Title III and Title IV are considered Employment Networks and have a collaborative agreement.

## ADULT & DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES

Local Plan Question:

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

Adult and dislocated worker employment and training services are provided in the entire ten county local area. Services are provided in the comprehensive Iowa**WORKS** center in Spencer.

### **Basic Career Services**

Basic Career Services include:

- Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs.
- Outreach, intake (including worker profiling), and orientation to information and other services available through the one-stop delivery system. For the Temporary Assistance for Needy Families (TANF) program, States must provide individuals with the opportunity to initiate an application for TANF assistance and non-assistance benefits and services, which could be implemented through the provision of paper application forms or links to the application web site
- Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs.
- Labor exchange services, including— Job search and placement assistance, and, when needed by an individual, career counseling, including: Provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA). Provision of information on nontraditional employment (as defined in sec. 3(37) of WIOA).
- Referrals to and coordination of activities with other programs and services, including those within the One-Stop delivery system and, when appropriate, other workforce development programs.
- Workforce and labor market employment statistics information, including the provision of accurate information relating to local, local area, and national labor market areas, including— Job vacancy listings in labor market areas; Information on job skills necessary to obtain the vacant jobs listed; and Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs.
- Provision of performance information and program cost information on eligible providers of training services by program and type of providers.
- Information about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's One-Stop delivery system.
- Information relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: child care; child support; medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program; benefits under the SNAP; assistance through the earned income tax credit; housing counseling and assistance services sponsored through the U.S. Department of Housing and Urban Development; and assistance under a State program for TANF, and other supportive services and transportation provided through that program.

- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.
- Information and assistance regarding filing claims under UI programs, including meaningful assistance to individuals seeking assistance in filing a claim

### **Individualized Career Services**

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include:
  - a. Diagnostic testing and use of other assessment tools; and
  - b. In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
- Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, eligible training providers.
- Group and/or individual counseling and mentoring.
- Career planning
- Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training, in some instances pre-apprenticeship programs may be considered as short-term prevocational services.
- Internships and work experiences that are linked to careers
- Workforce preparation activities
- Financial literacy services
- Out-of-area job search assistance and relocation assistance
- English language acquisition and integrated education and training programs

### **Adult and Dislocated Worker Training Services**

The types of training services that are provided:

- On-the Job training (OJT): OJT reimburses the participating employer up to 50% of the employee's wages, depending on the skill level required and any prior training experience. The Career Specialist will work with the businesses to create an individualized training plan that is aligned with the customer's interests and aptitude.
- Secondary Education Certificate Training: The focus of the training is for the customer to achieve high school completion by taking and passing the HiSED/GED.
- Occupational Skills Training (OST): OSTs include short term occupations skills training programs such as Certified Nursing Assistants, production welding, commercial driver's license (CDL), and longer-term training programs leading to a certificate or a credential such as nursing or industrial maintenance.
- Incumbent worker training

- Programs that combine workplace training and related instruction, which may include cooperative education programs
- Training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training
- Job readiness training provided in combination with those listed above
- Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services provided in combination with those listed above.
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.
- Registered Apprenticeships: WIOA staff will work with employers in the LWDA to find apprenticeship opportunities in high growth/high demand occupations.

### **Adult and Dislocated Worker Follow-Up**

Follow-up services must be provided as appropriate for participants for a minimum of 12 months to those individuals who are placed in unsubsidized employment. Follow-up with the customer will be a routine during a training program. Follow-up will include discussion with the customer, employer, supervisor, or instructor to ensure that guidelines are being met and to reinforce expectations for the training program.

To make accommodations for individuals in rural areas or those who struggle with transportation, options such as phone consultations or video conferencing are available. WIOA staff are also willing to travel to the individual to provide career counseling, if traveling to an Iowa **WORKS** location is not feasible for the participant.

Title I staff have scheduled meetings with AEL/ESL instructors and participants at Iowa Lakes, Iowa Central and Northwest campuses and will continue our partnership to meet needs of our participants.

The Title III program provides adults and dislocated workers career and support services such as skill assessments, resume preparation assistance, job development, assistance with the creation of an individualized employment plans, career counseling and planning. If training services for occupational skills training or adult basic education is needed a referral is made to Title II. Referrals are made to Title I for intensive career planning/training services, on-the job training assistance, and assistance with support services.

## STATEWIDE RAPID RESPONSE ACTIVITIES COORDINATION

### Local Plan Question:

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

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

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

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

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

1. To help growing companies access an available pool of skilled workers from other companies that are downsizing or who have been trained in the skills Iowa companies need to be competitive
2. To respond to layoffs and plant closings by quickly coordinating services and providing immediate aid to companies and the affected workers

Rapid Response provides early intervention to worker groups who have received a notice of layoff or closure. Northwest Iowa has a Rapid Response Team consisting of staff from various partners within the local area. Whenever possible, the team conducts on-site visits to those affected. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how partner agency staff will be working together as a team to offer the individualized and comprehensive re-employment services. Following initial contact with those affected, customers on an individual basis for co-enrollment into Core Programs, where needed.

Workforce Innovation and Opportunity Act Title I programs are mandated to co-enroll all Trade certified and National Emergency Grant dislocated workers to provide seamless and integrated services. Additionally, co-enrollment with Title I programs as well as Core Partners allows local resources to be leveraged without duplication of services.

All customers receive assessments, review labor market information, establish employment goals, and develop Individual Employment Plans that are shared. Job seekers have access to Page 52 electronic and in person career services for industry exploration, resume preparation, skill assessment and testing, job search, work registration and unemployment insurance claim filing, skill building workshops, job search assistance and individualized career services.

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

When it is determined that a customer needs training services to be more competitive in the job market, Workforce Innovation and Opportunity Act Title I staff takes the lead in development of the training plans in accordance with the six criteria for Trade Adjustment Act approved training. Thereby, the training plans are developed and justified based on test assessments, labor market information, assessment of the customer's personal qualifications and financial ability, and training information.

The State Trade Adjustment Act office then reviews all training requests and issues determinations. While Trade Adjustment Act will be the primary funding source for an individual's training, Title I and Core Partner programs, may help with supportive services as needed. Co-funding of training also may occur if it is necessary to meet a customer's needs. Once a customer enters approved training, there is additional coordination with Wagner-Peyser and Unemployment Insurance for an individual's ongoing income support.

Re-employment Services will also be offered within the Northwest Iowa Local Area. This program is designed to help persons identified as being at risk for long-term unemployment insurance eligibility to



return to the workforce as quickly as possible. A variety of services are available, including but not limited to career assessment, job search workshops and job search/job placement assistance.

## YOUTH SERVICES

Local Plan Question:

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.

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

- Referrals for individual tutoring services
- Experiential Learning

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

- Postsecondary training programs

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

- Leadership development opportunities
- Supportive services
- Pre-employment transition services (specific to Title IV)

Includes job seeking skills, work-based learning, counseling on opportunities, self-advocacy instruction, job readiness skills.

