



# CENTRAL IOWA LOCAL PLAN

CENTRAL IOWA WORKFORCE DEVELOPMENT BOARD  
LOCAL PLAN – May 12, 2022



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# CIWDB 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

## CENTRAL IOWA WORKFORCE DEVELOPMENT BOARD (CIWDB)

Counties:

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

## CIWDB BOARD MEMBERS

<u>Central Iowa Board Members:</u>	<u>Organization Representing:</u>
<b>T. Waldmann-Williams, PhD (Chair)</b> President/Owner – TWW Consulting, LLC Knoxville/Marion	Business

<p><b>Sara Bath</b> Workforce Manager – Iowa Workforce Development Des Moines/Polk</p>	Government – State Wagner-Peyser
<p><b>Kathleen Davis</b> Supervisor – Iowa Vocational Rehabilitation Services Des Moines/Polk</p>	Government – Vocational Rehabilitation
<p><b>Robert Denson</b> President – Des Moines Area Community College Ankeny/Polk</p>	Employment & Training Institution of Higher Education providing Workforce Services
<p><b>Tom Hayes</b> Secretary/Treasurer – South Central Iowa Federation of Labor Van Meter/Madison</p>	Workforce – Labor Organization
<p><b>Ashley Johnson</b> Financial Reporting Supervisor Waukee/Dallas</p>	Business
<p><b>Amy Landas</b> Vice President, Commercial Banker – Vision Bank Boone/Boone</p>	Business
<p><b>Tom Leners</b> Executive Director – Madison County Development Group Winterset/Madison</p>	Business
<p><b>Marcanne Lynch</b> Director of Human Resources – Mainstream Living Ames/Story</p>	Business
<p><b>Paula Martinez</b> President- South Central Federation of Labor Carlisle/Warren</p>	Workforce – Labor Organization

<p><b>Lawrence McBurney</b> Operational Risk Consultant, Assistant VP – Wells Fargo Bank Urbandale/Polk</p>	Business
<p><b>Robin Pfalzgraf</b> Executive Director – Habitat for Humanity, Marion County Knoxville/Marion</p>	Business
<p><b>Michelle Elizabeth Rich</b> Community Impact Officer, Income – United Way of Central Iowa Des Moines/Polk</p>	Workforce–Community Based Organization
<p><b>Stacy Sime</b> President/CEO – LifeServe Blood Center Des Moines/Polk</p>	Business
<p><b>Sonia Sledge</b> Talent Management Generalist/Bolton &amp; Menk, Inc. Des Moines/Polk</p>	Small Business
<p><b>Eric Sundermeyer</b> Associate Director, Adult Education and Literacy – DMAACC Pleasant Hill/Polk</p>	Employment & Training – Adult Education
<p><b>Terisa “Teri” Vos</b> Director of Work Based Learning – Central College Pella/Marion</p>	Business
<p><b>Jeff Vroman</b> Managing Partner – The Vroman Group, LLP West Des Moines/Dallas</p>	Small Business
<p><b>Patrick Wells</b> Business Manager – IBEW LU 347 Des Moines/Polk</p>	Workforce – Labor Organization Apprenticeship Programs

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## SUBCOMMITTEES

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

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

**Disability Access Committee** – Marcanne Lynch (Chair)

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

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## FISCAL AGENT

**Polk County Auditor**

Jamie Fitzgerald

Administration Building

111 Court Avenue, Room 230

Des Moines, IA 50309

[Jamie.fitzgerald@polkcountyiowa.gov](mailto:Jamie.fitzgerald@polkcountyiowa.gov)

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## CIWDB IOWA BOARD SUPPORT

**Heather Garcia** – Board Executive Director

P.O. Box 965

Waukee, IA 50263

515.669.0998

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

**Johnna Forbes** – Board Consultant

P.O. Box 965

Waukee, IA 50263

515.669.0998

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

***Role Description:***

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

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## CIWDB - TITLE I SERVICE PROVIDER

Adult and Dislocated Worker Service Provider:  
Children & Families of Iowa (CFI)  
Janice Lane Schroeder – Chief Executive Officer  
1111 University Avenue  
Des Moines, IA 50314

Youth and Young Adult Service Provider:  
Children & Families of Iowa (CFI)  
Janice Lane Schroeder – Chief Executive Officer  
1111 University Avenue  
Des Moines, IA 50314

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## CIWDB ONE-STOP OPERATOR

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

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## CIWDB – OFFICE LOCATIONS

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

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

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



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## LOCAL PLAN DRAFT PROCESS

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

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

A public comment was submitted regarding the format of the program information found in section 3. Per the template issued by the State, this information was to be provided in a chart. The draft local plan available for public comment included information about the programs, but the information was provided in a bulleted format. The bulleted information was reformatted into a chart that was added to the draft local plan prior to submission in IowaGrants.

## SECTION 2 – STRATEGIC PLANNING ELEMENTS

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

### ECONOMIC ANALYSIS

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.

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*a. Economic Conditions including existing and emerging in-demand industry sectors and occupations.*

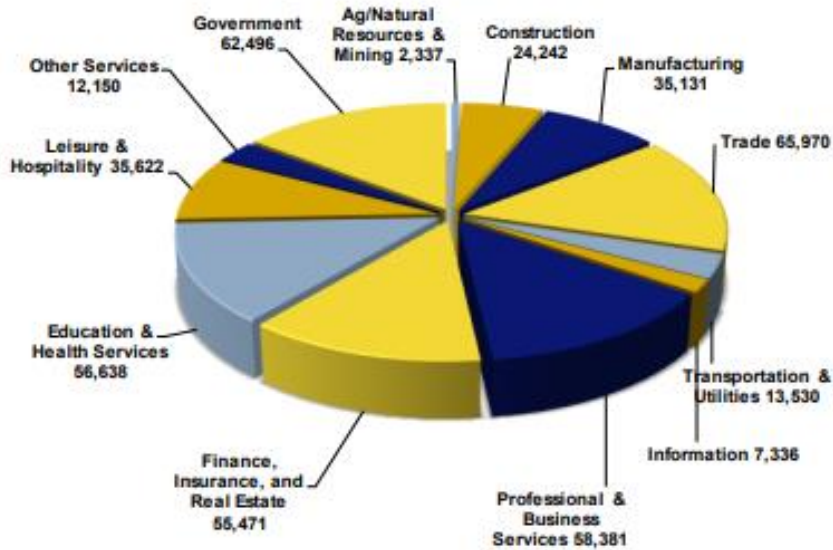
The Governor's Future Ready Iowa initiative calls for Iowa's employers to have greater access to advanced, skilled, diverse, and Future Ready workers. To emphasize that need for additional skilled workers, according to Iowa Workforce Development, just over half (50.2%) of the area's workers have some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

As of 2020 the Central Iowa LWDA's largest private industry was Trade, representing 20.6 percent (65,970) of the area's total covered employment of 429,303. The industry sectors of Government (62,496), Professional & Business Services (58,381), Education & Health Services (56,638), Finance, Insurance, and Real Estate (55,471) round out the top five existing sectors of the local area.

While the majority of industries in the area recorded losses in employment, Ag/Natural Resources & Mining, Construction, Transportation & Utilities, Finance, Insurance and Real Estate all experienced increases in employment. Transportation & Utilities had the largest increase in employment with a 1.6 percent in 2020. The largest decrease in employment was posted in the Leisure & Hospitality sector with a 21.2 percent decrease in 2020.

The area's total employment decreased by 4.6 percent since 2019, while the average annual wage increased by 8.4 percent to \$60,595 for all industries. The Central Iowa LWDA average weekly wage for all industries was \$1,165 for 2020. This was an increase of 8.4 percent since 2019. The highest average weekly wage for a private sector industry was in Finance, Insurance and Real Estate averaging \$1,808. The Professional & Business Services sector reported the largest percentage increase in average weekly wage at 8.9 percent between 2019 and 2020.

## 2020 Industry Breakout by Employment



Source: Quarterly Census of Employment and Wages

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

| Reporting Units |        |          |                                     | Employment |         |          |
|-----------------|--------|----------|-------------------------------------|------------|---------|----------|
| 2019            | 2020   | % Change |                                     | 2019       | 2020    | % Change |
| 27,886          | 28,468 | 2.09%    | Total All Industries                | 449,882    | 429,303 | -4.57%   |
| 26,782          | 27,356 | 2.14%    | Private Business                    | 385,594    | 366,808 | -4.87%   |
| 270             | 275    | 1.85%    | Ag/Natural Resources & Mining       | 2,307      | 2,337   | 1.30%    |
| 2,299           | 2,325  | 1.13%    | Construction                        | 24,103     | 24,242  | 0.58%    |
| 815             | 815    | 0.00%    | Manufacturing                       | 36,616     | 35,131  | -4.06%   |
| 4,999           | 4,999  | 0.00%    | Trade                               | 68,510     | 65,970  | -3.71%   |
| 2,300           | 2,303  | 0.13%    | <i>Wholesale Trade</i>              | 20,150     | 19,562  | -2.92%   |
| 2,699           | 2,696  | -0.11%   | <i>Retail Trade</i>                 | 48,360     | 46,408  | -4.04%   |
| 736             | 785    | 6.66%    | Transportation & Utilities          | 13,349     | 13,530  | 1.36%    |
| 529             | 552    | 4.35%    | Information                         | 7,878      | 7,336   | -6.88%   |
| 3,293           | 3,468  | 5.31%    | Finance, Insurance, and Real Estate | 58,014     | 58,381  | 0.63%    |
| 6,122           | 6,270  | 2.42%    | Professional & Business Services    | 56,342     | 55,471  | -1.55%   |
| 2,991           | 3,260  | 8.99%    | Education & Health Services         | 59,879     | 56,638  | -5.41%   |
| 2,329           | 2,320  | -0.39%   | Leisure & Hospitality               | 45,204     | 35,622  | -21.20%  |
| 2,402           | 2,288  | -4.75%   | Other Services                      | 13,392     | 12,150  | -9.27%   |
| 1,104           | 1,112  | 0.72%    | Government                          | 64,287     | 62,496  | -2.79%   |
| 370             | 378    | 2.16%    | <i>State</i>                        | 16,486     | 16,183  | -1.84%   |
| 514             | 515    | 0.19%    | <i>Local</i>                        | 40,358     | 38,645  | -4.24%   |
| 220             | 219    | -0.45%   | <i>Federal</i>                      | 7,443      | 7,667   | 3.01%    |

Source: Quarterly Census of Employment and Wages

## QUICK FACTS

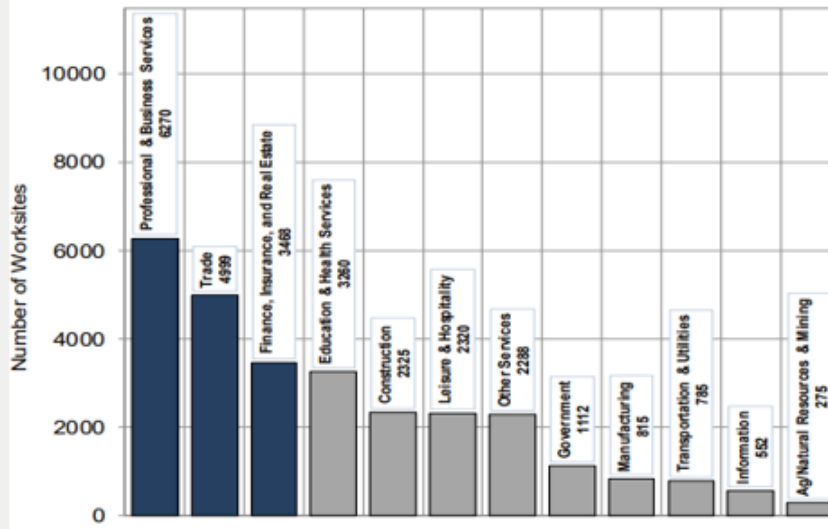
**Central Iowa LWDA  
Greatest Number of  
Worksites**

**Professional &  
Business Services  
6270**

**\*Trade  
4,999**

**Finance, Insurance,  
and Real Estate  
3,468**

**Reporting Units by Industry in 2020**



\*Trade includes Wholesale & Retail Trade

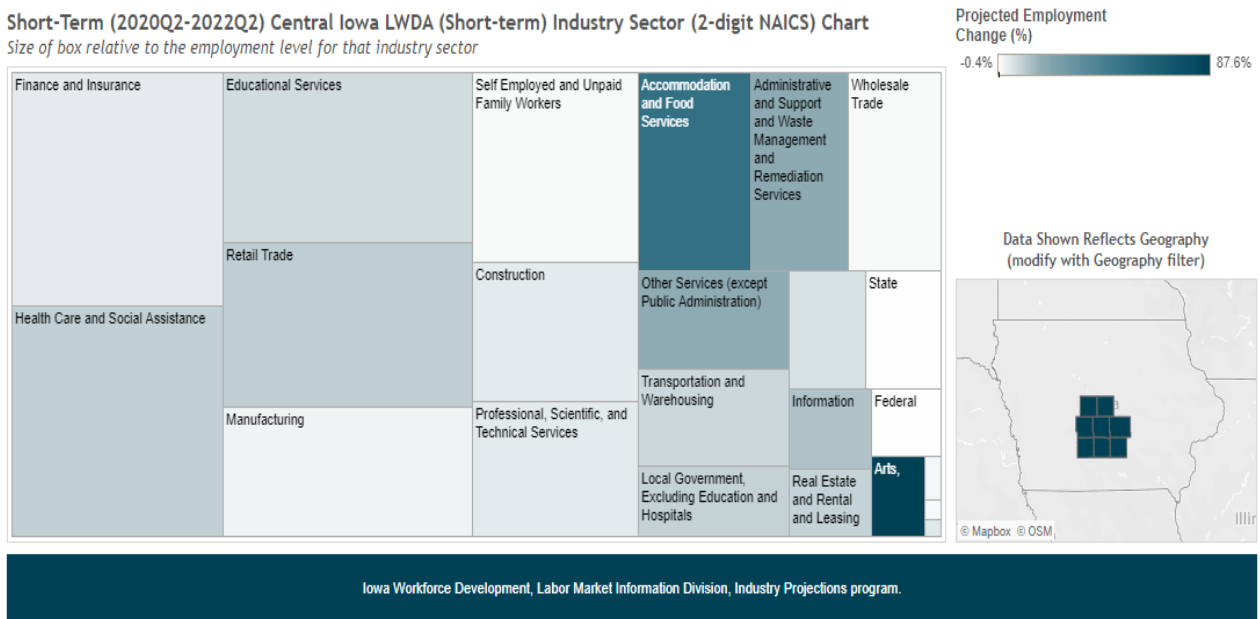
Source: Quarterly Census of Employment and Wages

## Short-Term (2020Q2-2022Q2) Central Iowa LWDA Industry Projections

| NAICS + Industry Description                                  | Base<br>Estimated<br>Employment | Projected<br>Estimated<br>Employment | Employment<br>Numeric<br>Change | Employment<br>Percent<br>Change |
|---------------------------------------------------------------|---------------------------------|--------------------------------------|---------------------------------|---------------------------------|
| 722 Food Services and Drinking Places                         | 20,650                          | 30,715                               | 10,065                          | 48.7%                           |
| 561 Administrative and Support Services                       | 19,485                          | 23,220                               | 3,735                           | 19.2%                           |
| 611 Educational Services                                      | 44,870                          | 48,160                               | 3,290                           | 7.3%                            |
| 621 Ambulatory Health Care Services                           | 17,195                          | 19,875                               | 2,680                           | 15.6%                           |
| 713 Amusement, Gambling, and Recreation Industries            | 3,440                           | 6,050                                | 2,610                           | 75.9%                           |
| 721 Accommodation                                             | 2,775                           | 5,190                                | 2,415                           | 87.0%                           |
| 624 Social Assistance                                         | 10,295                          | 12,100                               | 1,805                           | 17.5%                           |
| 448 Clothing and Clothing Accessories Stores                  | 1,480                           | 2,905                                | 1,425                           | 96.3%                           |
| 524 Insurance Carriers and Related Activities                 | 26,805                          | 28,115                               | 1,310                           | 4.9%                            |
| 711 Performing Arts, Spectator Sports, and Related Industries | 650                             | 1,780                                | 1,130                           | 174.0%                          |
| 812 Personal and Laundry Services                             | 3,150                           | 4,255                                | 1,105                           | 35.1%                           |
| 930 Local Government, Excluding Education and Hospitals       | 11,230                          | 12,280                               | 1,050                           | 9.4%                            |
| 541 Professional, Scientific, and Technical Services          | 23,855                          | 24,900                               | 1,045                           | 4.4%                            |
| 813 Religious, Grantmaking, Civic, Professional Organizations | 8,205                           | 9,060                                | 855                             | 10.4%                           |
| 522 Credit Intermediation and Related Activities              | 23,365                          | 24,190                               | 825                             | 3.5%                            |
| 814 Private Households                                        | 295                             | 1,045                                | 750                             | 254.0%                          |
| 441 Motor Vehicle and Parts Dealers                           | 5,890                           | 6,600                                | 710                             | 12.1%                           |
| 238 Specialty Trade Contractors                               | 17,040                          | 17,740                               | 700                             | 4.1%                            |
| 551 Management of Companies and Enterprises                   | 9,660                           | 10,270                               | 610                             | 6.3%                            |
| 493 Warehousing and Storage                                   | 1,770                           | 2,280                                | 510                             | 28.8%                           |
| 453 Miscellaneous Store Retailers                             | 1,720                           | 2,230                                | 510                             | 29.7%                           |
| 451 Sporting Goods, Hobby, Book and Music Stores              | 1,275                           | 1,760                                | 485                             | 38.0%                           |
| 671 Self Employed and Unpaid Family Workers                   | 33,415                          | 33,815                               | 400                             | 1.2%                            |
| 445 Food and Beverage Stores                                  | 11,345                          | 11,745                               | 400                             | 3.5%                            |
| 512 Motion Picture and Sound Recording                        | 295                             | 690                                  | 395                             | 134.0%                          |
| 532 Rental and Leasing Services                               | 1,540                           | 1,930                                | 390                             | 25.3%                           |
| 446 Health and Personal Care Stores                           | 2,020                           | 2,360                                | 340                             | 16.8%                           |
| 442 Furniture and Home Furnishings Stores                     | 915                             | 1,220                                | 305                             | 33.3%                           |
| 236 Construction of Buildings                                 | 4,285                           | 4,575                                | 290                             | 6.8%                            |
| 336 Transportation Equipment Manufacturing                    | 1,235                           | 1,505                                | 270                             | 21.9%                           |
| 622 Hospitals                                                 | 13,590                          | 13,855                               | 265                             | 2.0%                            |
| 485 Transit and Ground Passenger Transport                    | 515                             | 780                                  | 265                             | 51.5%                           |
| 623 Nursing and Residential Care Facilities                   | 10,355                          | 10,615                               | 260                             | 2.5%                            |
| 492 Couriers and Messengers                                   | 2,070                           | 2,280                                | 210                             | 10.1%                           |
| 511 Publishing Industries                                     | 2,250                           | 2,455                                | 205                             | 9.1%                            |
| 484 Truck Transportation                                      | 5,895                           | 6,080                                | 185                             | 3.1%                            |
| 323 Printing and Related Support Activities                   | 1,925                           | 2,105                                | 180                             | 9.4%                            |
| 712 Museums, Historical Sites, and Similar Institutions       | 375                             | 545                                  | 170                             | 45.3%                           |
| 444 Building Material and Garden Equipment                    | 4,545                           | 4,710                                | 165                             | 3.6%                            |
| 531 Real Estate                                               | 4,415                           | 4,575                                | 160                             | 3.6%                            |
| 518 Internet Service Providers, Web Search                    | 1,695                           | 1,855                                | 160                             | 9.4%                            |
| 312 Beverage and Tobacco Product                              | 580                             | 695                                  | 115                             | 19.8%                           |
| 424 Merchant Wholesalers, Nondurable Goods                    | 8,035                           | 8,145                                | 110                             | 1.4%                            |
| 811 Repair and Maintenance                                    | 4,020                           | 4,120                                | 100                             | 2.5%                            |

|                                                            |        |        |     |        |
|------------------------------------------------------------|--------|--------|-----|--------|
| 311 Food Manufacturing                                     | 6,540  | 6,630  | 90  | 1.4%   |
| 517 Telecommunications                                     | 1,910  | 1,995  | 85  | 4.5%   |
| 488 Support Activities for Transportation                  | 1,330  | 1,410  | 80  | 6.0%   |
| 452 General Merchandise Stores                             | 7,845  | 7,920  | 75  | 1.0%   |
| 425 Wholesale Electronic Markets and Agents                | 1,055  | 1,130  | 75  | 7.1%   |
| 333 Machinery Manufacturing                                | 8,900  | 8,965  | 65  | 0.7%   |
| 321 Wood Product Manufacturing                             | 3,425  | 3,490  | 65  | 1.9%   |
| 562 Waste Management and Remediation                       | 1,060  | 1,110  | 50  | 4.7%   |
| 515 Broadcasting (except Internet)                         | 560    | 610    | 50  | 8.9%   |
| 337 Furniture and Related Product                          | 365    | 415    | 50  | 13.7%  |
| 481 Air Transportation                                     | 225    | 270    | 45  | 20.0%  |
| 339 Miscellaneous Manufacturing                            | 420    | 465    | 45  | 10.7%  |
| 237 Heavy and Civil Engineering Construction               | 3,145  | 3,190  | 45  | 1.4%   |
| 523 Securities, Commodity Contracts, and Other Investments | 1,820  | 1,860  | 40  | 2.2%   |
| 423 Merchant Wholesalers, Durable Goods                    | 10,245 | 10,285 | 40  | 0.4%   |
| 314 Textile Product Mills                                  | 45     | 80     | 35  | 77.8%  |
| 325 Chemical Manufacturing                                 | 1,155  | 1,185  | 30  | 2.6%   |
| 332 Fabricated Metal Manufacturing                         | 2,320  | 2,340  | 20  | 0.9%   |
| 487 Scenic and Sightseeing Transportation                  | 35     | 50     | 15  | 42.9%  |
| 221 Utilities                                              | 755    | 770    | 15  | 2.0%   |
| 115 Support Activities for Agriculture                     | 290    | 305    | 15  | 5.2%   |
| 454 Nonstore Retailers                                     | 725    | 735    | 10  | 1.4%   |
| 313 Textile Mills                                          | 55     | 65     | 10  | 18.2%  |
| 519 Other Information Services                             | 380    | 385    | 5   | 1.3%   |
| 482 Rail Transportation                                    | 795    | 800    | 5   | 0.6%   |
| 335 Electrical Equipment, Appliance and Component Manufac. | 170    | 175    | 5   | 2.9%   |
| 331 Primary Metal Manufacturing                            | 215    | 220    | 5   | 2.3%   |
| 327 Nonmetallic Mineral Product Manufacturing              | 1,225  | 1,230  | 5   | 0.4%   |
| 212 Mining (except Oil and Gas)                            | 355    | 360    | 5   | 1.4%   |
| 533 Lessors of Nonfinancial Intangible Assets              | 5      | 5      | 0   | 0.0%   |
| 521 Monetary Authorities - Central Bank                    | 65     | 65     | 0   | 0.0%   |
| 486 Pipeline Transportation                                | 140    | 140    | 0   | 0.0%   |
| 483 Water Transportation                                   | 0      | 0      | 0   | 0.0%   |
| 334 Computer and Electronic Product                        | 1,610  | 1,610  | 0   | 0.0%   |
| 324 Petroleum and Coal Products Manufacturing              | 10     | 10     | 0   | 0.0%   |
| 316 Leather and Allied Product Manufacturing               | 5      | 5      | 0   | 0.0%   |
| 315 Apparel Manufacturing                                  | 45     | 45     | 0   | 0.0%   |
| 213 Support Activities for Mining                          | 0      | 0      | 0   | 0.0%   |
| 114 Fishing, Hunting and Trapping                          | 5      | 5      | 0   | 0.0%   |
| 113 Forestry and Logging                                   | 0      | 0      | 0   | 0.0%   |
| 910 Federal Government                                     | 4,970  | 4,965  | -5  | -0.1%  |
| 525 Funds, Trusts, and Other Financial Vehicles            | 25     | 20     | -5  | -20.0% |
| 443 Electronics and Appliance Stores                       | 1,295  | 1,285  | -10 | -0.8%  |
| 447 Gasoline Stations                                      | 4,145  | 4,130  | -15 | -0.4%  |
| 920 State Government, Excluding Education and Hospitals    | 9,325  | 9,290  | -35 | -0.4%  |
| 326 Plastics and Rubber Products                           | 2,680  | 2,640  | -40 | -1.5%  |
| 322 Paper Manufacturing                                    | 1,280  | 1,235  | -45 | -3.5%  |

Short-Term (2020Q2-2022Q2) Central Iowa LWDA (Short-term) Industry Sector (2-digit NAICS) Chart  
 Size of box relative to the employment level for that industry sector



The occupational projections through 2028 align with the existing industry sectors of Education & Health Services, Government, Professional & Business Services, Finance, Insurance and Real Estate. The Ambulatory Health Care Services occupations are anticipated to have the largest projected employment growth of the sectors found in Central Iowa, increasing the number of jobs by 5,155 by 2028. Educational Services has the second highest number of projected employment opportunities (4,740), with an anticipated growth of 9.7%. The Administrative and Support Services industry is expected to increase by 4,320 positions.

There are other forecasting details of interest with the Occupational Projections in management and food service. The employment projection for Management of Companies and Enterprises is anticipated to grow by 25.9%. This is a significant increase in growth within this occupational sector.

The number of positions in Food Service and Drinking Places was anticipated to grow by 2,955 by 2028. Post pandemic, the food service industry has reported difficulty in filling open positions. This phenomenon may in turn influence the amount of growth that will occur within the sector over the course of the next 6 years. Other factors that may significantly impact this sector include increased food prices, disruptions in the supply chain, inflation and the overall health of the economy.

## Central Iowa Occupational Projections (2018 - 2028)

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

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

Since 2006, the Finance and Insurance sector's average wage grew by 27.3%. In 2014, manufacturing supplied 216,887 jobs to Iowans, which represented 14.3% of all employment. For 2014, there were a total of 4,027 manufacturing locations across Iowa. Construction has added more than 12,000 jobs since 2010. Based on these statistics, Central Iowa has multiple career opportunities available for individuals seeking employment in any sector.

### Top Ten Occupations in the Central Iowa LWDA

| Occupational Title                                            | Estimated Employment |
|---------------------------------------------------------------|----------------------|
| Cashiers                                                      | 11,820               |
| Retail Salespersons                                           | 11,330               |
| Customer Service Representatives                              | 11,250               |
| Fast Food and Counter Workers                                 | 10,650               |
| Registered Nurses                                             | 8,060                |
| Office Clerks, General                                        | 7,680                |
| Heavy and Tractor-Trailer Truck Drivers                       | 7,580                |
| General and Operations Managers                               | 7,550                |
| Laborers and Freight, Stock, and Material Movers, Hand        | 7,110                |
| Janitors and Cleaners, Except Maids and Housekeeping Cleaners | 6,290                |

Source: Occupational Employment and Wage Statistics (OEWS)



## 2021 CENTRAL IOWA QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

### QUICK FACTS

#### Hourly Wage by Occupation

The occupation with the highest hourly mean wage in the Central Iowa LWDA is Anesthesiologists with a mean hourly wage of \$146.07.

The lowest hourly mean wage by occupation in the Central Iowa LWDA is for Baggage Porters and Bellhops with \$9.26 an hour

#### 2020 Hourly Wages for the Ten Largest Occupations\* in the Central Iowa LWDA \*Based on employment numbers

| Occupational Title                                            | Mean Wage | Entry Wage | Experienced Wage |
|---------------------------------------------------------------|-----------|------------|------------------|
| Cashiers                                                      | \$11.97   | \$10.21    | \$12.84          |
| Retail Salespersons                                           | \$14.02   | \$9.95     | \$16.05          |
| Customer Service Representatives                              | \$20.74   | \$14.34    | \$23.94          |
| Fast Food and Counter Workers                                 | \$11.02   | \$8.75     | \$12.16          |
| Registered Nurses                                             | \$30.70   | \$25.79    | \$33.16          |
| Office Clerks, General                                        | \$19.52   | \$12.22    | \$23.17          |
| Heavy and Tractor-Trailer Truck Drivers                       | \$23.42   | \$18.80    | \$25.73          |
| General and Operations Managers                               | \$52.44   | \$24.11    | \$66.61          |
| Laborers and Freight, Stock, and Material Movers, Hand        | \$17.50   | \$13.04    | \$19.73          |
| Janitors and Cleaners, Except Maids and Housekeeping Cleaners | \$13.64   | \$10.62    | \$15.15          |

Source: Occupational Employment and Wage Statistics (OEWS)

Of the current top four largest occupational categories, Cashiers, Retail Salespersons, Customer Service Representatives and Fast Food and Counter Workers, the mean hourly wage falls at or below \$20.74 per hour. If working full-time earning \$20.74 per hour, the annual wage would be \$43,139.20.

According to the Living Wage Calculator (<https://livingwage.mit.edu/states/19>), this wage of \$43,139.20 is higher than the living wage threshold in Iowa for one adult, but it is less than the living wage if the worker is supporting a child or another adult.

|              | 1 ADULT    |         |            |            | 2 ADULTS (1 WORKING) |         |            |            | 2 ADULTS   |         |
|--------------|------------|---------|------------|------------|----------------------|---------|------------|------------|------------|---------|
|              | 0 Children | 1 Child | 2 Children | 3 Children | 0 Children           | 1 Child | 2 Children | 3 Children | 0 Children | 1 Child |
| Living Wage  | \$16.44    | \$33.21 | \$42.18    | \$55.64    | \$26.11              | \$32.00 | \$38.52    | \$41.71    | \$13.05    | \$18.70 |
| Poverty Wage | \$6.19     | \$8.38  | \$10.56    | \$12.74    | \$8.38               | \$10.56 | \$12.74    | \$14.92    | \$4.19     | \$5.28  |
| Minimum Wage | \$7.25     | \$7.25  | \$7.25     | \$7.25     | \$7.25               | \$7.25  | \$7.25     | \$7.25     | \$7.25     | \$7.25  |

The two largest occupations with the highest reported mean wages are General and Operations Managers (\$52.44) and Registered Nurses (\$20.70). Annual wages for General and Operations managers range from \$50,148.80-\$138,548.80. Annual wages for Registered Nurses range from \$53,643.20-\$68,972.80.

## Short-Term (2020-2022) Occupational Projections - Major Occupational Groups Central Iowa

| SOC     | Occupational Title                                       | Base Estimated Employment | Projected Estimated Employment | Annual Growth Rate | Total Annual Openings | Median Wage* |
|---------|----------------------------------------------------------|---------------------------|--------------------------------|--------------------|-----------------------|--------------|
| 11-0000 | Mgmt Occupations                                         | 43,075                    | 45,550                         | 2.9%               | 4,705                 | \$49.52      |
| 13-0000 | Business & Financial Operations Occupations              | 32,945                    | 34,835                         | 2.9%               | 3,695                 | \$33.10      |
| 15-0000 | Computer & Mathematical Occupations                      | 19,890                    | 21,235                         | 3.4%               | 1,965                 | \$40.60      |
| 17-0000 | Architecture & Engineering Occupations                   | 5,705                     | 5,955                          | 2.1%               | 530                   | \$34.32      |
| 19-0000 | Life, Physical, & Social Science Occupations             | 4,685                     | 4,940                          | 2.7%               | 550                   | \$30.51      |
| 21-0000 | Community & Social Service Occupations                   | 6,280                     | 6,865                          | 4.7%               | 895                   | \$23.97      |
| 23-0000 | Legal Occupations                                        | 4,060                     | 4,235                          | 2.2%               | 360                   | \$35.78      |
| 25-0000 | Educ, Training, & Library Occupations                    | 32,305                    | 34,950                         | 4.1%               | 4,060                 | \$22.73      |
| 27-0000 | Arts, Design, Entertainment, Sports, & Media Occupations | 7,455                     | 8,570                          | 7.5%               | 1,340                 | \$22.06      |
| 29-0000 | Healthcare Practitioners & Technical Occupations         | 22,070                    | 23,900                         | 4.2%               | 2,065                 | \$30.22      |
| 31-0000 | Healthcare Support Occupations                           | 14,640                    | 16,260                         | 5.5%               | 2,460                 | \$15.06      |
| 33-0000 | Protective Service Occupations                           | 7,420                     | 8,560                          | 7.7%               | 1,460                 | \$20.06      |
| 35-0000 | Food Preparation & Serving Related Occupations           | 28,065                    | 38,785                         | 19.1%              | 10,785                | \$11.30      |
| 37-0000 | Building & Grounds Cleaning & Maintenance Occupations    | 12,850                    | 15,570                         | 10.6%              | 3,060                 | \$13.31      |
| 39-0000 | Personal Care & Service Occupations                      | 11,460                    | 14,560                         | 13.5%              | 3,350                 | \$12.03      |
| 41-0000 | Sales & Related Occupations                              | 44,425                    | 48,465                         | 4.5%               | 7,740                 | \$14.44      |
| 43-0000 | Office & Admin Support Occupations                       | 63,905                    | 67,840                         | 3.1%               | 8,870                 | \$19.68      |
| 45-0000 | Farming, Fishing, & Forestry Occupations                 | 2,590                     | 2,660                          | 1.4%               | 410                   | \$15.04      |
| 47-0000 | Construction & Extraction Occupations                    | 21,695                    | 22,730                         | 2.4%               | 2,605                 | \$23.09      |
| 49-0000 | Installation, Maintenance, & Repair Occupations          | 18,455                    | 19,715                         | 3.4%               | 2,300                 | \$23.50      |
| 51-0000 | Production Occupations                                   | 25,770                    | 26,865                         | 2.1%               | 3,200                 | \$18.68      |
| 53-0000 | Transportation & Material Moving Occupations             | 34,435                    | 37,165                         | 4.0%               | 5,300                 | \$18.23      |

The occupations anticipated to have the greatest numbers of total annual openings by 2028 fall under Office and Administrative Support, Sales, and Food Preparations & Serving. Overall, the percentage of annual employment growth falls at or below 1% in each of these categories. Therefore, it may be concluded the annual openings are not newly created positions.