- Adult mentoring for a duration of at least 12 months
- Follow Up Services: up to a year after exit, follow-ups with clients are conducted
- Comprehensive guidance and counseling
- Financial literacy: Provided on an as-needed basis. May also be integrated into course curriculum.
- Entrepreneurial skills training

- Labor market and employment information about in-demand industry sectors or occupations available within the local area.
- Activities that help youth prepare for and transition to postsecondary education and training

The LWDB has identified the following issues faced by employers and youth entering the workforce within the local area:

- Work readiness skills continue to surface as a critical need as expressed by employers, schools, and other stakeholders who struggle to deal with youth who do not practice positive workplace behaviors. Partners within the one stop system have long-term experience in accessing and presenting work readiness curricula which assist to address this issue.
- The skills new workers (youth) are lacking, including basic work ethics, interviewing skills, basic academic skills, responsibility, organizational skills, and self-esteem can be addressed through career services and in paid or unpaid work experiences. Additional service providers, including area schools, expand the ability to provide needed training for youth through the referral process. Those referrals will be made on an individual basis, meeting the needs of each person. Youth not enrolled in high school needing English as a second language will be referred to programs such as that offered by Adult Education and Literacy Program.
- Co-enrollment of eligible youth with partner programs including IVRS, Adult Education & Literacy and Promise Jobs can have a substantial impact on the success of the youth participant by providing additional services needed to overcome barriers and coordinated case management.
- Refer to questions E-5 and E-7. Include identification of successful models of such youth workforce activities being used and/or planned and describe how each of the required fourteen program elements will be made available to youth.

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

- Continue commitment to offer services to in- school youth while expanding out-of-school youth services
- Continue conversations and communication with area school districts about the WIOA Out- of-School requirement and work to re-engage youth who have dropped out of high school.
- Each youth referral will be reviewed individually. If a youth seems to have the necessary supports in place while they are in high school, but could benefit more from post high school services, enrollment will be delayed until after graduation. If a youth is struggling and could benefit from WIOA services while in high school, the enrollment may be done as an in-school youth.
- Iowa**WORKS** Partner programs meet regularly to staff referrals and to determine which program(s) would best meet the needs of each individual youth.
- Partner with the Promise Jobs program to serve youth and emphasize youth between the ages of 16 and 24 who have not yet built their plan.
- Partner with the Independent Living Aftercare program which provides services to former foster care youth as they age out of the system at the age of 19.
- Partner with the Juvenile Justice System to serve more youth who have dropped from the education system prior to completion.

- Partner with the Adult Criminal Justice System to serve youthful offenders who are on probation, parole or released from prison to assist with career development and training needs.
- Partner with Adult Education & Literacy to serve youth who have dropped out and need to develop a career plan
- Partner with Iowa Vocational Rehabilitation to identify students who will be graduating from high school or who have graduated from high school and may not be eligible for IVRS but would benefit from youth services
- Partner with IVRS and IDB to serve youth with disabilities who might benefit from co-enrollment. IVRS and IDB provide consultation on working with students with disabilities.
- Youth Work Experience programs have been a strong component of youth services within the local area. The youth provider has established contracts with several employers in the local area with a focus on those in a high demand occupation for experiential learning activities including work experiences, internships, summer employment and job shadowing.
- The local area offers work-based learning opportunities throughout the year through both the WIOA youth program and various partner programs. Iowa Vocational Rehabilitation will partner with Iowa**WORKS** to deliver work experience opportunities for disabled youth.
- The local area will ensure that at least 20% of the WIOA youth funds are expended on work experience.

The LWDB will establish a standing committee for youth services in Northwest beginning July 1, 2016. The vision for the Youth Standing Committee is to assist the LWDB in providing youth and young adults (ages 14-24) in Northwest with career pathway planning and exploration, education/training, and social guidance through a personalized service system that enables our youth to achieve meaningful employment.

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

The Northwest Iowa Youth Standing Committee provides guidance for local youth programs operated under the Workforce Innovation and Opportunity Act. In addition, the committee provides expertise in youth policy and assists the Local Workforce Investment Board in:

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

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

- Identify youth employment and training needs.
- Assist to coordinate youth activities in the Northwest Iowa Local Area.
- Assist in developing the Youth section of the Local Plan as requested.
- Make recommendations for Workforce Innovation and Opportunity Act youth programs.

The Northwest Iowa Youth Standing Committee will meet on a quarterly basis during the months of January, April, July, and October. The committee members may consist of:

- At least one (1) member of the Local Workforce Development Board that has a special interest or expertise in youth policy
- Individuals representing youth service agencies, such as juvenile/adult justice and/or local law enforcement agencies
- Parent of youth eligible for WIOA youth services or that were served under prior employment and training youth programs Youth eligible for WIOA youth services or were served in the past.
- Individuals with experience relating to youth activities
- Other interested individuals with youth expertise as suggested

In addition, the voice of youth will be gathered and heard through youth focus groups throughout the local area.

Rather than duplicate efforts, many organizations and committees within the local area have established youth groups that can serve as a voice for youth. In addition, current and past participants can serve to obtain youth input.

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

The Youth Standing Committee will provide meeting minutes, monitoring reports, membership nominations, and any amendment requests to the NWIWDB. The Youth Standing Committee will also continue to keep an open line of communication with the NWIWDB. A Youth Standing Committee representative will attend NWIWDB meetings. The intent of this committee is to convey ongoing youth activities and present any upcoming youth related projects, workshops, and related news to NWIWDB. Members of the Youth Standing Committee will provide recommendations to the board on how to improve and expand youth services in the area. Composition of the Committee shall include but not be limited to the following:

- Shall be chaired by a member of the Local Workforce Development Board and may include other members of the local area board.
- Shall include other individuals appointed by NWIWDB, who are not members of the local board, and who the local board determines to have appropriate experience and expertise, such as WIOA Core Partners.
- Will also include community-based organizations and community-based organizations with a demonstrated record of success in serving eligible youth.
- Will include representatives from as many of the counties within the Northwest Iowa Local Area as possible.

IVRS staff serve on the Youth Standing committee to provide guidance and consultation on working with students with disabilities. IVRS and the WIOA Youth program do co-enroll youth.

The following programs are made available to youth within the Northwest Local Area:

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

The following is a list of additional activities and services that are available in the Northwest Iowa Local Area to support the required youth services available:

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

The above-referenced programs are available through Title I Youth program provider. Services not provided directly by the Title I program provider will be provided by other Workforce partners and community agencies.

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

- Clothing (occupationally required or required for interview)
- Dependent Care
- Miscellaneous services

- Residential/Meal's support
- Stipends (STI) youth only
- Transportation

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

## SECONDARY AND POSTSECONDARY EDUCATION PROGRAMS

Local Plan Question:

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.

There are three community college grantees within the Northwest Iowa Local Area that provide Title II services: Northwest Iowa Community College, Iowa Central Community College, and Iowa Lakes Community College. Although the three grantees have some differences among them in terms of the format and policies regarding their classes, both offer similar services to assist adults with basic skills needs to raise their math, digital, and English literacy levels, obtain a high school equivalency credential, or receive training in high-demand career areas. Title II providers also collaborate with other core partners to provide employability services to both individuals and businesses. The programs attempt to meet students at their own level and meet their individual needs to help them be successful.

### ***Adult Basic Education:***

The grantees offer instruction for adults with low levels of reading, math, or writing. This is offered both in group and individual settings upon request. These courses could be stand-alone or could provide a bridge to HiSET preparation or other courses.