## Long-Term (2018-2028) Occupational Projections - Major Occupational Groups Central Iowa

| SOC     | Occupational Title                                       | Base<br>Estimated<br>Employment | Projected<br>Estimated<br>Employment | Annual<br>Growth Rate | Total Annual<br>Openings | Median<br>Wage* |
|---------|----------------------------------------------------------|---------------------------------|--------------------------------------|-----------------------|--------------------------|-----------------|
| 11-0000 | Management Occupations                                   | 44,925                          | 49,115                               | 0.9%                  | 4,530                    | \$47.25         |
| 13-0000 | Business & Financial Operations Occupations              | 32,910                          | 36,795                               | 1.2%                  | 3,630                    | \$31.87         |
| 15-0000 | Computer & Mathematical Occupations                      | 19,470                          | 22,570                               | 1.6%                  | 1,835                    | \$39.80         |
| 17-0000 | Architecture & Engineering Occupations                   | 5,570                           | 6,050                                | 0.9%                  | 525                      | \$33.98         |
| 19-0000 | Life, Physical, & Social Science Occupations             | 4,620                           | 5,080                                | 1.0%                  | 555                      | \$29.20         |
| 21-0000 | Community & Social Service Occupations                   | 7,205                           | 8,455                                | 1.7%                  | 955                      | \$23.20         |
| 23-0000 | Legal Occupations                                        | 3,775                           | 4,155                                | 1.0%                  | 320                      | \$30.65         |
| 25-0000 | Educ, Training, & Library Occupations                    | 34,995                          | 38,635                               | 1.0%                  | 3,700                    | \$21.90         |
| 27-0000 | Arts, Design, Entertainment, Sports, & Media Occupations | 8,295                           | 8,805                                | 0.6%                  | 1,005                    | \$21.07         |
| 29-0000 | Healthcare Practitioners & Tech Occupations              | 24,200                          | 28,095                               | 1.6%                  | 1,840                    | \$29.40         |
| 31-0000 | Healthcare Support Occupations                           | 10,095                          | 12,010                               | 1.9%                  | 1,450                    | \$14.64         |
| 33-0000 | Protective Service Occupations                           | 7,365                           | 8,065                                | 1.0%                  | 955                      | \$19.74         |
| 35-0000 | Food Preparation & Serving Related Occupations           | 38,320                          | 42,535                               | 1.1%                  | 7,455                    | \$10.92         |
| 37-0000 | Building & Grounds Cleaning & Maintenance Occupations    | 15,545                          | 17,985                               | 1.6%                  | 2,430                    | \$12.87         |
| 39-0000 | Personal Care & Service Occupations                      | 17,615                          | 21,130                               | 2.0%                  | 3,265                    | \$12.13         |
| 41-0000 | Sales & Related Occupations                              | 48,590                          | 51,655                               | 0.6%                  | 7,260                    | \$14.15         |
| 43-0000 | Office & Admin Support Occupations                       | 77,165                          | 78,460                               | 0.2%                  | 9,325                    | \$19.08         |
| 45-0000 | Farming, Fishing, & Forestry Occupations                 | 3,490                           | 3,530                                | 0.1%                  | 575                      | \$14.62         |
| 47-0000 | Construction & Extraction Occupations                    | 21,500                          | 24,640                               | 1.5%                  | 2,825                    | \$22.97         |
| 49-0000 | Installation, Maintenance, & Repair Occupations          | 18,195                          | 20,275                               | 1.1%                  | 2,105                    | \$22.56         |
| 51-0000 | Production Occupations                                   | 28,325                          | 28,940                               | 0.2%                  | 3,390                    | \$18.28         |
| 53-0000 | Transportation & Material Moving Occupations             | 32,275                          | 35,770                               | 1.1%                  | 4,555                    | \$17.59         |

*b. Employment needs of employers in existing and emerging in-demand industry sectors and occupations.*

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

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

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

Iowa chart, the top sectors that seem to have high turnover of over 300 vacancies annually are: General & Operations Managers (575); Accountants & Auditors (475); Management Analysts (395); Software Developers Applications (350); Insurance Agents (335); and Finance Managers (330). While the chart doesn't indicate why the higher turnover in these fields, this might be important when individuals are looking for stability, an environmental culture that is employee-friendly, etc. during career counseling discussions and preparing for informational interviews.



## VACANCY ESTIMATES

### Vacancy Rate by Occupational Category

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

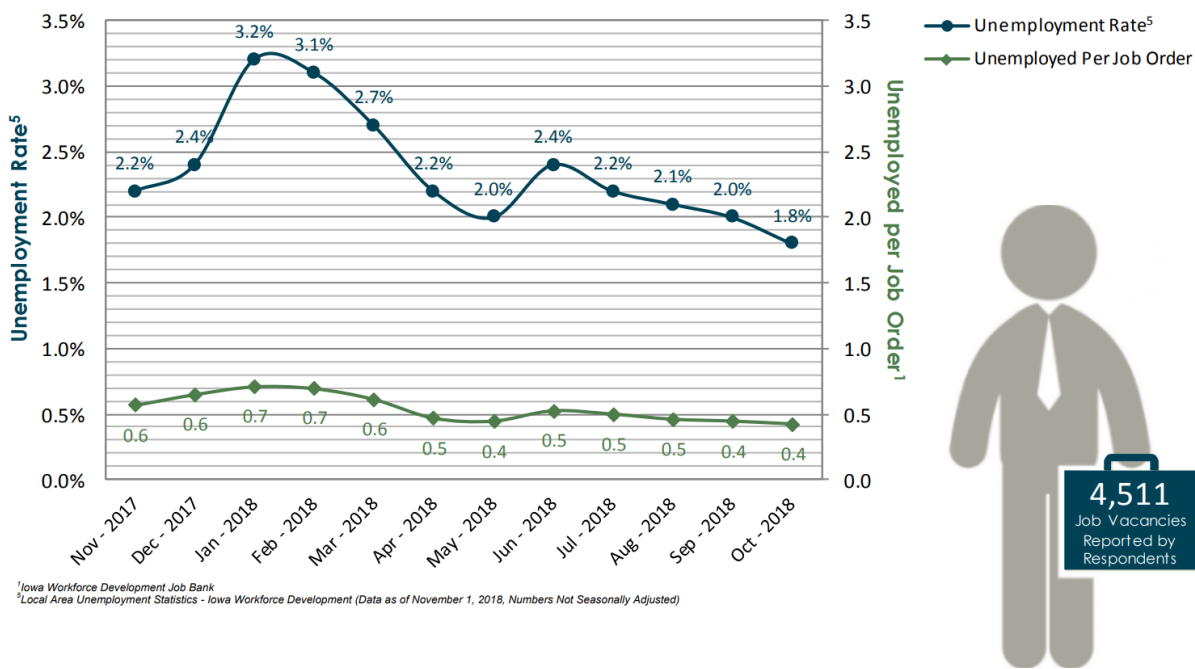
<sup>1</sup>Iowa Wage Report - Iowa Workforce Development  
<sup>2</sup>Iowa's Long-Term Occupational Projections - Iowa Workforce Development  
<sup>3</sup>Insufficient data to report  
*\*Vacancy Rate calculations can be found in the Methodology*

According to IWD's 2018 Workforce Assessment Report, the top five vacancy rates by sector were Construction and Extraction (5.5%); Healthcare Support (4.4%); Food Preparation and Service (3.4%); Architecture and Engineering (3.1%); and Building Grounds and Maintenance (3.0%). Based on the statistics, CIWDB has multiple career opportunities available for individuals seeking employment in any sector.

## Hot Jobs - Central Iowa

| 2018-2028 REGION 11 OCCUPATIONAL PROJECTIONS |                                                     |                   |                   |                   |                              |                                |                  |                        |                  |
|----------------------------------------------|-----------------------------------------------------|-------------------|-------------------|-------------------|------------------------------|--------------------------------|------------------|------------------------|------------------|
| SOC <sup>(1)</sup>                           | Occupational Title                                  | Employment        |                   |                   |                              | Annual Job Separations/Opening |                  |                        |                  |
|                                              |                                                     | 2018<br>Estimated | 2028<br>Projected | Numeric<br>Change | Annual<br>Growth<br>Rate (%) | Exits<br>[a]                   | Transfers<br>[b] | New<br>(Growth)<br>[c] | Total<br>[a+b+c] |
| 29-1215                                      | Family Medicine Physicians                          | 645               | 740               | 95                | 1.5                          | 10                             | 10               | 10                     | 30               |
| 29-1021                                      | Dentists, General                                   | 450               | 505               | 55                | 1.2                          | 10                             | 5                | 5                      | 20               |
| 11-3021                                      | Computer & Information Systems Mgrs                 | 1,620             | 1,870             | 255               | 1.6                          | 30                             | 105              | 25                     | 160              |
| 25-1063                                      | Economics Teachers, Postsecondary                   | 95                | 110               | 15                | 1.6                          | 5                              | 5                | *                      | 10               |
| 11-3031                                      | Financial Mgrs                                      | 3,065             | 3,755             | 690               | 2.3                          | 75                             | 190              | 70                     | 330              |
| 11-3121                                      | Human Resources Mgrs                                | 550               | 625               | 80                | 1.5                          | 15                             | 35               | 10                     | 55               |
| 11-2021                                      | Marketing Mgrs                                      | 890               | 1,010             | 120               | 1.3                          | 20                             | 65               | 10                     | 95               |
| 25-1032                                      | Engineering Teachers, Postsecondary                 | 475               | 555               | 80                | 1.7                          | 20                             | 25               | 10                     | 50               |
| 11-9033                                      | Educ Administrators, Postsecondary                  | 1,000             | 1,125             | 125               | 1.3                          | 25                             | 55               | 15                     | 95               |
| 15-2011                                      | Actuaries                                           | 360               | 460               | 105               | 2.9                          | 5                              | 20               | 10                     | 35               |
| 11-2030                                      | Public Relations & Fundraising Managers             | 235               | 275               | 35                | 1.5                          | 5                              | 15               | 5                      | 25               |
| 11-1021                                      | General & Operations Mgrs                           | 5,540             | 6,200             | 660               | 1.2                          | 125                            | 385              | 65                     | 575              |
| 25-1011                                      | Business Teachers, Postsecondary                    | 515               | 625               | 105               | 2.0                          | 20                             | 25               | 10                     | 60               |
| 29-1071                                      | Physician Assistants                                | 275               | 365               | 90                | 3.3                          | 5                              | 15               | 10                     | 25               |
| 15-1245                                      | Database Administrators & Architects                | 395               | 460               | 65                | 1.6                          | 10                             | 20               | 5                      | 35               |
| 25-1071                                      | Health Specialties Teachers, Postsecondary          | 580               | 755               | 170               | 2.9                          | 25                             | 30               | 15                     | 75               |
| 29-1171                                      | Nurse Practitioners                                 | 350               | 465               | 115               | 3.3                          | 10                             | 15               | 10                     | 35               |
| 11-3061                                      | Purchasing Mgrs                                     | 185               | 210               | 25                | 1.4                          | 5                              | 10               | *                      | 20               |
| 13-2052                                      | Personal Financial Advisors                         | 675               | 795               | 120               | 1.8                          | 15                             | 40               | 10                     | 70               |
| 29-1131                                      | Veterinarians                                       | 315               | 360               | 50                | 1.6                          | 5                              | 5                | 5                      | 15               |
| 11-3131                                      | Training & Development Mgrs                         | 190               | 220               | 30                | 1.6                          | 5                              | 15               | 5                      | 20               |
| 25-1042                                      | Biological Science Teachers, Postsecondary          | 330               | 390               | 60                | 1.8                          | 15                             | 15               | 5                      | 35               |
| 11-3010                                      | Administrative Services & Facilities Managers       | 1,070             | 1,235             | 165               | 1.5                          | 30                             | 65               | 15                     | 115              |
| 15-1132                                      | Software Developers, Applications                   | 3,220             | 4,115             | 895               | 2.8                          | 50                             | 205              | 90                     | 350              |
| 15-1133                                      | Software Developers, Systems Software               | 1,105             | 1,290             | 185               | 1.7                          | 15                             | 70               | 20                     | 105              |
| 11-9111                                      | Medical & Health Services Mgrs                      | 1,770             | 2,145             | 370               | 2.1                          | 50                             | 105              | 35                     | 190              |
| 15-1212                                      | Information Security Analysts                       | 700               | 890               | 190               | 2.7                          | 10                             | 45               | 20                     | 75               |
| 25-1052                                      | Chemistry Teachers, Postsecondary                   | 105               | 115               | 15                | 1.4                          | 5                              | 5                | *                      | 10               |
| 25-1067                                      | Sociology Teachers, Postsecondary                   | 115               | 130               | 15                | 1.3                          | 5                              | 5                | *                      | 10               |
| 11-9021                                      | Construction Mgrs                                   | 1,230             | 1,420             | 190               | 1.5                          | 30                             | 70               | 20                     | 115              |
| 29-1123                                      | Physical Therapists                                 | 595               | 745               | 150               | 2.5                          | 10                             | 15               | 15                     | 45               |
| 19-3031                                      | Clinical, Counseling, & School Psychologists        | 300               | 365               | 70                | 2.3                          | 5                              | 15               | 5                      | 30               |
| 29-1122                                      | Occupational Therapists                             | 325               | 390               | 70                | 2.2                          | 10                             | 10               | 5                      | 25               |
| 29-1127                                      | Speech-Language Pathologists                        | 355               | 470               | 115               | 3.2                          | 10                             | 15               | 10                     | 35               |
| 13-1111                                      | Management Analysts                                 | 3,435             | 3,930             | 495               | 1.4                          | 115                            | 235              | 50                     | 395              |
| 17-2112                                      | Industrial Engineers                                | 545               | 620               | 75                | 1.4                          | 10                             | 30               | 10                     | 50               |
| 25-1066                                      | Psychology Teachers, Postsecondary                  | 175               | 205               | 30                | 1.7                          | 5                              | 10               | 5                      | 20               |
| 17-2141                                      | Mechanical Engineers                                | 495               | 560               | 65                | 1.3                          | 10                             | 25               | 5                      | 40               |
| 17-2071                                      | Electrical Engineers                                | 160               | 180               | 20                | 1.3                          | 5                              | 10               | *                      | 15               |
| 41-3021                                      | Insurance Sales Agents                              | 2,595             | 3,150             | 555               | 2.1                          | 105                            | 175              | 55                     | 335              |
| 29-2032                                      | Diagnostic Medical Sonographers                     | 225               | 280               | 55                | 2.4                          | 5                              | 10               | 5                      | 20               |
| 13-2011                                      | Accountants & Auditors                              | 4,295             | 4,815             | 520               | 1.2                          | 130                            | 295              | 50                     | 475              |
| 29-1292                                      | Dental Hygienists                                   | 635               | 725               | 90                | 1.4                          | 30                             | 15               | 10                     | 55               |
| 11-9141                                      | Property, Real Estate, & Community Association Mgrs | 710               | 800               | 95                | 1.3                          | 30                             | 30               | 10                     | 65               |
| 15-2041                                      | Statisticians                                       | 225               | 295               | 75                | 3.3                          | 5                              | 15               | 5                      | 25               |
| 13-1161                                      | Market Research Analysts & Marketing Specialists    | 2,115             | 2,650             | 535               | 2.5                          | 55                             | 185              | 55                     | 295              |
| 13-2020                                      | Property Appraisers & Assessors                     | 270               | 300               | 35                | 1.3                          | 10                             | 10               | 5                      | 25               |
| 49-9051                                      | Electrical Power-Line Installers & Repairers        | 400               | 465               | 65                | 1.6                          | 10                             | 25               | 5                      | 45               |
| 25-1126                                      | Philosophy & Religion Teachers, Postsecondary       | 75                | 90                | 15                | 2.0                          | 5                              | 5                | *                      | 10               |
| 25-1121                                      | Art, Drama, & Music Teachers, Postsecondary         | 330               | 375               | 45                | 1.4                          | 15                             | 15               | 5                      | 35               |

### Number of Unemployed Persons per Job Order



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

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

Through a compilation of all the data sources available, the CIWDB has determined that the following are crucial in-demand occupations/industries through an evaluation of the growth potential as well as the ongoing job orders within these industries.

When reviewing the jobs and the growth of positions in Central Iowa one finds there are very few reducing industries and most show at least moderate growth or replacement of current workforce. Central Iowa is uniquely positioned with the most varied employment opportunities throughout the state.

### Health Care and Social Assistance

The Health Care and Social Assistance sector comprises establishments providing health care and social assistance for individuals. The sector includes both health care and social assistance because it is sometimes difficult to distinguish between the boundaries of these two activities. The industries in this sector are arranged on a continuum starting with those establishments providing medical care exclusively, continuing with those providing health care and social assistance, and finally finishing with those providing only social assistance. The services provided by establishments in this sector are delivered by trained professionals. All industries in the sector share this commonality of process,

namely, labor inputs of health practitioners or social workers with the requisite expertise. Many of the industries in the sector are defined based on the educational degree held by the practitioners included in the industry. Excluded from this sector are aerobic classes in Subsector 713, Amusement, Gambling and Recreation Industries and nonmedical diet and weight reducing centers in Subsector 812, Personal and Laundry Services. Although these can be viewed as health services, these services are not typically delivered by health practitioners. (Source: North American Industry Classification System (NAICS)).

### **Finance and Insurance**

The Finance and Insurance sector comprises establishments primarily engaged in financial transactions (transactions involving the creation, liquidation, or change in ownership of financial assets) and/or in facilitating financial transactions. Three principal types of activities are identified:

Raising funds by taking deposits and/or issuing securities and, in the process, incurring liabilities. Establishments engaged in this activity use raised funds to acquire financial assets by making loans and/or purchasing securities. Putting themselves at risk, they channel funds from lenders to borrowers and transform or repackage the funds with respect to maturity, scale and risk. This activity is known as financial intermediation.

Pooling of risk by underwriting insurance and annuities. Establishments engaged in this activity collect fees, insurance premiums, or annuity considerations; build up reserves; invest those reserves; and make contractual payments. Fees are based on the expected incidence of the insured risk and the expected return on investment.

Providing specialized services facilitating or supporting financial intermediation, insurance, and employee benefit programs.

In addition, monetary authorities charged with monetary control are included in this sector. The subsectors, industry groups, and industries within the NAICS Finance and Insurance sector are defined on the basis of their unique production processes. As with all industries, the production processes are distinguished by their use of specialized human resources and specialized physical capital. In addition, the way in which these establishments acquire and allocate financial capital, their source of funds, and the use of those funds provides a third basis for distinguishing characteristics of the production process. For instance, the production process in raising funds through deposit-taking is different from the process of raising funds in bond or money markets.

The process of making loans to individuals also requires different production processes than does the creation of investment pools or the underwriting of securities. Most of the Finance and Insurance subsectors contain one or more industry groups of (1) intermediaries with similar patterns of raising and using funds and (2) establishments engaged in activities that facilitate, or are otherwise related to, that type of financial or insurance intermediation. Industries within this sector are defined in terms of activities for which a production process can be specified, and many of these activities are not exclusive to a particular type of financial institution.

To deal with the varied activities taking place within existing financial institutions, the approach is to split these institutions into components performing specialized services. This requires defining the units engaged in providing those services and developing procedures that allow for their delineation. These units are the equivalents for finance and insurance of the establishments defined for other industries. The output of many financial services, as well as the inputs and the processes by which they are combined, cannot be observed at a single location and can only be defined at a higher level of the organizational structure of the enterprise. Additionally, a number of independent activities that represent separate and distinct production processes may take place at a single location belonging to a multilocation financial firm. Activities are more likely to be homogeneous with respect to production characteristics than are locations, at least in financial services. The classification defines activities broadly enough that it can be used both by those classifying by location and by those employing a more top-down approach to the delineation of the establishment. Establishments engaged in activities that facilitate, or are otherwise related to, the various types of intermediations have been included in individual subsectors, rather than in a separate subsector dedicated to services alone because these services are performed by intermediaries as well as by specialist establishments and the extent to which the activity of the intermediaries can be separately identified is not clear.

The Finance and Insurance sector has been defined to encompass establishments primarily engaged in financial transactions; that is, transactions involving the creation, liquidation, or change in ownership of financial assets or in facilitating financial transactions. Financial industries are extensive users of electronic means for facilitating the verification of financial balances, authorizing transactions, transferring funds to and from transactors' accounts, notifying banks (or credit card issuers) of the individual transactions, and providing daily summaries. Since these transaction processing activities are integral to the production of finance and insurance services, establishments that principally provide a financial transaction processing service are classified to this sector, rather than to the data processing industry in the Information sector.

Legal entities that hold portfolios of assets on behalf of others are significant and data on them are required for a variety of purposes. Thus, for NAICS, these funds, trusts, and other financial vehicles are the fifth subsector of the Finance and Insurance sector. These entities earn interest, dividends and other property income, but have little or no employment and no revenue from the sale of services. Separate establishments and employees devoted to the management of funds are classified in Industry Group 5239, Other Financial Investment Activities. (Source: North American Industry Classification System (NAICS)).

### **Food Services and Drinking Places**

In 2019, the Accommodation and Food Services sector comprised 8.0 percent of all public and private sector employment in Iowa with 123,745 jobs and an annual average wage of \$17,178. Wages in this sector are 64.7 percent lower than the statewide average of \$48,672 for all industries; however, there is a greater ratio of part-time employment in addition to lower hourly rates than in other industries. Further, it should be kept in mind that the average wage does not include tips or gratuities earned by wait staff, bell hops, and bartenders, when not reported to their employers. Employment in this sector



has grown by 11.3 percent since reaching its recession-low in 2010 of 111,206. Wages have also increased in recent years, rising 26.3 percent from \$12,668 in 2010 to \$17,718 in 2019. The rise in both employment and wages can be attributed to a comfortable consumer with more disposable money for luxuries. While younger workers comprise much of the employment in this industry, older workers do make up a sizeable portion of the workforce. Also, women accounted for 56.6 percent of all workers in this industry.

In 2019, employers in the Accommodation and Food Services sector averaged 7,272 locations across Iowa. The sector's employment is distributed between two major categories. The larger of the two, Food Service and Drinking Places, employed 102,376 workers, or 82.7 percent. Wages in Food services and drinking places averaged \$15,533 in 2019; however, this wage includes part-time and seasonal help. The average wage for the 21,371 Accommodation employees was much higher, averaging \$25,056 per year over the same period. (Source: North American Industry Classification System (NAICS))

### **Construction**

In 2019, the Construction sector continues to be sensitive to the volatilities of the business cycle, so this percentage is subject to show more variation than other industries. This sector had an average annual wage of \$58,789 in 2019, which was an average annual increase of \$1,438 from the \$57,351 in 2018. The \$58,789 in 2019 is 17.21 percent higher than the statewide average of \$48,672 for all industries (publics and private sector). During the recession, this sector suffered a decline in employment of 15.4 percent from 2008 thru 2010. We have seen employment continue to grow from 82,170 in 2016 to 77,420 in 2017. In 2018, the employment increased to 78,699 and in 2019, it was 79,733. Men continue to make up majority of this industry, holding 87.2 percent of the jobs. This is a slight decline from 2018, when men held 87.4 percent. Interesting point, there was a larger increase from 2018 (9,291) to 2019 (9,558) of 267 women holding jobs in construction versus the increase of 60 women from 2017 (9,231) to 2018.

The Construction sector is comprised of establishments primarily engaged in the construction of buildings, engineering projects (e.g., highways and utility systems) or in the construction trades. Establishments primarily engaged in the preparation of sites for new construction or primarily engaged in subdividing land for sale as building sites are also included in this sector. Construction work done may include new work, additions, alterations or maintenance and repairs. Activities of these establishments generally are managed at a fixed place of business, but they usually perform construction activities at multiple project sites.

In 2019, there were 9,591 Construction employers across the state. The subsector with the most establishments and employees was Specialty Trade contractors, with 5,932 and 50,199 respectively. Heavy & Civil Engineering construction, however, had the highest average annual wage, at \$68,717. The employers listed to the left are classified in the subsector that reflects their primary industry, although each company may be engaged in other economic activities. (Source: North American Industry Classification System (NAICS))

### **Management of Companies and Enterprises**

In 2019, the Management of Companies and Enterprises sector comprised 1.3 percent of all public and private sector employment in Iowa. This sector reported an average annual wage of \$87,742 in 2019, which is 80.3 percent higher than the statewide average of \$48,672. In comparison to other states in the Midwest, Iowa has one of the lowest average annual wage, with only Nebraska being lower, with average annual wages among private employees in this industry of \$87,476. Iowans in this sector make 30.5 percent less than the national average of \$126,310. Employment in this sector has seen substantial gains over the past decade, but since the employment high in 2015 gains have been marginal, with 2019 increasing by 7.5 percent from 2015, compared to the employment increase of 29.3 percent from a comparable timeframe of 2011 to 2015. The sector has added 7,883 jobs since its low point in 2010, equating to a growth rate of 61.7 percent. In 2019, men held 50.8 percent of jobs in this sector. The majority of employees fall between the ages of 25 and 64, showing a predominance in older employees in this industry. (Source: North American Industry Classification System (NAICS))

The Management of Companies and Enterprises sector comprises (1) establishments that hold the securities of (or other equity interests in) companies and enterprises for the purpose of owning a controlling interest or influencing management decisions or (2) establishments (except government) that administer, oversee and manage establishments of the enterprise and that normally undertake the strategic or organizational planning and decision-making role of the company or enterprise. Establishments that administer, oversee, and manage may hold the securities of the company or enterprise. Establishments in this sector perform essential activities that are often undertaken in-house by establishments in many sectors of the economy.

In 2019, the Management of Companies and Enterprises sector included 1070 locations across Iowa, employing 20,659 people. 97.1 percent of the employees in the sector worked in Managing Offices, while 0.7 percent worked for Bank Holding Companies and 2.2 percent worked for Other Holding Companies. Some industries with company headquarters in Iowa include tire manufacturing, grocery stores, ice cream and frozen dessert manufacturing, physicians' offices, utilities, and convenience stores. Establishments in this sector can and do support businesses in any other sector of the economy. (Source: North American Industry Classification System (NAICS))

### **Professional, Scientific and Technical Services**

In 2018, the Professional, Scientific and Technical Services sector comprised 3.57 percent of all public and private sector employment in Iowa with 53,114 jobs and an annual average wage of \$71,032. Wages in this sector are 37.0 percent above the statewide average of \$51,863 for all industries. Within the sector the greatest number of jobs are in computer systems design and related services, with 12,211 jobs (23.1% of sector total). Computer systems design and related services also has the highest annual average wage of \$88,523. Over the past ten years, employment in this sector has grown by 24.5 percent. Wages have also increased in recent years, rising 37.3 percent from \$51,720 in 2010 to \$71,032 in 2019. Females hold the majority of the positions in this industry in all but two age categories, 25-34 and 35-44. (Source: North American Industry Classification System (NAICS)).

## **Retail Trade**

The Retail Trade sector comprises establishments engaged in retailing merchandise, generally without transformation, and rendering services incidental to the sale of merchandise. The retailing process is the final step in the distribution of merchandise; retailers are, therefore, organized to sell merchandise in small quantities to the general public. This sector comprises two main types of retailers: store and non-store retailers.

Store retailers operate fixed point-of-sale locations, located and designed to attract a high volume of walk-in customers. In general, retail stores have extensive displays of merchandise and use mass-media advertising to attract customers. They typically sell merchandise to the general public for personal or household consumption, but some also serve business and institutional clients. These include establishments, such as office supply stores, computer and software stores, building materials dealers, plumbing supply stores, and electrical supply stores. Catalog showrooms, gasoline services stations, automotive dealers, and mobile home dealers are treated as store retailers. In addition to retailing merchandise, some types of store retailers are also engaged in the provision of after-sales services, such as repair and installation. For example, new automobile dealers, electronic and appliance stores, and musical instrument and supply stores often provide repair services. As a general rule, establishments engaged in retailing merchandise and providing after-sales services are classified in this sector. The first eleven subsectors of retail trade are store retailers. The establishments are grouped into industries and industry groups typically based on one or more of the following criteria:

The merchandise line or lines carried by the store; for example, specialty stores are distinguished from general-line stores.

The usual trade designation of the establishments. This criterion applies in cases where a store type is well recognized by the industry and the public, but difficult to define strictly in terms of commodity lines carried; for example, pharmacies, hardware stores, and department stores.

Capital requirements in terms of display equipment; for example, food stores have equipment requirements not found in other retail industries.

Human resource requirements in terms of expertise; for example, the staff of an automobile dealer requires knowledge in financing, registering, and licensing issues that are not necessary in other retail industries.

Non-store retailers, like store retailers, are organized to serve the general public, but their retailing methods differ. The establishments of this subsector reach customers and market merchandise with methods, such as the broadcasting of "infomercials," the broadcasting and publishing of direct-response advertising, the publishing of paper and electronic catalogs, door-to-door solicitation, in-home demonstration, selling from portable stalls (street vendors, except food), and distribution through vending machines. Establishments engaged in the direct sale (non-store) of products, such as home

heating oil dealers and home delivery newspaper routes. The buying of goods for resale is a characteristic of retail trade establishments that particularly distinguishes them from establishments in the agriculture, manufacturing, and construction industries. For example, farms that sell their products at or from the point of production are not classified in retail, but rather in agriculture. Similarly, establishments that both manufacture and sell their products to the general public are not classified in retail, but rather in manufacturing. However, establishments that engage in processing activities incidental to retailing are classified in retail. This includes establishments, such as optical goods stores that do in-store grinding of lenses, and meat and seafood markets. Wholesalers also engage in the buying of goods for resale, but they are not usually organized to serve the general public. They typically operate from a warehouse or office and neither the design nor the location of these premises is intended to solicit a high volume of walk-in traffic. Wholesalers supply institutional, industrial, wholesale, and retail clients; their operations are, therefore, generally organized to purchase, sell, and deliver merchandise in larger quantities. However, dealers of durable non-consumer goods, such as farm machinery and heavy-duty trucks, are included in wholesale trade even if they often sell these products in single units. (Source: North American Industry Classification System (NAICS))

When reviewing the jobs and the growth of positions in Central Iowa one finds there are very few reducing industries and most show at least moderate growth or replacement of current workforce. The hard skills needed for the employers specifically for in-demand were listed in the above descriptions of those industries. What wasn't covered were basic skill and soft skills the employers have indicated through surveys and job orders that they need and often require.

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

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

## WORKFORCE ANALYSIS

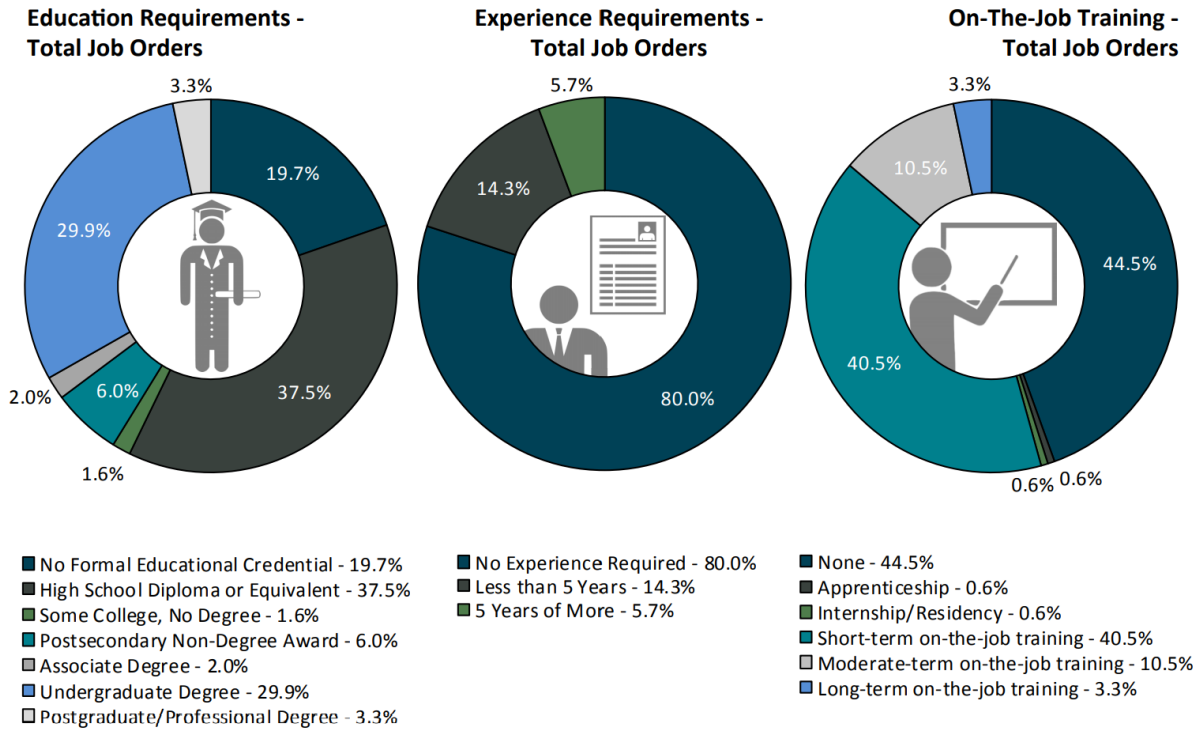
Local Plan Question:

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.