### ***High School Completion:***

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

### ***English Language Acquisition:***

English language acquisition (also known as English Language Learning, English for Speakers of Other Languages, or English as a Second Language) courses are offered through the three grantee colleges and address the needs of English Language Learners based on their level of proficiency. Digital literacy, financial literacy, employability skills, and civics education are also components of the courses. The Title II providers also assist local employers with training needs around English language instruction for their employees. On-site classes are offered to area employers and course content can be tailored to the needs of the work setting.

### ***Career/Technical Education and Training:***

The grantees also collaborate with Career/Technical education within their community colleges to offer short-term training that results in marketable credentials which can quickly enable adults to enter high-demand fields. Some of these short-term areas include Certified Nurse Assistant (CNA), Commercial Driver's License (CDL), Computer Numeric Control (CNC), construction, welding, and hospitality management. Many of these courses are also available as Integrated Education and Training (IET) or Integrated English Literacy and Civics Education (IELCE) courses, which Title II programs currently offer. Many of the courses also provide college credit. To avoid duplication of services with career/technical faculty, Title II providers manage IET and IELCE courses.

Many of the non-credit short-term credential options are also designed to articulate with credit-based career and technical programs to give individuals the opportunity to advance along a particular career pathway.

With the implementation of Perkins V, a comprehensive local needs assessment (Perkins Action Section 134) is now completed once every two years by the federal funds' local recipients. The needs assessment includes a review of CTE student performance, program quality, labor market needs, educator development and special populations' access to programs of study. This data is used by the partners and the LWDB to ensure efficient coordination of programming.

### ***Education Providers' Connections to Employers:***

The three grantee colleges promote employer engagement in several ways to enhance services and coordinate strategies for getting more individuals into high-demand careers in the local area.

Industry advisory boards at the three grantee colleges bring together industry leaders, career, and technical faculty, and both secondary and post-secondary leadership to ensure that training opportunities align with employer needs. In this way, completers of non-credit and credit courses at the community colleges are truly prepared for the fields they plan to enter. The Northwest Local Area has a documented history of secondary and post-secondary quality engagement. The education providers in the local area have been an integral part of Northwest Iowa Local Area workforce development delivery system for years.

Core partners are represented on the Future Workforce Committee led by Iowa Central Community College's Intermediary Specialist in partnership with the Fort Dodge Growth Alliance. The Core Partners participate in the planning and implementation of services designed to help prepare students to be successful as they transition into the workforce by connecting them to local businesses to explore an assortment of fulfilling career options through job shadows, internships, classroom speakers, worksite tours, mock interview, National Career Readiness Certification, and career exploration events. IDB and IVRS provide one on one individualized support to those with the most significant barriers to education and training opportunities.

A focus in the WIOA legislation is on serving individuals with disabilities and particularly students with disabilities. There is also emphasis on assisting youth with the most significant disabilities to pursue competitive and integrated employment options prior to seeking sub minimum wage work. As indicated, approximately 25% of the IVRS caseload is students with disabilities, so services and strategies to work with this population are important. Iowa Vocational Rehabilitation staff partner with all areas high schools to provide collaborative services to students with disabilities. IVRS has a collaborative plan with each district that highlights collaboration and effective use of resources to avoid duplication or services. IVRS staff provide Pre-Employment Transition Services to high school students with disabilities with a focus on Job Exploration Counseling, Work Based Learning Experiences, Counseling on Opportunities, Workplace Readiness Training, and Instruction on Self-Advocacy.

IVRS awarded a grant to Iowa Central Community College to expand their Intermediary Network. This allows a dedicated staff person to provide work-based learning and work readiness skills to students with disabilities in targeted districts. This assists in expanding capacities for both Iowa Vocational Rehabilitation and the Intermediary Network. IVRS also has a partnership with Fort Dodge Senior High, the Transition Alliance Program, that also assists with capacity building and allows program staff to provide individualized services that enhance what the high school is already providing. All these programs and services provide opportunities for students with disabilities to learn about career pathways and increase interest in these career fields. IVRS has connections with disability services staff at Iowa Central Community College to provide additional support and guidance for college students so that they are successful in their training.

With the inclusion of Adult Education and Literacy as a core partner, the Northwest Iowa Local Area will be aligning and expanding the coordination and integration of those services within the core partner system to reach customers in need of Adult Basic Education, High School Equivalency Diploma, and English Language Acquisition classes. Students are referred from and to Northwest Iowa **WORKS**, Promise Jobs, Youth Employment Program, and Iowa Department for the Blind, Iowa Vocational Rehabilitation Services, and other partners. Classes are held at the Fort Dodge, Webster City, and Eagle Grove campuses utilizing a managed enrollment process. Class schedule and orientation information is available to partners on the Iowa Central website and flyers are disseminated for each 5 week- session. Since Vocational Rehabilitation and Iowa **WORKS** are located on the Fort Dodge Iowa Central campus, students may be walked over for referrals or membership to participate in Iowa Works job preparation classes. Youth Employment Program career advisors personally meet with HSED students each 5-week session to establish eligibility for services. IVRS and IDB provides consultation to Adult Education regarding co enrollment of students with disabilities. Title I and PACE navigators have added an additional day to HSED orientation which allows the students to learn about the services available in the one-stop system and start setting goals for continued education and improved employment following the completion of their HSED.



Two new career pathway workshops are being offered and are open to enrollment from core partner participant programs. Workplace Readiness is a 22.5-hour course taught by Iowa Central Community College at the Iowa**WORKS** one stop center. It focuses on managing workplace relationships, building a resume, and interview preparation. Participants can take this course at no cost for non-credit, but upon successful completion they can be awarded 1.5 credits if they choose to enroll in a credit program at the community college. The College Experience teaches participants to study skills and time management and introduces them to all the college resources and departments to ease anxiety of transitioning to a full credit program. This course is currently being at the Iowa**WORKS** one stop center by the career navigators.

The Northwest Iowa Core Partners can better address the many barriers to career advancement through education and training by leveraging the additional tuition and support services provided by the PACE and GAP programs through co-enrollment of eligible participants. PACE navigators counsel participants about educational pathways which lead to gainful employment and assist in the enrollment of post-secondary training. The community college is expanding its program offerings in short-term pathway training programs to match the local area occupational demand from employers.

Wagner Peyser, IVRS, Title I Adult/DW, and PACE staff have been meeting with re-entry coaches from the local areas correctional facilities to improve outcomes for ex-offenders re-entering the local area. The re-entry teams are focused on barriers to re-entry such as low-skills, lack of transportation, and career readiness. A provider fair allowed inmates to learn about community resources available upon exit. The IWD Offender Workforce Advisor Specialist and Ex Offender Team are working together to develop a Second Chances workshop that will be offered either in the one-stop center or at the local work release facility. The team is also seeking a community-based organization to sponsor bus passes for individuals who complete the second chances workshop, enabling them to overcome the transportation barrier.

The Northwest Iowa Local Area is working with its workforce system partners to develop a common intake form, service directory and map, and referral process which will create a seamless customer-focused service delivery network. Duplication of services will be addressed and where possible eliminated through this process of network mapping and alignment of service offerings.

With the implementation of Perkins V, a comprehensive local needs assessment (Perkins Action Section 134) is now completed once every two years by the federal funds' local recipients. The needs assessment includes a review of CTE student performance, program quality, labor market needs, educator development and special populations' access to programs of study. This data is used by the partners and the LWDB to ensure efficient coordination of programming.