## EDUCATION & EXPERIENCE REQUIREMENTS

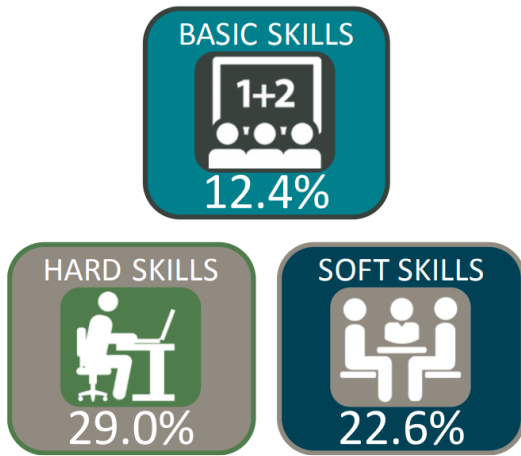
Education and experience levels required and on-the-job training for the job orders (112,750 total) within the Iowa Workforce Development job bank are shown below. These requirements are based on the typical levels needed to enter an occupation according to data reported by the Bureau of Labor Statistics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



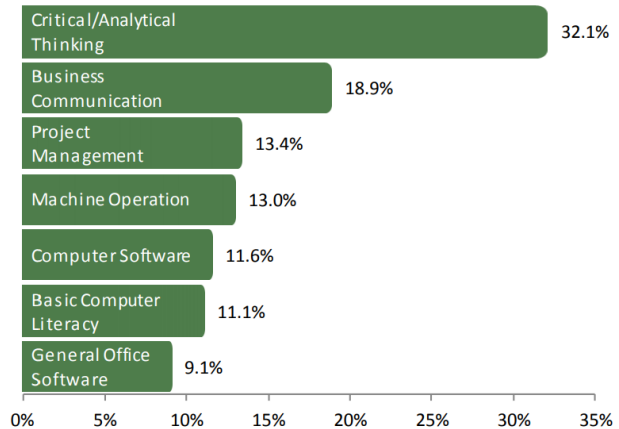
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**Percentage of Employers That Perceive A Lack of Skills Among Applicants Across All Categories**

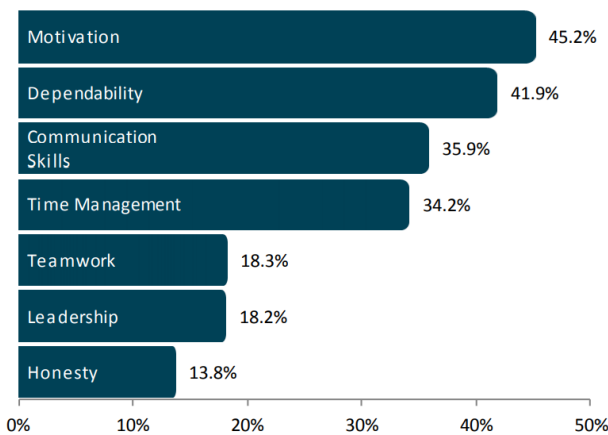


**Occupational “Hard” Skills Lacking in Applicants**



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

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



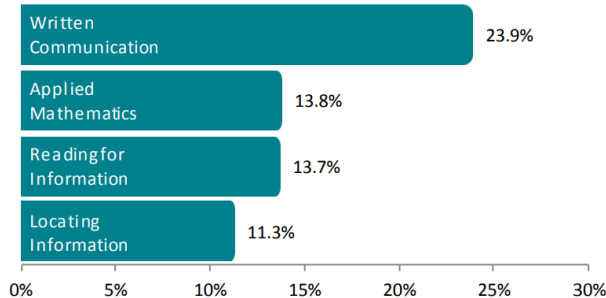
**Interpersonal “soft” skills** are skills associated with an individual’s habits, personality and character. Soft skills include timeliness, responsibility, integrity and self-esteem. Also included are interpersonal skills such as leadership, customer service and teamwork. Individuals with strong soft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

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



## PERCEPTION OF APPLICANTS

### Basic Skills Lacking in Applicants



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

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

### 2020 Central Iowa Unemployment Rates

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

#### Unemployment Data provided by IWD

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

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

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

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

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

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

The CIWDB would like to further analyze how family needs, health, safety, and remote working has influenced expectations of both employers and workers. This data may identify the new skills needed to perform duties

as well as predict ways in which employers can attract and retain the workers they desire.

## WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ANALYSIS

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.*

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- a. The strengths and weaknesses of workforce development activities.

### Strengths

- Experienced Board Members and Engaged Chief Elected Officials
- Core Partner Collaboration
- An Effective Referral Process
- Programming Designed to Provide Services Within All Eight Counties
- In-Person and Virtual Services Offered



- Metro Area Public Transportation: DART, HIRTA, CyRide
- An Abundance of Metro Area Service Organizations
- A Compact Service Area: 8 Counties with a Centrally Located Comprehensive Center
- Strong Economic Development and Business Organizations
- Staff Expertise
- Career Fair Opportunities

## Weaknesses

- Lack of Transportation Options/Partnerships in Rural Areas
- Disparity Between Urban and Rural Areas- Differences in Needs
- Lack of Affordable Housing
- Limited Internet Options Outside Metro Areas
- Lack of Affordable Dependent Care
- Iowa**WORKS** Center Hours Limit Services to Individuals Working 2<sup>nd</sup> and 3<sup>rd</sup> Shifts
- Underutilization of Co-Enrollment Opportunities
- Lack of Awareness/Understanding of Supportive Services Available Through Partner Programs
- Duplication of Services Among Partners and Community Resources
- Partners do use different data management systems that do not ‘talk’ to one another

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

In analyzing the current workforce there are a number of needs for hard skills as well as certifications as listed in the previous in-demand explanations. One very important condition and need of employers continues to be that of soft skills (personal characteristics, e.g. timeliness). The fact that many of the job seekers do not meet or understand the importance of soft skills is troubling however may be the easiest one to correct within the workforce system.

Central Iowa possesses the capacity to meet the education and skill needs of the local area’s workforce on any level, while continuing to grow as needs increase. Work is conducted in conjunction with the school districts to ensure students are aware of the need to plan the education necessary to attain their career goals. Developing an awareness of Iowa**WORKS** services will reinforce the concept that services are always available to help all Central Iowans achieve the highest career potential possible.

Adult education, language and literacy programs in Central Iowa are robust and continually growing to best serve individuals in fulfilling their basic education needs. Through a variety of different programs, funding is available to those who qualify to assist with the cost of supportive services.

The Title I partner staff is actively engaged in ensuring program participants have access to quality programs to attain the credentials most desired by the employers in a job seeker's desired field. The staff engage education and training providers to continue increasing the number of approved programs on the ETPL. All program staff work collaboratively with job seekers to identify the educational plan best suited to the needs of a job seeker. In determining the education plan, the types of credentials and length of programs are considered. Staff encourage job seekers to develop a plan that allows a return to the workforce as quickly as possible.

The local area has one comprehensive and two satellite centers in the local area. In addition to the physical locations, partners are willing to travel to meet customers in more convenient locations. Services and meetings can also be accessed virtually.

Partners offer a variety of workshops, to address various job seeker needs including:

- Essential Tools for Job Seekers
- Develop a Career Plan
- Research Industry Trends
- Conduct a Job Search
- Resume Lab
- Create a Great Resume
- Interview and Negotiate
- LinkedIn
- Money Management
- Business Panel
- Maintain a Positive Attitude
- Mock Interview
- National Career Readiness Certificate (NCRC)
- Career Fair Etiquette
- A Game
- Employer Panel: Exploring Career Paths

Central Iowa has job seekers who could gain the education and skills needed to fill jobs, but several barriers prevent them from accessing those opportunities. Assisting employers to understand and improve hiring practices might make a difference in overcoming some barriers. Current hiring practices may prevent strong candidates from applying for jobs, or employers may overlook certain job seekers—especially minorities, those with disabilities, and those with a criminal record- due to outdated hiring policies. Business service staff can assist employers in understanding how hiring practices can be improved.

#### New lowans

40 percent of Iowa's population growth since 2010 has come from immigration (The Gazette, 2018). The top challenges new lowans face are a lack of English skills, understanding cultural differences, navigating

health care, and finding transportation and childcare. (USCRI and Catholic Charities). Many refugees and immigrants have education and competencies that are not recognized in the United States thus, they may struggle to find opportunities. Yet, they possess many strengths, including the ability to speak multiple languages, understand multiple cultures, and to share culturally rich experiences.

#### Individuals with a Record

Each year, 5,000 citizens return to Iowa after serving time in state prisons. One year after release, 60 percent of people convicted of a crime are not employed (National Institute of Justice). Many ex-offenders talk about being offered a well-paying, full-time job after going through the hiring process and then having that offer taken away once a background check is complete; or hiring managers ask up front whether the applicant has been convicted of a crime and don't get the opportunity to interview. As a result, returning citizens are often stuck in a series of part-time or minimum-wage positions or fall back into criminal habits to earn enough money to survive.

The cost of not having a job and being able to re-establish themselves in our community is great. Most people released from prisons are re-arrested within three years, and 70 percent of children with an incarcerated parent will follow in their parent's footsteps. This creates an opportunity for Business Services consultants to work with employers or find employers who have successfully worked with former offenders so that their stories can become "best practices" for other companies.

#### People with Disabilities

One of the largest minority groups in the U.S. is individuals with disabilities, making up 11.8 percent of Central Iowa's population. According to the 2015 Kessler Foundation Employment and Disability Survey, 69 percent of Americans with disabilities are working, actively preparing for employment, searching for jobs, or seeking more hours. Yet 34.9 percent of Americans with disabilities ages 18 to 64 years old are in the workforce, compared with 76 percent of Americans without disabilities in the same age group.

People with disabilities face many barriers in securing and retaining employment, but the most difficult barrier is the attitudes people carry regarding people with disabilities. The most pervasive negative attitude is focusing on a person's disability rather than a person's abilities. For the most part, individuals with disabilities are a largely untapped resource of skills, passions, interests, and talents, often possessing both the technical job skills acquired through formal education and training programs and problem-solving skills through the adjustments they make in their daily lives due to their disabilities.

By working alongside employees with disabilities, individuals who are not disabled will become more aware about how to make the workplace and other settings more inclusive and accessible to everyone. Employees with disabilities can also teach their coworkers about creativity and other ways to solve problems or accomplish different tasks.

#### African Americans

One workforce challenge is that central Iowa has a higher rate of incarceration among African Americans than the rest of the nation, which creates a huge barrier to employment. Learn more by reading the report by One Economy.

When jobs are left unfilled, employers lose productivity and the ability to grow and serve customers. Our economy struggles to grow at the rate it has in the past several years, especially in a job market that is reaching full employment.

Many potential workers live in poverty and are piecing together jobs to get by. Use of food pantries has increased over the past year as central lowans have struggled to cover all their basic needs, including housing, childcare, transportation, and food. One in three central lowans do not earn enough to pay for basic needs and save.

c. The employment needs of employers.

The CIWDB continually examines the needs of businesses and individual job seekers in an effort to address these needs in a mutually beneficial, effective, and efficient manner. This involves reviewing labor market data and listening to employers describe their needs and responding to these needs. This process leads to the development of critical industries that represent the primary workforce development focus for the LWDA and the basis upon which strategic activities are planned. The needs of businesses are listed throughout this Plan including the needs of the high-demand and emerging employers.

Employers also need/want employees with at least some education/training beyond high school. The following charts illustrate the occupations available in the local area, the level of education required and what employers are paying.

## Occupational Growth Rate by Education Level

### No Education

2018-2028 REGION 11 OCCUPATIONAL PROJECTIONS																					
SOC <sup>[1]</sup>	Occupational Title	Employment <sup>[2]</sup>				Annual Job Separations/Opening <sup>[3]</sup>				2020 Wage & Salary <sup>[4]</sup>								Career Preparation <sup>[5]</sup>			
		2018 Estimated	2028 Projected	Numeric Change	Annual Growth Rate (%)	Exits [a]	Transfers [b]	New (Growth) [c]	Total [a+b+c]	Mean Wage	Mean Salary	Entry Wage	Entry Salary	Median Wage	Median Salary	Exp Wage	Exp Salary	Educ	Work Exp	Job Training	
27-2042	Musicians & Singers	200	205	5	0.3	10	10	0	25	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	L	
27-2099	Entertainers & Performers, Sports & Related Wkrs, All Other	140	145	5	0.4	5	10	*	15	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S	
33-9091	Crossing Guards	220	250	30	1.4	30	10	5	40	14.36	29,868	10.36	21,554	13.86	28,820	16.36	34,025	NE	N	S	
33-9092	Lifeguard/Ski Patrol/Other Recreational Protective Service Wkrs	605	675	70	1.2	85	70	5	160	9.78	20,344	8.34	17,340	9.48	19,728	10.50	21,846	NE	N	S	
35-2011	Cooks, Fast Food	1,380	1,290	-95	-0.7	70	120	-10	180	12.09	25,157	8.76	18,227	10.78	22,417	13.76	28,622	NE	N	S	
35-2012	Cooks, Institution & Cafeteria	1,475	1,605	130	0.9	80	135	15	230	13.93	28,975	10.80	22,470	13.63	28,351	15.49	32,228	NE	N	S	
35-2014	Cooks, Restaurant	3,190	3,860	670	2.1	185	310	65	565	13.66	28,406	10.43	21,690	13.70	28,505	15.27	31,763	NE	< 5	M	
35-2015	Cooks, Short Order	535	520	-15	-0.3	30	45	*	75	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S	
35-2019	Cooks, All Other	410	430	20	0.5	20	35	*	60	19.48	40,512	15.53	32,313	20.21	42,033	21.45	44,611	NE	N	M	
35-2021	Food Preparation Wkrs	1,685	1,845	160	0.9	130	175	15	320	12.35	25,682	10.19	21,203	11.77	24,483	13.42	27,921	NE	N	S	
35-3011	Bartenders	1,945	2,115	165	0.8	95	260	15	375	10.78	22,428	8.38	17,434	9.07	18,873	11.98	24,925	NE	N	S	
35-3022	Counter Attendants, Cafeteria, Food Concession, & Coffee Shop	11,345	13,165	1,820	1.6	975	1,205	180	2,365	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S	
35-3031	Waiters & Waitresses	2,055	2,195	140	0.7	240	220	15	475	10.91	22,691	8.64	17,978	10.47	21,787	12.04	25,048	NE	N	S	
35-3041	Food Servers, Nonrestaurant	6,725	7,160	435	0.6	480	850	45	1,375	11.00	22,888	8.41	17,484	9.50	19,762	12.30	25,590	NE	N	S	
35-3044	Food Servers, Restaurant	780	880	100	1.3	60	70	10	140	12.65	26,304	9.64	20,055	11.48	23,877	14.15	29,428	NE	N	S	
35-9011	Dining Room & Cafeteria Attendants & Bartender Helpers	785	885	100	1.3	70	75	10	155	10.28	21,380	8.45	17,566	9.94	20,684	11.20	23,288	NE	N	S	
35-9021	Dishwashers	1,020	1,070	50	0.5	80	90	5	170	10.81	22,480	8.39	17,451	10.31	21,450	12.02	24,995	NE	N	S	
35-9031	Hosts & Hostesses, Restaurant, Lounge, & Coffee Shop	1,445	1,585	145	1.0	170	180	15	360	9.99	20,776	8.55	17,786	9.64	20,047	10.71	22,272	NE	N	S	
35-9099	Food Preparation & Serving Related Wkrs, All Other	510	555	45	0.9	45	45	5	95	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S	
37-2011	Janitors & Cleaners, Ex Maids & Housekeeping Cleaners	7,685	9,015	1,330	1.7	510	590	135	1,235	13.69	28,483	10.32	21,465	12.42	25,830	15.38	31,991	NE	N	S	
37-2012	Maids & Housekeeping Cleaners	3,165	3,435	275	0.9	235	210	25	470	11.76	24,453	10.11	21,036	11.33	23,576	12.58	26,162	NE	N	S	
37-3011	Landscaping & Groundskeeping Wkrs	2,985	3,520	535	1.8	135	290	55	475	15.66	32,574	10.39	21,605	14.80	30,786	18.30	38,058	NE	N	S	
37-3019	Grounds Maintenance Wkrs, All Other	135	145	10	0.7	5	10	*	20	27.33	56,838	21.06	43,809	28.54	59,357	30.46	63,353	NE	N	S	
39-3031	Ushers, Lobby Attendants, & Ticket Takers	190	200	10	0.5	25	20	*	50	13.16	27,369	8.27	17,204	10.05	20,895	15.60	32,451	NE	N	S	
39-3091	Amusement & Recreation Attendants	910	1,010	100	1.1	100	120	10	230	11.46	23,828	8.42	17,514	10.18	21,166	12.97	26,986	NE	N	S	
41-2011	Cashiers	10,960	11,235	275	0.3	990	1,105	25	2,120	11.50	23,923	9.58	19,926	11.04	22,964	12.46	25,921	NE	N	S	
41-2012	Gaming Change Persons & Booth Cashiers	60	70	10	1.7	5	5	*	15	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S	
41-2021	Counter & Rental Clerks	1,730	1,960	230	1.3	95	145	25	260	14.34	29,834	8.99	18,704	13.21	27,487	17.02	35,400	NE	N	S	
41-2022	Parts Salespersons	895	960	65	0.7	40	75	5	120	20.52	42,675	11.55	24,021	18.45	38,384	25.00	52,001	NE	N	M	
41-2031	Retail Salespersons	12,820	13,470	650	0.5	755	1,165	65	1,985	14.13	29,395	9.51	19,784	11.77	24,479	16.44	34,201	NE	N	S	
41-9011	Demonstrators & Product Promoters	515	555	40	0.8	55	35	5	95	14.05	29,228	11.42	23,763	13.75	28,595	15.37	31,961	NE	N	S	
41-9041	Telemarketers	905	805	-100	-1.1	40	95	-10	125	15.32	31,860	11.74	24,426	16.13	33,545	17.10	35,577	NE	N	S	
41-9091	Door-to-Door Sales/News/Street Vendors, & Related Wkrs	435	420	-15	-0.3	30	25	*	50	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S	