## TRANSPORTATION AND OTHER SUPPORT SERVICES

Local Plan Question:

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.

Supportive services payments may be provided, when necessary, to enable a participant to participate in a WIOA Title I activity or partner program activity. Support service payments can be made only when the participant is unable to obtain the service through other programs providing such services. Partner programs in Northwest Iowa will work in conjunction to ensure that duplication of services does not happen for dual enrolled participants.

Maximum amount of support services provided per participant shall be based upon need as documented in the participant file. However, all support services combined will not exceed a maximum expenditure of \$3,000.00 per year per participant. There are support cap maximums for the support services listed below. Caps are per participant per program year or per activity. Support caps can be altered with written permission of the Northwest Iowa LWDA Executive Director and documented in the data management system.

In instances when the unmet need may interfere with a customer's successful completion of the WIOA Title I services or partner activity, WIOA Title I programs makes supportive services available. WIOA Title I Career Specialists will have extensive experience in first helping customers identify their needs and barriers and then helping the customer create a strategy to address them. Supportive services are provided in accordance with the terms of the Local Customer Service Plan and may include:

- Transportation (bus/cab passes, bicycle purchases, fuel reimbursement)
- Health (pre-employment screenings, prescription vision corrections)
- Counseling (substance abuse evaluation, family counseling)
- Clothing (interview/work clothes, gloves, shoes)
- Dependent care (childcare reimbursement assistance)
- Educational Assistance (EST)
- Educational Testing (EDT)
- Financial assistance (emergency such as auto repair or broken water heater)
- Health care (HLC)
- Miscellaneous Services (MSS)
- Services for Individuals with Disabilities (SID)
- Supported Employment and Training (pre-vocational training, workplace assessments, soft skills)
- Stipends (STI)- Youth Only!

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

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

- GAP Tuition
- PACE (Pathways for Academic Career and employment)
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Federal Work Study

- Iowa Vocational Technical Tuition Grant
- All Iowa Opportunity Scholarship
- Last Dollar Scholar Program
- National Farm Worker Program
- Snap Grant

As a non-profit organization it is the intent of WIOA Title I to serve all Adult/Dislocated Worker participants through leveraged resources available via the core partners. Customer service focus necessitates the resources available through the One-Stop Center be leveraged and blended whenever possible to ensure as many customers as possible receive the services they need for effective re-employment or upskilling. Individuals who qualify as dislocated workers will also be served as appropriate by helping these customers quickly and effectively return to the workforce. In some instances, this will require upskilling and retraining as determined through customer focused review and interaction.

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

- Eligible veterans/spouse
- Other low-income individuals
- Individuals with barriers to employment
- Public assistance recipients
- Individuals that are basic skills deficient
- Temporary Assistance to Needy Families (TANF)
- Refugee Cash Assistance (RCA)
- Supplemental Security Income (SSI)
- Supplemental Nutrition Assistance Program (SNAP)
- Homeless

Northwest Iowa is a mixture of both rural areas and small municipalities which is both an advantage and disadvantage with regards to transportation. The largest areas are served by public transit systems which reach out slightly beyond the edge of city limits in some cases. The remainder of the area is a large space covering 10 counties that rely individual and personal transportation to and from their communities to other populated areas. Northwest Iowa can serve participants in both areas with resources focused on the options available to everyone.

In the larger areas individuals found to be eligible for WIAO Title I services may be supported with transportation assistance through the public transportation systems in those areas. If public transportation is not a viable or reasonable resource, transportation supportive services may be provided in the form of mileage reimbursement generally monthly to and from the training institution to their residence. Individuals who are either not able to utilize the public transportation system or who do not have access to a vehicle, may also be eligible to receive assistance with purchasing a bicycle under a one-time assistance program if they are found to be eligible and in relative proximity to their training provider.

All available resources from core and community partners will be utilized prior to WIOA Title I services

and in conjunction with the participant’s plan for self-sufficient employment (IEP). This may include ride-share options with other community members, online classes to limit the need for travel to and from classes, and utilizing local community resources such as libraries, community centers, and city or county owned offices where wi-fi services may be available to provide for online support. IVRS offers some of the same support services to individuals with disabilities. IVRS coordinates with Title I and other partners to ensure that funding is braided to best support the individual while not duplicating funding.

Northwest Iowa Local Policies and Procedures is available on the Northwest Iowa Local Workforce Development Board website at <https://www.iowawdb.gov/northwest-iowa/policies>

## STRATEGIES TO MAXIMIZE SERVICE AND MINIMIZE DUPLICATION

### Local Plan Question:

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.

Wagner-Peyser provides a variety of career services and many of these services can also be provided by other WIOA core programs. The Memorandum of Understanding outlines services that each partner provides. Understanding what each partner provides is key to being able to effectively coordinate services while avoiding duplication.

There are several strategies that all core partners utilize to maximize collaboration and avoid duplication, particularly regarding those career services that each offer. The Northwest Iowa area core partners:

- The One-Stop Operator convenes and facilitates monthly meetings with core partner leadership and quarterly meetings with required partners. These meetings allow opportunities to share program information and any changes that may impact processes developed. Service delivery and partnerships are reviewed, and any needed changes are discussed, and strategies developed.
- The One-Stop operator also helps to facilitate a monthly meeting with core partner staff. The purpose of this meeting is to share information about upcoming programs and activities. Wagner-Peyser provides information about upcoming events and workshops that staff share with participants. During these monthly meetings, core partners also provide information on their programs and is an opportunity for staff to learn more about partner services.
- The One-Stop operator facilitates twice-yearly In-Service trainings with a focus on cross training activities.
- A desk aid was developed as a quick guide on partner services that could be utilized when explaining options to participants.
- Calendars and flyers are shared.

All these activities encourage ongoing learning, training, and communication amongst partners. As staff become more familiar with partner services, it is expected that communication will increase leading to decreased duplication through more targeted referrals and case management discussions.

There are also strategies that each core partner program utilizes to collaborate with Wagner-Peyser that the employ due to their unique offerings and these include:

Title I staff are co-located within the center and there is naturally a higher level of communication with Wagner-Peyser. Title I staff attend weekly morning meetings with Title III staff. The morning meetings are an opportunity to share program updates, discuss issues and attend shared trainings. For example, Title I recently started offering the TechWorks Program. Title I staff educated Title III staff on the Program, the benefits to customers and who was eligible. This allowed Title III staff the ability to understand and share the program with center customers. Additionally, most recently, Title I has been setting up a table on exploratory weekly to discuss Title I services and Program. When a customer is done with their services on exploratory if appropriate the career planner refers the customer to the Title I table for an introduction to Title I Services and Programs. Title I Career Specialists and Title III Career Planners attend events together for promotion of services. Past events have included career fairs, Rapid Response Events and High School educational events.

While guiding a customer through Iowa**WORKS** registration and the eligibility explorer, Title III- Wagner Peyser staff are able identify if there are training needs and if a referral needs to be made to Title II services. Most often, referrals are made from Wagner Peyser staff to the Title II program to connect the customer to high school completion classes, basic skills assessments, English Language training and adult literacy programming. Referrals are also made for certificate program trainings such as CNA, CDL, welding, continuing education, and post-secondary trainings as necessary. Communication and case coordination continues after the referral is made. This is especially apparent with customers who are case managed by DVOP or PROMISE JOBS and willing likely be with RCM in the future. Title II programming is advertised in the within the center and on the Iowa**WORKS** Facebook site especially when new programming becomes available, or a new program year starts. There could be opportunity for growth for referrals back to the Iowa**WORKS** Center for Title II student assistance with job-readiness workshops, and career placement after program completion to reduce duplication or look at co-enrollment to enhance services for the completing student.

Title IV, encourages individuals to utilize the services of Wagner-Peyser and especially the career services that can be provided, such as workshops, general job seeking, and employer events. Iowa**WORKS** staff have met jointly with Title IV participants to encourage collaboration and avoid duplication. Title IV is then able to provide those specialized services that are related to disability needs. Title IV also provides consultation to Wagner-Peyser on disability needs of participants. The IVRS office is located within the same building as Iowa**WORKS** and it is natural to walk participants down the hall. One unique service that Iowa**WORKS** and Title IV share is that both are an Employment Network through Social Security's Ticket to Work program, so it is important to collaborate and avoid duplication. Typically, a referral to Title IV is made when an individual has needs that can best be met through the vocational rehabilitation program

and they are co-enrolled. In turn, when the vocational rehabilitation file is closed, that customer is handed off to Iowa**WORKS** for ongoing benefits counseling.

## WIOA TITLE I AND WIOA TITLE II PROGRAM COORDINATION

### Local Plan Question:

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.

### ***Coordination of Services between Titles I and II:***

The NWIWDB will ensure that Title I and II providers collaborate to utilize each program's services in a way that promotes both academic support and career readiness for participants. Each program brings unique assets to the table; for example, Title I can provide transportation and class materials support (ex: scrubs for nurse assistant or tools for welding) and Title II provides the instructional expertise and strategies to help participants be successful in their program of study (ex: basic skills support for Integrated Education and Training classes). Title I and II staff will utilize the One-stop center's standard referral process to make and receive referrals from their respective programs. Title II providers will also share information and promotional materials for Title I services at their new student orientation sessions and invite Title I representatives to present to students on their services. Co-enrollment between the two programs will be encouraged and stressed as a high priority by the NWIWDB.

### ***Review of AEFLA applications:***

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

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

- Consideration 1 – Needs Assessment
- Consideration 4 – Alignment with proposed activities and services
- Consideration 10 - Coordination with partners to access educational services and remove barriers; and
- Consideration 11 - Coordination with community resources in promoting career pathway strategies

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

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

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

## MEMORANDUM OF UNDERSTANDING

### Local Plan Question:

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.

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

<https://www.iowawdb.gov/northwest-iowa/governing-documents>

## PROCUREMENT OF SERVICE PROVIDERS

### Local Plan Question:

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

The Local Workforce Development Board will be governed by the procurement policy as developed in accordance with Federal, State, and local policies and approved by Iowa Workforce Development and the State Board. Iowa Workforce Development is the administrative/fiscal agent for this LWDB and in this capacity administers and oversees all phases of the LWDB's operations. The LWDB has the responsibility to provide policy guidelines for the workforce local area.

Requests for proposals (RFPs) will be requested for WIOA services and 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. LWDB review committee will review all proposals that meet the submission requirements and may submit summary reports of all proposals received to the Local Workforce Development Board if requested by the LWDB.

After evaluation and recommendation of the RFPs by the LWDB review committee, the Local Workforce Development Board will make the final selection of service providers. The Local Workforce Development Board will have final authority for 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 and the LWDB will then select the winning proposal based upon this scoring.

## NEGOTIATED PERFORMANCE LEVELS

### Local Plan Question:

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



## Northwest Iowa WIOA Negotiated Levels of Performance for PY22 and PY23

<b>Adult</b>	<b>PY22</b>	<b>PY23</b>
Employment Rate 2nd Quarter after Exit	72.5%	73%
Employment Rate 4th Quarter after Exit	66%	67%
Median Earnings 2nd Quarter after Exit	\$6,100	\$6,100
Credential Attainment within 4 Quarters after Exit	65%	66%
Measurable Skill Gains	44%	44%

<b>Dislocated Worker</b>	<b>PY22</b>	<b>PY23</b>
Employment Rate 2nd Quarter after Exit	81%	81.5%
Employment Rate 4th Quarter after Exit	81.5%	82%
Median Earnings 2nd Quarter after Exit	\$8,900	\$9,000
Credential Attainment within 4 Quarters after Exit	69%	69.5%
Measurable Skill Gains	44%	44%

<b>Youth</b>	<b>PY22</b>	<b>PY23</b>
Employment Rate 2nd Quarter after Exit	73%	74%
Employment Rate 4th Quarter after Exit	73%	74%
Median Earnings 2nd Quarter after Exit	\$3,700	\$3,800
Credential Attainment within 4 Quarters after Exit	56%	57%
Measurable Skill Gains	41%	41%

<b>Wagner Peyser</b> <i>Not negotiated with LWDBs</i>	<b>PY22</b>	<b>PY23</b>
Employment Rate 2nd Quarter after Exit	60%	60%
Employment Rate 4th Quarter after Exit	67%	67%
Median Earnings 2nd Quarter after Exit	\$6,600	\$6,700

### MAINTAINING A HIGH-PERFORMANCE WORKFORCE DEVELOPMENT BOARD

#### Local Plan Question:

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.*

## PROVISION OF TRAINING SERVICES

### Local Plan Question:

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.

Individualized Training Accounts are the standardized methodology by which a participant's training costs are funded. Limitation of funds that will be available for ITA's will be based on funds available, planned service levels and the needs of the participant. ITAs will be issued only for approved training programs, and only after career counseling has been provided by Title I staff, and case noted. Participants will be required to apply for any available financial assistance including Pell Grants. Loans that must be repaid will not cause a decrease in Workforce Innovation Opportunity Act assistance.

A financial needs determination form will be completed on each enrollee participating in Institutional Skills Training (IST). Title I completes a Financial Needs Determination form with each participant entering a training service. An ITA is completed to aid in identifying which WIOA Title I funds will be used (including, tuition, books and fees). Participants interested in training are required to research at least three different training programs offering similar degrees to compare and choose the training program best suited to their needs both logistically and financially.

The Dislocated Worker program will use training costs only to determine need. The Adult and Youth programs will use training costs and standard living expenses and resources as reported by the participant in calculating the participant's financial needs. All Trade/Dislocated Worker Dual Enrollments will require the use of actual household living expenses and resources in addition to education and related expenses and resources. If an IST participant is living on campus, room and board will be considered a living expense and not an educational expense. A determination of needs will be reviewed annually or more often if significant changes in expenses, financial aid or other resources occur.

Contracts for training services are typically reserved for Work Experience (WEP), On-the-Job (OJT), and other non-institutional training activities. The contracts are developed in conjunction with the business, agency, or organization that will be working directly with the participant and the planned skills to be learned, addressed, and covered. The legal limits of the contract, roles of each party including the employer of record, sponsoring agency or funding source, and participant, as well as the costs and time constraints are clearly stated. Before the training can begin, each party represented in the contract must sign and date the contract and be given an original copy.