45-2041	Graders & Sorters, Agricultural Products	55	55	-5	-0.9	*	5	0	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S
45-2091	Agricultural Equipment Operators	305	320	15	0.5	10	40	*	50	19.26	40,054	13.56	28,212	17.33	36,051	22.10	45,974	NE	N	M
45-2092	FarmWkrs & Laborers, Crop, Nursery, & Greenhouse	405	430	25	0.6	15	50	*	70	11.65	24,242	8.32	17,302	9.82	20,425	13.32	27,711	NE	N	S
45-2093	FarmWkrs, Farm, Ranch, & Aquacultural Animals	555	580	25	0.5	20	70	5	95	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S
45-2099	Agricultural Wkrs, All Other	1,775	1,725	-50	-0.3	70	215	-5	280	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S
47-2041	Carpet Installers	220	230	10	0.5	5	15	*	20	26.71	55,563	22.61	47,037	27.63	57,480	28.76	59,826	NE	N	S
47-2042	Floor Layers, Ex Carpet, Wood, & Hard Tiles	90	110	20	2.2	5	5	*	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	M
47-2044	Tile & Marble Setters	145	180	40	2.8	5	10	5	20	22.43	46,649	15.43	32,086	22.28	46,349	25.93	53,930	NE	N	L
47-2051	Cement Masons & Concrete Finishers	905	1,050	145	1.6	30	75	15	115	20.34	42,301	16.07	33,428	19.96	41,522	22.47	46,738	NE	N	M
47-2061	Construction Laborers	3,315	3,840	530	1.6	120	280	55	450	18.56	38,614	13.13	27,317	18.07	37,591	21.28	44,263	NE	N	S
47-2081	Drywall & Ceiling Tile Installers	520	555	35	0.7	15	40	5	55	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	M
47-2082	Tapers	200	210	15	0.8	5	15	*	20	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	M
47-2131	Insulation Wkrs, Floor, Ceiling, & Wall	100	110	5	0.5	*	10	*	15	19.95	41,494	16.50	34,321	18.48	38,445	21.67	45,081	NE	N	S
47-2141	Painters, Construction & Maintenance	935	1,035	100	1.1	35	65	10	110	22.23	46,244	15.34	31,913	21.86	45,462	25.68	53,410	NE	N	M
47-2151	Pipelayers	165	195	30	1.8	5	15	5	25	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S
47-2161	Plasterers & Stucco Masons	100	110	10	1.0	*	5	*	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	L
47-2181	Roofers	385	450	65	1.7	10	30	5	50	22.67	47,157	14.56	30,288	24.13	50,193	26.73	55,592	NE	N	M
47-3012	Helpers--Carpenters	175	200	25	1.4	5	20	5	30	17.04	35,443	13.59	28,268	15.32	31,871	18.76	39,030	NE	N	S
47-4031	Fence Erectors	200	235	35	1.8	10	15	5	30	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	M
51-3011	Bakers	675	755	80	1.2	40	55	10	105	11.65	24,240	8.71	18,114	9.84	20,460	13.13	27,303	NE	N	L
51-3021	Butchers & Meat Cutters	780	875	95	1.2	35	70	10	110	13.27	27,610	10.38	21,590	12.16	25,288	14.72	30,260	NE	N	L
51-3022	Meat, Poultry, & Fish Cutters & Trimmers	625	665	40	0.6	25	55	5	85	16.01	33,296	14.14	29,407	16.46	34,245	16.94	35,240	NE	N	S
51-3023	Slaughtering & Meat Packers	525	555	35	0.7	20	45	5	70	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S
51-3099	Food Processing Wkrs, All Other	205	215	15	0.7	10	15	*	25	16.62	34,577	14.16	29,450	16.55	34,414	17.86	37,140	NE	N	M
51-6011	Laundry & Dry-Cleaning Wkrs	785	810	25	0.3	50	55	5	110	12.79	26,604	10.77	22,400	11.77	24,485	13.80	28,706	NE	N	S
51-6021	Pressers, Textile, Garment, & Related Materials	105	80	-25	-2.4	5	5	-5	10	12.62	26,248	10.88	22,624	12.55	26,102	13.49	28,061	NE	N	S
51-6031	Sewing Machine Operators	80	75	0	0.0	5	5	0	10	14.20	29,528	11.50	23,914	14.11	29,340	15.55	32,335	NE	N	S
51-6052	Tailors, Dressmakers, & Custom Sewers	75	75	5	0.7	5	5	0	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	M
53-3041	Taxi Drivers & Chauffeurs	810	995	185	2.3	50	50	20	115	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S
53-3099	Motor Vehicle Operators, All Other	295	325	35	1.2	30	20	5	55	14.29	29,733	8.37	17,413	9.87	20,537	17.26	35,893	NE	N	S
53-6021	Parking Lot Attendants	290	320	30	1.0	15	30	5	50	15.02	31,232	10.15	21,108	11.93	24,822	17.45	36,294	NE	N	S
53-6031	Automotive & Watercraft Service Attendants	175	200	25	1.4	10	20	5	30	14.88	30,960	11.71	24,354	15.29	31,794	16.47	34,262	NE	N	S
53-7011	Conveyor Operators & Tenders	65	65	5	0.8	*	5	0	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	NE	N	S
53-7051	Industrial Truck & Tractor Operators	1,435	1,550	115	0.8	45	125	10	180	18.61	38,700	15.35	31,919	18.20	37,849	20.24	42,090	NE	N	S
53-7061	Cleaners of Vehicles & Equipment	1,025	1,200	175	1.7	55	105	20	180	14.12	29,378	10.45	21,735	13.23	27,521	15.96	33,199	NE	N	S
53-7062	Laborers & Freight, Stock, & Material Movers, Hand	7,565	8,480	915	1.2	360	750	90	1,205	16.73	34,794	12.27	25,523	16.41	34,124	18.96	39,429	NE	N	S
53-7063	Machine Feeders & Oilbearers	115	130	15	1.3	5	10	*	15	16.21	33,714	10.82	22,511	12.28	25,542	18.90	39,315	NE	N	S
53-7064	Packers & Packagers, Hand	1,750	1,960	210	1.2	110	155	20	290	15.17	31,546	12.49	25,988	15.19	31,591	16.50	34,325	NE	N	S
53-7081	Refuse & Recyclable Material Collectors	445	510	60	1.3	25	40	5	70	19.48	40,519	12.87	26,768	18.41	38,289	22.79	47,395	NE	N	S

The chart above shows there are occupations that do not require the completion of a high school education. Of these occupations, very few of them offer an economically self-sufficient wage for a household of one. Individuals wishing to pursue a career from this category will benefit from analyzing their financial resources and family needs. Employers may benefit by considering new ways to attract job seekers who are the right fit for these occupations. Targeting job seekers who need additional skills or are seeking to supplement income are two examples of populations most interested in this category of work. To attract employees to these occupations, employers (such as McDonald's), are changing their culture by marketing these jobs as a first job at the beginning of a successful career.

As can be expected, attaining a high school education opens doors for additional career opportunities. The chart below shows a larger list of occupations available to individuals with the completion of a high school education, or its equivalent. The number of occupations with the potential to earn a self-sufficient wage is also higher than the number of occupations listed under "No Education" above.









Attainment of education or training beyond high school is desired by many employers for a large number of occupations. The charts below show the occupations and the earnings potential. The percentage of occupations that afford a self-sufficient wage is dramatically higher than that of the previous two categories of education. Many of these occupations are also anticipated to experience growth in employment through 2028.

### Some College

2018-2028 REGION 11 OCCUPATIONAL PROJECTIONS																				
SOC <sup>[1]</sup>	Occupational Title	Employment <sup>[2]</sup>				Annual Job Separations/Opening <sup>[3]</sup>				2020 Wage & Salary <sup>[4]</sup>							Career Preparation <sup>[5]</sup>			
		2018 Estimated	2028 Projected	Numeric Change	Annual Growth Rate (%)	Exits [a]	Transfers [b]	New (Growth) [c]	Total [a+b+c]	Mean Wage	Mean Salary	Entry Wage	Entry Salary	Median Wage	Median Salary	Exp Wage	Exp Salary	Educ	Work Exp	Job Training
15-1151	Computer User Support Specialists	1,840	2,115	275	1.5	35	125	25	190	26.06	54,206	18.13	37,709	24.00	49,930	30.03	62,454	SC	N	N
25-9041	Teacher Assistants	4,485	4,890	410	0.9	250	245	40	535	12.68	26,380	9.80	20,382	12.42	25,842	14.13	29,380	SC	N	N
27-2011	Actors	105	105	0	0.0	5	10	0	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	SC	N	L	
43-3031	Bookkeeping, Accounting, & Auditing Clerks	6,610	6,595	-15	0.0	400	370	*	770	21.03	43,749	14.57	30,307	21.07	43,823	24.26	50,469	SC	N	M
43-4151	Order Clerks	335	335	-5	-0.1	15	25	0	40	19.72	41,015	13.89	28,889	18.47	38,419	22.63	47,078	SC	N	S
49-2011	Computer, Automated Teller, & Office Machine Repairers	385	420	30	0.8	10	30	5	45	21.37	44,455	15.26	31,731	20.11	41,832	24.43	50,818	SC	N	S

### Post-Secondary

2018-2028 REGION 11 OCCUPATIONAL PROJECTIONS																				
SOC <sup>[1]</sup>	Occupational Title	Employment <sup>[2]</sup>				Annual Job Separations/Opening <sup>[3]</sup>				2020 Wage & Salary <sup>[4]</sup>							Career Preparation <sup>[5]</sup>			
		2018 Estimated	2028 Projected	Numeric Change	Annual Growth Rate (%)	Exits [a]	Transfers [b]	New (Growth) [c]	Total [a+b+c]	Mean Wage	Mean Salary	Entry Wage	Entry Salary	Median Wage	Median Salary	Exp Wage	Exp Salary	Educ	Work Exp	Job Training
23-2091	Court Reporters	115	125	10	0.9	5	5	*	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	PS	N	S	
25-4031	Library Technicians	345	350	5	0.1	30	20	0	55	16.12	33,520	8.81	18,329	15.65	32,546	19.77	41,115	PS	N	N
27-4011	Audio & Video Equipment Technicians	175	200	25	1.4	5	15	*	20	22.53	46,863	13.09	27,217	22.13	46,024	27.25	56,685	PS	N	S
29-2041	Emergency Medical Technicians & Paramedics	475	500	25	0.5	10	25	5	35	16.50	34,324	10.62	22,086	16.11	33,515	19.44	40,444	PS	N	N
29-2055	Surgical Technologists	140	160	20	1.4	5	10	*	15	21.09	43,874	17.12	35,619	20.68	43,017	23.08	48,001	PS	N	N
29-2057	Ophthalmic Medical Technicians	95	110	20	2.1	5	5	*	10	20.65	42,959	15.31	31,853	18.40	38,688	23.32	48,511	PS	N	N
29-2061	Licensed Practical & Licensed Vocational Nurses	1,260	1,470	210	1.7	45	60	20	125	22.34	46,466	19.64	40,852	22.40	46,591	23.69	49,273	PS	N	N
29-2071	Medical Records & Health Information Technicians	590	690	105	1.8	20	20	10	50	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	PS	N	N	
29-2099	Health Technologists & Technicians, All Other	570	680	105	1.8	15	25	10	55	20.61	42,869	15.06	31,331	19.66	40,902	23.38	48,638	PS	N	N
29-9099	Healthcare Practitioners & Tech Wrks, All Other	350	420	70	2.0	10	15	5	30	31.13	64,758	17.01	35,385	29.67	61,720	38.19	79,444	PS	N	N
31-1014	Nursing Assistants	4,765	5,370	610	1.3	270	295	60	630	15.41	32,056	13.32	27,696	14.79	30,773	16.46	34,236	PS	N	N
31-9011	Massage Therapists	360	450	90	2.5	25	20	10	55	19.65	40,867	12.12	25,208	19.13	39,786	23.41	48,697	PS	N	N
31-9091	Dental Assistants	655	750	95	1.5	30	45	10	85	21.30	44,298	18.04	37,513	21.63	44,989	22.93	47,690	PS	N	N
31-9092	Medical Assistants	1,445	1,835	390	2.7	65	115	40	220	17.87	37,170	14.73	30,637	17.59	36,592	19.44	40,437	PS	N	N
31-9094	Medical Transcriptionists	100	95	-5	-0.5	5	10	0	15	19.64	40,857	16.83	35,012	18.95	39,426	21.05	43,779	PS	N	N
31-9097	Phlebotomists	165	230	60	3.6	5	15	5	25	14.60	30,376	12.63	26,261	14.26	29,658	15.59	32,434	PS	N	N
33-1021	First-Line Supvs of Fire Fighting & Prevention Wrks	165	175	10	0.6	5	5	*	10	36.95	76,849	27.86	57,958	36.25	75,407	41.49	86,294	PS	< 5	M
33-2011	Firefighters	670	705	35	0.5	10	35	5	50	20.94	43,549	13.33	27,729	19.95	41,500	24.74	51,460	PS	N	L
39-5011	Barbers	90	105	10	1.1	5	5	*	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	PS	N	N	
39-5012	Hairdressers, Hairstylists, & Cosmetologists	1,960	2,150	190	1.0	125	130	20	275	15.21	31,629	10.48	21,796	14.20	29,532	17.57	36,545	PS	N	N
39-5092	Manicurists & Pedicurists	70	85	15	2.1	5	5	*	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	PS	N	N	
49-2022	Telecom Equipment Installers & Repairers, Ex Line Installers	735	790	55	0.7	20	65	5	90	24.87	51,736	15.13	31,476	24.22	50,378	29.74	61,866	PS	N	M
49-2094	Electrical Repairers, Commercial & Industrial Equipment	125	130	5	0.4	*	10	*	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	PS	N	L	
49-2097	Electronic Home Entertainment Equipment Installers & Repairers	180	195	15	0.8	5	15	*	20	21.90	45,553	16.77	34,873	19.22	39,977	24.47	50,893	PS	N	S
49-3011	Aircraft Mechanics & Service Technicians	115	135	15	1.3	5	5	*	10	30.63	63,709	18.47	38,409	29.35	61,056	36.71	76,359	PS	N	N
49-3023	Automotive Service Technicians & Mechanics	2,255	2,450	195	0.9	65	165	20	250	23.85	49,601	13.73	28,553	21.96	45,086	28.91	60,125	PS	N	S
49-3052	Motorcycle Mechanics	105	120	20	1.9	5	5	*	15	14.30	29,742	8.79	18,273	13.77	28,638	17.06	35,477	PS	N	S
49-9021	Heating, AC, & Refrigeration Mechanics & Installers	1,605	1,915	310	1.9	50	125	30	205	25.75	53,569	17.69	36,794	25.97	54,012	29.79	61,956	PS	N	L
49-9081	Wind Turbine Service Technicians	95	105	10	1.1	5	5	*	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	PS	N	L	
51-4012	Computer Numerically Controlled Machine Tool Programmers	70	85	20	2.9	*	5	*	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	PS	N	M	
51-4111	Tool & Die Makers	120	120	0	0.0	5	5	0	10	26.84	55,821	20.43	42,485	27.25	56,689	30.04	62,490	PS	N	L
51-5111	Prepress Technicians & Wrks	210	185	-30	-1.4	5	15	-5	20	21.05	43,775	15.75	32,764	21.44	44,605	23.69	49,280	PS	N	N
53-3032	Heavy & Tractor-Trailer Truck Drivers	8,750	9,795	1,045	1.2	380	675	105	1,160	23.62	49,122	17.95	37,343	22.71	47,236	26.45	55,011	PS	N	S