Individual Training Accounts (ITA) and related training agreements will be used by the Northwest Iowa LWDA WIOA Title I service provider to contract with training providers. As such means of payment as electronic transfer of funds through financial institutions, credit vouchers, purchase orders, credit cards

or other appropriate measures become more fully defined in terms of employment and training initiatives, it is expected that the provider will consider transitioning from the contractual approach to these other means.

In terms of limits of individual funding and duration of funding for an ITA for the WIOA Title I Adult services program, it is expected that funds will be obligated to a maximum of \$3,000 per year per participant in occupational skills training for a maximum of two (2) years. However, this limit and time frame can be extended to three years depended upon individual circumstances and subject to the Northwest Iowa LWDA WIOA Title I Director approval.

For dislocated workers, the same limitations prevail, though they may be superseded by the terms of National Dislocated Worker Grant(s) (NDWG).

It is understood that ITAs do not allow for payment of supportive services. The following will apply to any request for baccalaureate degree services:

To be considered for enrollment in any baccalaureate degree program in which WIOA Title I funding is authorized, the applicant/participant needs to demonstrate all of the following requirements:

- When the vocational goal is among local area demand occupations; and
- When the participant has two academic years or less to complete the baccalaureate degree.
- and when the participant has not already earned a baccalaureate and/or post-graduate degree (unless he/she may require a short-term endorsement or certification), or the previous baccalaureate degree is substantially outdated
- When sufficient funding exists through Workforce Innovation and Opportunity Act Title I allocations to sustain the baccalaureate degree goal.

Because it has long been the tradition of emphasizing any funding for post-secondary training to vocational technical programs, it is expected that this tradition continues and in no way be diminished by baccalaureate degree enrollments. Historically, associate degree programs have served to meet local area employer requirements for skilled workers, which also continue to be a priority emphasized by local area needs assessments. However, in restricted cases, the baccalaureate degree goal best suits personal circumstances and yields a greater degree of family self-sufficiency. In these cases, staff making enrollment decisions will confer with supervisory staff to assure that all the requirements listed above are satisfied. In addition, when Northwest Iowa LWDA WIOA Title I staff is coordinating services with other service providers and funding sources (PROMISE JOBS and Vocational Rehabilitation; for example), such requests will receive additional consideration.

Consumer choice in the selection of a training provider is of the utmost importance. The Northwest Iowa LWDA ensures consumer choice by having participants complete the consumer choice options worksheet. To enhance consumer choice in education and training plains, as well as to provide flexibility to service providers, youth program-funded ITAs may be used for out-of-school youth (OSY) ages 16-24, when appropriate. In- school youth (ISY) cannot use youth program-funded ITAs. However, ISY between

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

Individuals found to eligible for training will be given the option to research training providers that offer the program they are interested in attending. The Eligible Training Provider List (ETPL) maintained by Iowa Workforce Development. If a training provider is not on the list, they may be contacted to determine if they are interested or eligible to apply to be on the ETPL. If a training provider is found to be on the ETPL, the WIOA Title I staff will work with the participant to determine the costs, graduation, travel requirements, and related information to determine if this or another option is more agreeable to the participants liking and preference. Once the training provider is selected by the participant, this information will be documented in the Iowa **WORKS** MIS system.

## LOCAL PLAN PUBLIC COMMENT PERIOD

### Local Plan Question:

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.

Following the board's approval of the draft, the NWIWDB 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 NWIWDB 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.

The PY21-PY23 Local Plan was posted for public comment on August 19, 2021 and ended on September 16, 2021. A listening session was held on August 30, 2021 from 5:30 p.m. to 6:00 p.m. There were seven comments received during the public comment period. Of the seven comments that were received six of them were corrected as an action item. The comments received and the action taken are included in the submission of the local plan. One of the comments was unchanged because the information included was correct.

## INTEGRATED, TECHNOLOGY-ENABLED INTAKE AND CASE MANAGEMENT

### Local Plan Question:

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

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

Core and Required Partner Programs meet regularly in order to effectively promote cross-agency communication, coordinate intake and case management activities and strategies, and to address and barriers to collaboration among partner programs. Core Partner program leadership meets monthly, including a separate monthly meeting of Core Partner staff dedicated to serving employers (called the Business Services Team). Required partners meet quarterly in coordination with Core Partner meetings. Additionally, Core Partner agency staff participate in a monthly meeting to collaborate on individual cases, address barriers to success, and take part in cross-training activities. During these high-level meetings, the One-Stop Operator coordinates and facilitates the participation of all partner leadership and staff.

All Core and Required partner programs (including SCSEP, MSFW, Ticket to Work, and Veteran Employment Services) operating within the local area have implemented an integrated, cross-agency referral system with guidance from the One-Stop Operator. An accessible Google form allows Core and Required partners to input and share important customer information for referral easily. In order to ensure prompt follow-up and updating of the customer, One-Stop Operator designed the Google Form to automatically send e-mail notifications to the agency receiving the referral. Additionally, a notification is also sent to the staff member making the referral as well as the One-Stop Operator. This system provides real-time monitoring and correction of referrals (including errors, if any).

An integrated, cross-agency customer satisfaction survey was being developed in December 2021/January 2022 with the aim of creating and implementing an integrated tool to solicit and analyze customer satisfaction data is to inform strategies for continuous improvement. However, this effort has been put on hold as the state looks to create a uniform solution for collecting customer satisfaction data across all Local Areas. The One-Stop Operator is involved in the state's planning sessions for this tool.

Using the backend spreadsheet of the referral system, all partners have access to information on referrals made in their local area. Partners can run reports on data pertaining to the number of referrals made to various programs and whether specific referrals have been contacted. The One Stop Operator provides this data to the board.

Even though a system is available for all partners to access to provide immediate information regarding initial contact with a partner referral, a system must be developed and implemented to ensure that dually enrolled individuals are followed up regularly. The partner making the referral should ensure that all partners working with the individual are identified on the referral form. To ensure a client-centered approach, while taking into consideration the geographic nature of Northwest Iowa, it would be best to schedule Integrated Resource Teams (IRTs) every 90 days, either in person or over Zoom, with all the partners working with the individuals referred to assist them in reaching their vocational goals. IRTs would also facilitate successful communication among all the partners involved. In addition to IRTs,

emailing case notes to all partners working with the individual would assist in following up in between IRTs and reduce duplication of services.

Iowa**WORKS** manages employer data, allowing input and access by Title I and Title III programs. Iowa**WORKS** is not available to all partners, therefore a Business Relations Report is currently in development to facilitate the sharing of employer information. As each partner develops relationships with local employers, they will have an opportunity to input pertinent employer information. This information can include high turnover positions, education and skills required for those positions, specified minimum age, whether or not a driver's license is needed, whether the employer hires ex-offenders, conducts background checks and/or drug screens, and their specific hiring process. In addition, the type of employment the employer is hiring for and if the employer is open to on-the-job trainings, job shadows, internships, work experiences, etc. The key element of this form is the partner's ability to provide either the employer's direct contact information or the partner's contact information to facilitate a warm introduction to the employer. This Business Relations Report is in the form of an accessible Google Form questionnaire that has response options of checkboxes, radio buttons, and drop-down options. As a result, the data can be more easily accessed by the partners on the backend. A spreadsheet that contains all the employer data input by all the partners in the local area will be available to all partners. Employer information in this shared database will be used by all the partners to meet the hiring needs of local employers and to benefit job seekers.

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

## PRIORITY OF SERVICE

### Local Plan Question:

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).

The NWIWDB will ensure that priority of service is provided to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient by providing oversight of the Title I Service Provider (Goodwill of the Great Plains) and monitoring regular reports of participants served from the Title I Director.

The Title I service provider will create a list of prospective Title I clients and gather information on income status and involvement in other assistance programs (ex: SNAP, TANF, SSI) from the individuals through an application process. One-on-one meetings will be held with prospective clients to

determine eligibility. Basic skills deficient status will be determined by administering the CASAS assessment, either with Title I staff or in collaboration with Title II providers if the individual has also expressed interest in Adult Education & Literacy services. Cost-sharing agreements will be developed between Title I and II when Title II staff/resources are used to assess individuals who are not co-enrolled.

The Title I service provider will develop a system that is inclusive of all eligible clients as the program continues to grow. For example, if enrollment reaches the point at which a waiting list is needed, priority will be given based on greatest need. A follow-up system will be established to track and retain all clients and referrals.

WIOA establishes a priority requirement with respect to funds allocated to a local area for adult individualized career services and employment and training activities; there is no priority applied for receipt of basic career services. Funds must give priority to recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and individuals with barriers to employment. Priority must be implemented regardless of the amount of funds available to provide services in the local area. When funds are limited and there is a need to develop an “interest list”, those with Veteran priority of service status and their eligible spouses will be placed at the top of the interest list. That list will be maintained by the WIOA Title I Assistant Director and reviewed on a regular basis to determine if/when an individual on the interest list can be fully enrolled. If there are no individuals on the interest list waiting to receive services. Individuals who are enrolled will also have a case note indicating that after an evaluation of the participant’s application for WIOA Title I funding was conducted, there were no applications for funding found to have a higher priority.

### **Veterans and Adult Priority of Services**

Veterans and eligible spouses continue to receive priority of service for all DOL-funded job training programs, which include WIOA Title I program. A veteran must meet each program’s eligibility criteria to receive services under the respective employment and training program.

### **Application of Priority**

In regard to WIOA Adult funds, priority must be provided in the following order:

1. To veterans and eligible spouses who are also included in the groups given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services with WIOA Title I Adult formula funds for individualized career services and training services.
2. To non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA Title I Adult formula funds.
3. To veterans and eligible spouses who are not included in WIOA’s priority groups.
4. To priority populations established by the Governor and/or Local Workforce Development Board (Local WDB).
5. To non-covered persons outside the groups given priority under WIOA.

### **Priority of Service for Adult Program Funds**

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1. Recipients of public assistance
  - Temporary Assistance to Needy Families (TANF)
  - General Assistance (GA)
  - Refugee Cash Assistance (RCA)
  - *Supplemental Security Income (SSI)*
  - Supplemental Nutrition Assistance Program (SNAP)
  - Other income based public assistance
2. Low-Income Individuals
  - Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the SNAP, TANF, SSI under Title XVI of the Social Security Act, or state or local income-based public assistance program; or
  - Receives an income or is a member of a family receiving an income that in relation to family size, is not in excess of the current U.S. DOL 70 percent [Lower Living Standard Income Level Guidelines](#) and [U.S. Department of Health and Human Services Poverty Guidelines](#), or
  - Is a homeless individual, or
  - Is an individual with a disability whose own income meets the income requirements above, but who is a member of a family whose income does not meet this requirement.
3. Individuals Who Are Basic-Skills Deficient must meet at least one of the following:
  - Lacks a high school diploma or equivalency and is not enrolled in secondary education; or
  - Is enrolled in Title II adult education (including enrolled for English Language Acquisition); or
  - Has poor English-language skills and would be appropriate for ESL, even if the individual isn't enrolled at the time of WIOA participation; or
  - The career planner makes observations of deficient functioning, and, as justification, records those observations in the data management system; or
  - Scores below 9.0 grade level (8.9 or below) on the Test of Adult Basic Education (TABE); Comprehensive Adult *Student Assessment* Systems (CASAS) or other allowable assessments as per National Reporting System (NRS) developed by the U.S. Department of Education's Division of Adult Education and Literacy; or
  - Individual does not earn the National Career Readiness Certificate (NCRC) (e.g., one or more of the scores are below a Level 3 on the Workplace Documents, Applied Math, or Graphic Literacy assessments).
4. Individuals with Barriers to *Employment*. Individuals with barriers to employment may include:
  - Displaced homemakers
  - Indians, Alaska Natives, and Native Hawaiians



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

The above list is used only for applying priority for the individual to receive individualized career services and training services. Certain individualized career services or training services may require pre- and post-test scores to measure skills gain for the specific activity; in this case the determination is made by administering an acceptable skills assessment or by using scores from any partner’s previous assessment.

## VETERANS PRIORITY OF SERVICE

Local Plan Question:

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

Northwest Iowa LWDA follows the state policy for Veterans priority of service. Priority of service means that veterans and eligible spouses are given priority over non-covered persons for the receipt of employment, training, and placement services provided under a qualified job training program.

Depending on the type of service or resource being provided, priority of service may mean:

- The covered person receives access to the service or resource earlier in time than the non-covered person.
- If the service or resource is limited, the covered person receives access to the service or resource instead of or before the non-covered person.

Written copies of local priority of service policies will be maintained at all service delivery points and, to the extent practicable, should be posted in a way that makes it possible for members of the public to easily access them.

### **Qualified Job Training Programs**

Priority of service must be implemented in all programs and services for workforce preparation, development, or delivery that are directly funded, in whole or in part, by the United States Department of Labor (USDOL), to include:

- Programs and services that use technology to assist individuals in accessing workforce development programs.
- Any such program or service under the public employment service system, the AJC, the Workforce Innovation and Opportunity Act (WIOA), demonstrations or other temporary programs, and programs implemented by states or local service providers based on federal block grants.
- Any such program or service that is a workforce development program targeted to specific groups.

### **Covered Persons**

Priority of service must be applied uniformly across all local systems to veterans and eligible spouses as defined below:

- Veteran - A person who served at least one day in the active military, naval, or air service and who was discharged or released under conditions other than dishonorable
  - Active service includes full-time service in the National Guard or a Reserve component
  - Active service does not include full-time duty performed strictly for training purposes (weekend or annual training), nor does it include full-time active duty performed by National Guard personnel who are mobilized by state rather than federal authorities
- Eligible Spouse - A spouse to any of the following:
  - Veteran who died of a service-connected disability
  - Member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
    - Captured in the line of duty by a hostile force
    - Forcibly detained or interned in the line of duty by a foreign government or power

- Veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs
- Veteran who died while a disability was in existence

### **Self-Service Tools**

Informational and service delivery websites developed with funding from a qualified job training program or grant must provide information on priority of service and how to access assistance from applicable programs or grants via the nearest AJC, beyond a mention of or referral to Local Veterans' Employment Representative and Disabled Veterans' Outreach Program specialists.

### **Verifying Status**

The processes for identifying covered persons are not required to verify the status of an individual at the point of entry unless they immediately undergo eligibility determination and enrollment in a program, or the applicable federal program rules require verification at that time. In these instances, the covered person should be enrolled, provided immediate priority, and given the opportunity to follow up with verification of status.