# Associates

2018-2028 REGION 11 OCCUPATIONAL PROJECTIONS																						
SOC <sup>[1]</sup>	Occupational Title	Employment <sup>[2]</sup>				Annual Job Separations/Opening <sup>[3]</sup>				2020 Wage & Salary (\$) <sup>[4]</sup>								Career Preparation <sup>[5]</sup>				
		2018	2028	Numeric	Annual	Exits	Transfers	New	Total	Mean	Mean	Entry	Entry	Median	Median	Exp	Exp	Educ	Work	Job		
		Estimated	Projected	Change	Growth	[a]	[b]	(Growth)	[a+b+c]	Wage	Salary	Wage	Salary	Wage	Salary	Wage	Salary		Exp	Training		
15-1134	Web Developers	595	685	90	1.5	10	40	10	60	33.83	70,358	23.07	47,995	30.18	62,782	39.20	81,540	AS	N	N		
15-1152	Computer Network Support Specialists	1,085	1,210	125	1.2	20	75	10	105	28.58	59,445	20.94	43,557	27.69	57,591	32.40	67,389	AS	N	N		
17-3011	Architectural & Civil Drafters	450	460	10	0.2	15	30	*	50	29.12	60,580	20.82	43,305	28.31	58,875	33.28	69,217	AS	N	N		
17-3013	Mechanical Drafters	145	145	0	0.0	5	10	0	15	32.03	66,631	20.74	43,134	27.92	58,068	37.68	78,379	AS	N	N		
17-3019	Drafters, All Other	70	75	5	0.7	*	5	*	10	25.48	52,989	15.39	32,002	26.62	55,364	30.52	63,482	AS	N	N		
17-3022	Civil Engineering Technicians	375	400	25	0.7	15	25	*	40	27.42	57,026	17.46	36,327	27.71	57,647	32.39	67,375	AS	N	N		
17-3023	Electrical & Electronics Engineering Technicians	280	295	15	0.5	10	20	*	30	31.76	66,054	22.97	47,785	33.81	70,335	36.15	75,188	AS	N	N		
17-3026	Industrial Engineering Technicians	205	230	25	1.2	5	15	*	25	23.35	48,562	15.41	32,048	23.29	48,442	27.32	56,819	AS	N	N		
17-3029	Engineering Technicians, Ex Drafters, All Other	290	315	25	0.9	10	20	5	35	29.80	61,985	21.98	45,724	28.41	59,083	33.71	70,116	AS	N	N		
19-4011	Agricultural & Food Science Technicians	645	700	55	0.9	15	65	5	85	23.14	48,126	15.68	32,622	21.79	45,324	26.86	55,878	AS	N	M		
19-4031	Chemical Technicians	155	170	15	1.0	5	15	*	20	23.74	49,371	15.89	33,059	22.13	46,023	27.66	57,527	AS	N	M		
19-4091	Environmental Science & Protection Technicians, Incl Health	85	100	10	1.2	*	10	*	10	23.64	49,167	17.24	35,868	22.43	46,660	26.83	55,816	AS	N	N		
19-4099	Life, Physical, & Social Science Technicians, All Other	455	520	65	1.4	15	45	5	65	21.81	45,358	15.99	33,253	18.99	39,509	24.72	51,411	AS	N	N		
23-2011	Paralegals & Legal Assistants	970	1,100	125	1.3	35	75	15	120	26.73	55,588	18.65	38,799	26.19	54,472	30.76	63,983	AS	N	N		
23-2099	Legal Support Wks, All Other	365	385	20	0.5	10	20	*	35	22.34	46,464	16.69	34,718	21.58	44,877	25.16	52,336	AS	N	N		
25-2011	Preschool Teachers, Ex Special Educ	1,920	2,165	250	1.3	80	125	25	230	13.08	27,200	9.93	20,664	12.60	26,198	14.65	30,468	AS	N	N		
27-4012	Broadcast Technicians	135	135	0	0.0	5	10	0	15	20.51	42,652	9.50	19,758	19.84	41,272	26.01	54,098	AS	N	S		
29-1126	Respiratory Therapists	180	225	45	2.5	5	5	5	15	27.50	57,194	21.71	45,167	26.96	56,070	30.39	63,208	AS	N	N		
29-2021	Dental Hygienists	635	725	90	1.4	30	15	10	55	35.35	73,519	31.87	66,298	35.43	73,696	37.08	77,129	AS	N	N		
29-2031	Cardiovascular Technologists & Technicians	190	210	20	1.1	5	5	*	15	24.11	50,151	14.54	30,248	24.56	51,081	28.90	60,102	AS	N	N		
29-2032	Diagnostic Medical Sonographers	225	280	55	2.4	5	10	5	20	36.14	75,171	27.52	57,249	36.31	75,531	40.45	84,133	AS	N	N		
29-2034	Radiologic Technologists	680	780	100	1.5	20	20	10	50	26.13	54,359	20.94	43,560	25.98	54,042	28.73	59,758	AS	N	N		
29-2035	Magnetic Resonance Imaging Technologists	105	125	20	1.9	5	5	*	10	29.16	60,656	26.07	54,218	28.93	60,183	30.71	63,875	AS	< 5	N		
29-2051	Dietetic Technicians	160	175	15	0.9	5	10	*	15	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	AS	N	N		
29-2056	Veterinary Technologists & Technicians	295	340	45	1.5	10	15	5	30	16.56	34,448	13.34	27,749	15.90	33,079	18.17	37,797	AS	N	N		
31-2011	Occupational Therapy Assistants	115	165	45	3.9	5	10	5	20	27.23	56,633	21.48	44,674	26.67	55,468	30.10	62,612	AS	N	N		
31-2021	Physical Therapist Assistants	230	300	75	3.3	10	20	5	40	25.66	53,367	18.69	38,882	24.87	51,724	29.14	60,609	AS	N	N		
39-4031	Morticians, Undertakers, & Funeral Directors	85	90	5	0.6	5	5	*	10	31.86	66,267	22.18	46,138	28.54	59,368	36.70	76,331	AS	N	L		
43-4161	Human Resources Assistants, Ex Payroll & Timekeeping	315	310	-5	-0.2	10	25	0	35	20.78	43,232	15.56	32,366	20.69	43,029	23.40	48,665	AS	N	N		
49-9062	Medical Equipment Repairers	210	240	30	1.4	10	15	5	25	20.65	42,956	14.66	30,497	19.32	40,180	23.65	49,186	AS	N	M		

# Bachelors

2018-2028 REGION 11 OCCUPATIONAL PROJECTIONS																				
SOC <sup>[1]</sup>	Occupational Title	Employment <sup>[2]</sup>				Annual Job Separations/Opening <sup>[3]</sup>				2020 Wage & Salary (\$) <sup>[4]</sup>							Career Preparation <sup>[5]</sup>			
		2018 Estimated	2028 Projected	Numeric Change	Annual Growth Rate (%)	Exits [a]	Transfers [b]	New (Growth) [c]	Total [a+b+c]	Mean Wage	Mean Salary	Entry Wage	Entry Salary	Median Wage	Median Salary	Exp Wage	Exp Salary	Educ	Work Exp	Job Training
11-1011	Chief Executives	1,090	1,050	-40	-0.4	30	50	-5	70	96.97	201,696	41.00	85,273	94.65	196,882	124.96	259,908	BA	> 5	N
11-1021	General & Operations Mgrs	5,540	6,200	660	1.2	125	385	65	575	52.90	110,038	24.60	51,176	43.91	91,342	67.05	139,469	BA	> 5	N
11-1031	Legislators	655	700	45	0.7	15	35	5	55	87.20	55,806	30.44	19,482	45.20	28,930	115.58	73,968	BA	< 5	N
11-2011	Advertising & Promotions Mgrs	130	135	5	0.4	5	10	*	15	57.13	118,823	34.83	72,447	55.40	115,227	68.27	142,011	BA	< 5	N
11-2021	Marketing Mgrs	890	1,010	120	1.3	20	65	10	95	60.20	125,218	36.12	75,127	53.94	112,195	72.24	150,264	BA	> 5	N
11-2022	Sales Mgrs	1,450	1,600	145	1.0	30	105	15	150	58.34	121,349	35.53	73,896	55.38	115,196	69.75	145,075	BA	< 5	N
11-2031	Public Relations & Fundraising Mgrs	235	275	35	1.5	5	15	5	25	53.39	111,046	30.43	63,285	47.38	98,556	64.87	134,926	BA	> 5	N
11-3011	Admin Services Mgrs	1,070	1,235	165	1.5	30	65	15	115	46.25	96,202	32.29	67,162	40.45	84,143	53.23	110,721	BA	< 5	N
11-3021	Computer & Information Systems Mgrs	1,620	1,870	255	1.6	30	105	25	160	63.05	131,144	44.70	92,980	61.01	126,899	72.22	150,226	BA	> 5	N
11-3031	Financial Mgrs	3,065	3,755	690	2.3	75	190	70	330	62.46	129,912	36.34	75,578	56.66	117,862	75.52	157,079	BA	> 5	N
11-3051	Industrial Production Mgrs	640	695	55	0.9	15	35	5	55	47.76	99,346	33.00	68,642	44.54	92,649	55.14	114,698	BA	> 5	N
11-3061	Purchasing Mgrs	185	210	25	1.4	5	10	*	20	48.32	100,510	31.99	66,530	43.51	90,491	56.49	117,500	BA	> 5	N
11-3121	Human Resources Mgrs	550	625	80	1.5	15	35	10	55	60.44	125,721	39.32	81,781	52.25	108,680	71.01	147,691	BA	> 5	N
11-3131	Training & Development Mgrs	190	220	30	1.6	5	15	5	20	47.01	97,787	33.24	69,132	44.41	92,376	53.90	112,114	BA	> 5	N
11-9021	Construction Mgrs	1,230	1,420	190	1.5	30	70	20	115	42.83	89,083	27.17	56,514	39.75	82,688	50.66	105,368	BA	< 5	N
11-9031	Educ Administrators, Preschool & Childcare Center/Program	270	310	40	1.5	10	15	5	25	26.27	54,643	18.83	39,168	25.18	52,383	29.99	62,381	BA	< 5	N
11-9039	Educ Administrators, All Other	220	255	35	1.6	5	10	5	20	43.54	90,560	27.62	57,446	40.07	83,344	51.50	107,116	BA	< 5	N
11-9041	Architectural & Engineering Mgrs	490	540	50	1.0	10	30	5	40	60.97	126,820	42.03	87,420	57.79	120,198	70.44	146,521	BA	> 5	N
11-9111	Medical & Health Services Mgrs	1,770	2,145	370	2.1	50	105	35	190	44.80	93,189	29.64	61,654	38.71	80,519	52.38	108,956	BA	< 5	N
11-9121	Natural Sciences Mgrs	220	230	10	0.5	5	15	*	20	54.61	113,588	35.18	73,171	54.53	113,427	64.33	133,797	BA	> 5	N
11-9151	Social & Community Service Mgrs	720	845	125	1.7	25	45	15	80	29.49	61,337	18.68	38,849	27.33	56,853	34.89	72,580	BA	< 5	N
11-9199	Mgrs, All Other	3,260	3,640	380	1.2	85	175	40	300	60.78	126,415	34.34	71,419	53.72	111,742	74.00	153,914	BA	< 5	N
13-1020	Buyers & Purchasing Agents	1,135	1,130	-5	0.0	35	80	0	120	29.81	62,012	20.02	41,644	28.14	58,533	34.71	72,196	BA	< 5	N
13-1041	Compliance Officers	835	940	100	1.2	25	55	10	90	32.07	66,710	22.60	47,007	30.49	63,426	36.81	76,561	BA	< 5	N
13-1051	Cost Estimators	770	880	110	1.4	20	60	10	90	32.35	67,278	21.93	45,622	32.05	66,665	37.55	78,106	BA	< 5	N
13-1071	Human Resources Specialists	1,625	1,810	185	1.1	45	125	20	190	31.29	65,077	19.89	41,377	29.11	60,548	36.98	76,928	BA	< 5	N
13-1075	Labor Relations Specialists	695	690	-5	-0.1	20	50	*	70	37.07	77,101	28.28	58,825	37.23	77,446	41.46	86,240	BA	< 5	N
13-1081	Logisticians	400	445	50	1.3	10	30	5	45	30.43	63,289	19.39	40,328	30.45	63,330	35.95	74,770	BA	< 5	N
13-1111	Management Analysts	3,435	3,930	495	1.4	115	235	50	395	41.06	85,412	27.05	56,270	38.10	79,257	48.07	99,983	BA	< 5	N
13-1121	Meeting, Convention, & Event Planners	305	340	35	1.1	10	25	5	40	22.84	47,510	14.05	29,218	22.17	46,104	27.24	56,656	BA	< 5	N
13-1131	Fundraisers	215	250	35	1.6	10	15	5	30	26.60	55,338	16.84	35,031	23.90	49,721	31.49	65,491	BA	< 5	N
13-1141	Compensation, Benefits, & Job Analysis Specialists	350	405	55	1.6	10	25	5	40	33.93	70,569	24.57	51,102	31.89	66,330	38.61	80,302	BA	< 5	N
13-1151	Training & Development Specialists	1,365	1,550	185	1.4	45	115	20	175	30.79	64,037	18.73	38,951	30.66	65,767	36.82	76,579	BA	> 5	N
13-1161	Market Research Analysts & Marketing Specialists	2,115	2,650	535	2.5	55	185	55	295	34.42	71,599	21.07	43,831	31.13	64,757	41.10	85,483	BA	< 5	N
13-1199	Business Operations Specialists, All Other	4,620	5,170	550	1.2	135	335	55	525	34.53	71,828	22.75	47,323	31.65	65,835	40.42	84,080	BA	< 5	N
13-2011	Accountants & Auditors	4,295	4,815	520	1.2	130	295	50	475	35.88	74,622	24.05	50,024	31.65	65,822	41.79	86,921	BA	< 5	N
13-2021	Appraisers & Assessors of Real Estate	270	300	35	1.3	10	10	5	25	34.24	71,227	26.83	55,797	34.14	71,007	37.95	78,942	BA	< 5	N
13-2031	Budget Analysts	160	175	15	0.9	5	10	*	15	33.89	70,489	26.08	54,255	32.37	67,340	37.79	78,606	BA	< 5	N
13-2041	Credit Analysts	720	770	50	0.7	15	50	5	70	44.73	93,037	30.04	62,481	42.98	89,405	52.07	108,315	BA	< 5	N
13-2051	Financial Analysts	1,330	1,505	175	1.3	25	95	20	140	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	BA	< 5	N	
13-2052	Personal Financial Advisors	675	795	120	1.8	15	40	10	70	48.02	99,882	20.41	42,451	34.75	72,274	61.83	128,597	BA	< 5	N
13-2053	Insurance Underwriters	1,105	1,150	45	0.4	25	65	5	95	33.03	68,705	22.22	46,209	30.94	64,354	38.44	79,954	BA	< 5	N
13-2061	Financial Examiners	810	890	80	1.0	20	45	10	70	31.20	64,889	15.99	33,255	27.30	56,785	38.80	80,707	BA	< 5	N
13-2071	Credit Counselors	255	285	30	1.2	5	15	5	25	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	BA	< 5	N	
13-2072	Loan Officers	1,720	1,910	190	1.1	45	110	20	170	31.98	66,527	20.88	43,438	30.20	62,820	37.53	78,071	BA	< 5	N
13-2081	Tax Examiners & Collectors, & Revenue Agents	165	170	5	0.3	5	5	*	15	31.72	65,983	21.03	43,751	30.55	63,552	37.07	77,099	BA	< 5	N
13-2099	Financial Specialists, All Other	1,470	1,655	185	1.3	45	90	20	155	41.42	86,161	25.53	53,095	36.67	76,283	49.37	102,694	BA	< 5	N
15-1121	Computer Systems Analysts	4,065	4,530	465	1.1	80	230	45	360	41.11	85,518	28.44	59,148	41.28	85,856	47.45	98,703	BA	< 5	N
15-1122	Information Security Analysts	700	890	190	2.7	10	45	20	75	43.53	90,543	29.22	60,787	41.83	87,002	50.68	105,421	BA	< 5	N
15-1131	Computer Programmers	850	815	-35	-0.4	15	45	-5	55	38.82	80,743	28.47	59,212	39.49	82,137	43.99	91,509	BA	< 5	N
15-1132	Software Developers, Applications	3,220	4,115	895	2.8	50	205	90	350	45.69	95,031	33.27	69,195	45.43	94,485	51.90	107,948	BA	< 5	N
15-1133	Software Developers, Systems Software	1,105	1,290	185	1.7	15	70	20	105	45.69	95,031	33.27	69,195	45.43	94,485	51.90	107,948	BA	< 5	N
15-1141	Database Administrators	395	460	65	1.6	10	20	5	35	49.04	102,006	32.85	68,320	52.22	108,610	57.14	118,849	BA	< 5	N