For programs that cannot rely on self-certification, verification only needs to occur at the point at which a decision is made to commit outside resources to one individual over another.

### **Applying Priority of Service**

Local WDBs will develop policies and procedures to ensure that priority of service is applied as outlined below:

1. Universal Access Programs
  - For workforce programs that operate or deliver services to the public without targeting specific groups, covered persons must receive priority of service over all other program participants
2. Programs with Eligibility Criteria
  - For workforce programs with specific eligibility criteria, covered persons must meet all statutory eligibility and program requirements for participation, and priority of service must be applied as follows:
    - Covered persons who meet the eligibility requirements must receive the highest priority of service
    - Non-covered persons who meet the eligibility requirements must receive second priority
3. Programs with Eligibility Criteria and Statutory Priorities
  - For workforce programs with a federal mandate that requires a priority or preference for a particular group of individuals or requires spending a certain portion of program funds on a specific group, priority of service must be applied as follows:
    - Covered persons who meet the mandatory priorities or spending requirement or limitation must receive the highest priority

- Non-covered persons within the program’s mandatory priority or spending requirement or limitation, must receive priority for the program or service over covered persons outside the program-specific mandatory priority or spending requirement or limitation
- Covered persons outside the program-specific mandatory priority or spending requirement or limitation must receive priority for the program or service over non-covered persons outside the program-specific mandatory priority or spending requirement or limitation

#### 4. Programs with Eligibility Criteria and Discretionary Priorities

- For workforce programs that focus on a particular group or make efforts to provide a certain level of service to such a group, but do not mandate that the favored group be served before other eligible individuals, priority of service must be applied as follows:
  - Covered persons must receive the highest priority for the program or service
  - Non-covered persons within the discretionary targeting will receive priority over non-covered persons outside the discretionary targeting

Iowa**WORKS** staff have been trained on the Veteran’s Priority of Service and the priority of service procedures as outlined in the Standard Operating procedure. This ensures that Veterans, Spouses of Veterans and U.S. Military Members access services before a non-covered person. Upon entering the Iowa**WORKS** Center, the customer checks into the kiosk. The staff member greeting the customer asks the reason for their visit, and if the customer is a Veteran, Spouse of a Veteran or has ever served in the U.S. Military. If the customer identifies they are indeed a Veteran, Spouse of or has served in the U.S. Military they are thanked for their service. The Customer is given a red folder with an Iowa**WORKS** and Home Base Iowa Sticker on the front. The red folder holds information specific to military members and Veterans such as Home Base Iowa, 211, priority of service, Vet’s employment services, handouts that highlight the local JVSG Career Planner, Veteran Assistance Program, Register Apprenticeship, Veteran Resources, an Iowa**WORKS** Guide, and a job searching log. The Iowa**WORKS** Career planner helps the Veteran get registered in the Iowa**WORKS** system if they are not already and assists the customer through the eligibility explorer assessment. The local Specialized Veteran Career Planner then assists the Veteran with their career service needs such as career assessments, individualized resume assistance, job search assistance, mock interviews, referrals, etc. From there the Veteran will also be referred to the Home Base Iowa Career Advisor for additional assistance. Additional Services our Iowa**WORKS** AJC offers Veterans as a priority of service is the 24-hour job order veteran hold, where Veterans can see the posted jobs in Iowa**WORKS** 24 hours before a non-veteran and the ability to attend career fairs earlier than the public. The center has a Home Base Iowa Sign on the front doors, priority of service signs by the check-in kiosk and by each exploratory pod. The Core partners can refer customers to the JVSG/DVOP Veteran services and other core partner programs through the shared Google referral form to ensure the Veteran is getting all the needed services. The local Title III JVSG Career Planner Partners with the Iowa Lakes Community College Veteran Career Planner for Coordination of services and referrals. This last fall the Spencer Iowa**WORKS** Site won the Veteran’s Incentive Award and was awarded funds to go directly back to Veteran’s in the community. The Local JVSG Career Planner worked together with the Veteran Career Planner at Iowa Lakes and Northwest Iowa Community College to provide coffee pots,

microwaves, and refrigerators for the veteran only study areas at the college. Additional items the center provides to Veterans is a map of the World on the wall where the Veteran can pin where they served and hand-crafted wooden plaques which were made by a Veteran highlighting each branch of the service. This past Veteran’s Day the Iowa**WORKS** Center provided juice and donuts to Veterans that came into the center.

**ASSURANCES**

Local Plan Question:

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.

**PUBLIC COMMENT PERIOD FEEDBACK**

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

**Northwest Iowa Public Comment Period: August 19, 2021 - September 16, 2021**

<b>Date Received</b>	<b>Section</b>	<b>Comments</b>	<b>Comment Made By</b>	<b>Action</b>
8/19/2021	Page 15	First paragraph should read Student loans not loads	Alana Tweet	<b>Corrected</b>
8/19/2021	Page 15	Third paragraph reads Title monies, should it be Title I?	Alana Tweet	<b>Not Corrected</b>
8/19/2021	Page 19	On-the-Job Training employees wage up to \$1,000. Should match what board approved. (\$6,000)	Alana Tweet	<b>Corrected</b>
8/19/2021	Page 20	Reads Trace Act, should be Trade Act.	Alana Tweet	<b>Corrected</b>

8/19/2021	Page 21	Reads job seekers have access to page 52 (take out page 52)	Alana Tweet	Corrected
8/23/2021	Throughout document	Add Iowa Central Community College (Title II provider) throughout local plan	Abby Underberg	Corrected
9/8/2021	Section 3 1.b.	The steps the LWDB will take to locally implement and support the state strategies that have been identified in the State Plan could be more clearly identified in the Northwest Iowa Local Plan.	Taylor Williams	Corrected
<b>Response added to the local plan in section 3 1.b.</b>		<p>All career services offered through the Iowa <b>WORKS</b> centers are designed to meet the strategic vision and goals of the State Plan and the LWDB. These services are reviewed regularly by the Iowa <b>WORKS</b> management and the LWDB to ensure they are aligned with the vision and goals of the board as well as the strategies identified in the State Plan. Coordination of workforce development programs, including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006, is defined in the local area Memorandum of Understanding (MOU). The required partners, the one-stop operator of the local area will collaborate with each other and the LWDB to ensure the delivery of services are aligned in an accessible, seamless and integrated manner.</p> <p>The LWDB provides oversight to ensure the following career services are available at the center:</p> <p>Eligibility for services; outreach, intake, orientation, Initial assessment, Labor exchange services, Referrals to programs, Labor market information, Performance, cost information, Supportive services information, UI information and assistance, Financial aid information, Follow-up services, Comprehensive assessment, Individual employment plan, Career planning and counseling, Short-term prevocational services, Internships, work experiences, Out-of-area job search, Foreign language acquisition</p> <p>Workforce preparation with the implementation of Perkins V, a comprehensive local needs assessment (Perkins Action Section 134) is now completed once every two years by the federal funds' local recipients. The needs assessment includes a review of CTE student performance, program quality, labor market needs, educator development and special populations' access to programs of study. This data is used by the partners and the LWDB to ensure efficient coordination of programming.</p>		

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