## Masters

2018-2028 REGION 11 OCCUPATIONAL PROJECTIONS																				
SOC <sup>[H]</sup>	Occupational Title	Employment <sup>[A]</sup>				Annual Job Separations/Opening <sup>[B]</sup>					2020 Wage & Salary <sup>(S)</sup> <sup>[C]</sup>						Career Preparation <sup>[H]</sup>			
		2018 Estimated	2028 Projected	Numeric Change	Annual Growth Rate (%)	Exits	Transfers	New (Growth)	Total	Mean Wage	Mean Salary	Entry Wage	Entry Salary	Median Wage	Median Salary	Exp Wage	Exp Salary	Educ	Work Exp	Job Training
11-9032	Educ Administrators, Elementary & Secondary School	730	800	70	1.0	20	40	5	65	48.82	101,549	34.48	71,713	48.72	101,331	55.99	116,468	MA	> 5	N
11-9033	Educ Administrators, Postsecondary	1,000	1,125	125	1.3	25	55	15	95	56.55	117,627	30.01	62,430	48.32	100,504	69.82	145,225	MA	< 5	N
15-2041	Statisticians	225	295	75	3.3	5	15	5	25	34.86	72,506	20.62	42,881	34.28	71,309	41.98	87,318	MA	N	N
21-1012	Educational, Guidance, School, & Vocational Counselors	930	1,065	130	1.4	30	70	15	115	28.49	59,262	20.65	42,942	27.56	57,327	32.41	67,422	MA	N	N
21-1013	Marriage & Family Therapists	210	265	55	2.6	10	15	5	30	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	MA	N	I	
21-1015	Rehabilitation Counselors	525	605	85	1.6	20	40	10	65	17.61	36,636	10.98	22,842	15.70	32,661	20.93	43,533	MA	N	N
21-1019	Counselors, All Other	200	230	30	1.5	5	15	5	25	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	MA	N	N	
21-1022	Healthcare Social Wrks	350	435	85	2.4	10	25	10	50	27.02	56,209	21.64	45,017	27.28	56,746	29.71	61,805	MA	N	I
21-1023	Mental Health & Substance Abuse Social Wrks	185	235	50	2.7	5	15	5	25	24.49	50,939	17.91	37,262	24.88	51,747	27.78	57,777	MA	N	I
25-1121	Art, Drama, & Music Teachers, Postsecondary	330	375	45	1.4	15	15	5	35	34.06	70,841	20.76	43,179	30.92	64,323	40.71	84,673	MA	N	N
25-4021	Librarians	370	395	30	0.8	20	20	5	40	26.62	55,378	14.53	30,215	28.30	58,866	32.67	67,959	MA	N	N
25-9021	Farm & Home Management Advisors	105	115	10	1.0	5	5	*	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	MA	N	N	
25-9031	Instructional Coordinators	470	520	50	1.1	20	25	5	50	35.07	72,936	28.25	58,762	35.69	74,232	38.47	80,023	MA	> 5	N
29-1071	Physician Assistants	275	365	90	3.3	5	15	10	25	49.43	102,919	37.93	78,991	48.92	101,746	55.18	114,782	MA	N	N
29-1122	Occupational Therapists	325	390	70	2.2	10	10	5	25	41.74	86,829	32.67	67,954	40.19	83,595	46.28	96,266	MA	N	N
29-1127	Speech-Language Pathologists	355	470	115	3.2	10	15	10	35	41.47	86,267	28.98	60,287	42.96	89,347	47.72	99,257	MA	N	I
29-1171	Nurse Practitioners	350	465	115	3.3	10	15	10	35	48.78	101,457	41.68	86,696	48.10	100,039	52.33	108,838	MA	N	N
29-1199	Health Diagnosing & Treating Practitioners, All Other	580	665	90	1.6	20	10	10	40	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	MA	N	N	

## Doctorate/Professional

2018-2028 REGION 11 OCCUPATIONAL PROJECTIONS																				
SOC <sup>[H]</sup>	Occupational Title	Employment <sup>[A]</sup>				Annual Job Separations/Opening <sup>[B]</sup>					2020 Wage & Salary <sup>(S)</sup> <sup>[C]</sup>						Career Preparation <sup>[H]</sup>			
		2018 Estimated	2028 Projected	Numeric Change	Annual Growth Rate (%)	Exits	Transfers	New (Growth)	Total	Mean Wage	Mean Salary	Entry Wage	Entry Salary	Median Wage	Median Salary	Exp Wage	Exp Salary	Educ	Work Exp	Job Training
19-3031	Clinical, Counseling, & School Psychologists	300	365	70	2.3	5	15	5	30	42.31	88,008	21.62	44,975	39.36	81,862	52.66	109,524	DP	N	I
23-1011	Lawyers	1,845	2,055	210	1.1	40	50	20	115	61.65	128,237	30.60	63,657	50.17	104,356	77.18	160,527	DP	N	N
25-1011	Business Teachers, Postsecondary	515	625	105	2.0	20	25	10	60	51.75	107,639	22.69	47,186	47.87	99,562	66.28	137,865	DP	N	N
25-1021	Computer Science Teachers, Postsecondary	135	145	15	1.1	5	5	*	10	44.31	92,161	26.84	55,818	44.17	91,880	53.04	110,333	DP	N	N
25-1022	Mathematical Science Teachers, Postsecondary	260	280	20	0.8	10	10	*	25	44.83	93,236	27.30	56,774	40.00	83,203	53.59	111,467	DP	N	N
25-1031	Architecture Teachers, Postsecondary	85	100	10	1.2	5	5	*	10	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	DP	N	N	
25-1032	Engineering Teachers, Postsecondary	475	555	80	1.7	20	25	10	50	57.22	119,010	39.22	81,579	50.62	105,281	66.21	137,726	DP	N	N
25-1041	Agricultural Sciences Teachers, Postsecondary	255	275	25	1.0	10	10	*	25	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	DP	N	N	
25-1042	Biological Science Teachers, Postsecondary	330	390	60	1.8	15	15	5	35	46.32	96,342	28.76	59,815	44.49	92,549	55.10	114,605	DP	N	N
25-1052	Chemistry Teachers, Postsecondary	105	115	15	1.4	5	5	*	10	43.34	90,144	28.51	59,296	39.37	81,895	50.75	105,567	DP	N	N
25-1063	Economics Teachers, Postsecondary	95	110	15	1.6	5	5	*	10	62.63	130,260	37.43	77,846	56.52	117,571	75.22	156,467	DP	N	N
25-1066	Psychology Teachers, Postsecondary	175	205	30	1.7	5	10	5	20	38.42	79,913	25.14	52,281	35.86	74,580	45.06	91,729	DP	N	N
25-1067	Sociology Teachers, Postsecondary	115	130	15	1.3	5	5	*	10	42.93	89,302	24.16	50,261	38.56	80,203	52.32	108,822	DP	N	N
25-1069	Social Sciences Teachers, Postsecondary, All Other	165	175	10	0.6	5	10	*	15	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	DP	N	N	
25-1071	Health Specialties Teachers, Postsecondary	580	755	170	2.9	25	30	15	75	48.97	101,857	25.78	53,629	49.22	102,382	60.56	125,971	DP	< 5	N
25-1072	Nursing Instructors & Teachers, Postsecondary	185	235	50	2.7	10	10	5	25	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	DP	< 5	N	
25-1081	Educ Teachers, Postsecondary	290	330	40	1.4	10	15	5	30	30.30	63,024	19.27	40,091	27.03	56,218	35.81	74,490	DP	< 5	N
25-1122	Communications Teachers, Postsecondary	155	170	15	1.0	5	5	*	15	41.19	85,666	23.72	49,337	36.26	75,419	49.92	103,830	DP	N	N
25-1123	English Language & Literature Teachers, Postsecondary	295	325	30	1.0	10	15	5	30	34.58	71,917	20.98	43,638	29.87	62,136	31.37	86,057	DP	N	N
25-1124	Foreign Language & Literature Teachers, Postsecondary	100	110	10	1.5	5	5	*	10	33.89	70,485	23.25	48,353	29.87	62,123	49.21	81,552	DP	N	N
25-1125	History Teachers, Postsecondary	105	115	10	1.0	5	5	*	10	34.34	71,437	22.35	46,478	33.76	70,215	40.34	83,916	DP	N	N
25-1126	Philosophy & Religion Teachers, Postsecondary	75	90	15	2.0	5	5	*	10	34.08	70,892	20.25	42,127	29.84	62,074	41.00	85,275	DP	N	N
25-1199	Postsecondary Teachers, All Other	1,575	1,720	150	1.0	60	75	15	150	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	DP	N	N	
29-1011	Chiropractors	250	280	30	1.2	5	5	*	10	29.55	61,466	16.36	34,024	27.91	58,057	36.15	75,187	DP	N	N
29-1021	Dentists, General	450	505	55	1.2	10	5	5	20	102.59	213,387	50.04	104,084	N.A.	N.A.	128.86	268,038	DP	N	N
29-1051	Pharmacists	860	905	45	0.5	20	20	5	45	55.39	115,218	39.56	82,293	59.01	122,749	63.31	131,680	DP	N	N
29-1062	Family & General Practitioners	645	740	95	1.5	10	10	10	30	111.08	231,051	78.39	163,045	N.A.	N.A.	127.43	265,055	DP	N	I
29-1069	Physicians & Surgeons, All Other	380	410	30	0.8	5	5	5	15	102.09	212,346	43.36	90,192	N.A.	N.A.	131.45	273,422	DP	N	I
29-1123	Physical Therapists	595	745	150	2.5	10	15	15	45	42.58	88,567	32.49	67,570	40.91	85,091	47.63	99,065	DP	N	N
29-1131	Veterinarians	315	360	50	1.6	5	5	5	15	47.23	98,237	34.86	72,517	44.07	91,676	53.41	111,098	DP	N	N

Across the Local Area, employers are continually seeking qualified talent for the existing jobs available but also to nourish plans for growth and expansion. Within the health care industry, for example, employers need applicants who have obtained the necessary skills and credentials to perform on the job such as a license provided by the State Board of Nursing. While every industry and in-demand or emerging occupations may not need formalized training or a lengthy training program for a credential to begin employment, resources are available to assist with needs like transitional jobs, work experience, short-term pre-vocational services and on-the-job training.

Employability includes personal skills, which enable one to be successful in both training programs and employment. These skills include critical thinking, self-awareness and self-confidence, assertiveness, organizational skills, goal setting and planning skills, and teamwork and problem solving in both personal and public situations. Many of these underlying skills are valued by today's employers and are important

to success in getting and keeping a job and establishing a career path. Employability skills are the key to workplace success and are valued by employers because they are linked to how you get along with coworkers and customers, that affect your job performance, and advance your career.

Essential Employability Skills include:

A. Foundational Skills:

1. Be organized.
2. Arrive to work on time, or early.
3. Be dependable.
4. Have a positive attitude toward work.
5. Exert high levels of effort and perseverance.
6. Complete tasks on time and accurately.
7. Seek out information to improve skills.
8. Be flexible and adaptable.
9. Complete all tasks, even if unpleasant.
10. Understand dress code or uniform guidelines.
11. Maintain personal hygiene.

B. Interpersonal Skills:

1. Be friendly and polite.
2. Respect supervisors and coworkers.
3. Respond appropriately to customer requests.
4. Ask for feedback.
5. Take constructive criticism.
6. Resolve conflicts calmly and appropriately.

C. Communication Skills:

1. Read and understand written materials.
2. Listen, understand, and ask questions.
3. Follow directions.
4. Express ideas clearly when speaking or writing.
5. Learn required technology and use appropriately.

D. Problem Solving and Critical Thinking Skills:

1. Accept change.
2. Be willing to start, stop, and switch duties.
3. Work calmly in busy environments.
4. Start tasks without prompting.
5. Ask questions to solve problems and do job better.

E. Teamwork:

1. Be comfortable working with people of diverse backgrounds.
2. Be sensitive to other peoples' needs and perspectives.
3. Take responsibility for own share of work.
4. Contribute to team goals.

F. Ethics and Legal Responsibilities:

1. Take Responsibility for own decisions and actions.
2. Understand and follow company rules and procedures.
3. Be honest and trustworthy.
4. Act professionally and with maturity.

G. Career Development:

1. Learn new skills and take on different projects.
2. Serve on work committees.
3. Take initiative and work with little supervision.
4. Understand your industry and common business practices.
5. Align your work goals with the mission and vision of your employer.
6. Understand the different roles of coworkers.

H. Leadership:

1. Coach and mentor others.
2. Be willing to take risks.
3. Be able to negotiate.
4. Motivate and direct people as they work.
5. Demonstrate efficiency.
6. Seek to simplify processes.
7. Save time or money for the company by analyzing business needs.
8. Build partnerships and teams with coworkers.

The following are the skills employers have indicated are needed.

**BASIC SKILLS**

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

- Written Communication
- Reading for Information
- Mathematics
- Locating Information

## SOFT SKILLS

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

- Motivation
- Dependability
- Communication Skills
- Time Management
- Leadership Skills
- Teamwork
- Honesty

## HARD SKILLS

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

- Analytical Thinking
- Business Communications
- Machine Operation
- Project Management
- Basic Computer Literacy
- Computer Software
- General Office Software

Many items are pulled together to develop objective assessment of participants. These items might include assessments (skills, interest, aptitude and attitude) determined to be necessary by a career counselor, a review of local market information, O'NET descriptions, and local labor market needs of Central Iowa. The objective assessment is then used to justify and plan training needs for the participant. This process is done in conjunction with choosing a training provider from the eligible training provider list. These activities must be completed prior to enrolling participants into WIOA funded training.

Business services staff of the core partners has been meeting on a regular basis. The group includes staff from Title I providers, Iowa Workforce Development (IWD), Iowa Vocational Rehabilitation Services (IVRS), Iowa Department for the Blind (IDB), Adult Basic Education (ABE), and Des Moines Area Community College (DMACC) Business Solutions. The core partner business team meets to educate each other on available services, to discuss collaboration efforts, and to determine how to strategically focus coordinated outreach efforts with employers. With improved communication and strategy, the core partners will be able to better understand the training needs of employers. Further development of sector partnership boards is needed and will enable additional in-depth conversations with sector employers to determine training needs specific to an industry.

For businesses to remain competitive in a global economy, they must find ways to develop new, more productive, higher value-added systems of production that employ highly skilled workers. The skill requirements of jobs are constantly changing, requiring employers to establish avenues for employees to continually upgrade their education and skills. For businesses to remain competitive in a global



economy, they must find ways to develop new, more productive, higher value-added systems of production that employ highly skilled workers.

The rapidly changing and more technologically advanced job skills require changes in the education and workforce training systems that are more flexible. This points to a growing demand for career pathways for ease of access into an industry and retraining of incumbent workers to address new processes.

Along with specific credentials and training of the applicants/potential new hires, employers across all industries have continued to report the need for soft skills and the reduction in turn-over. Central Iowa supports an industry partnership structure that enables the workforce development system to be nimble and responsive to the ever-changing needs of the Local Area's businesses.

Iowa has one of the lowest unemployment rates in the nation. The tight job market makes it hard for employers to find and keep the talent they need.

## 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.*

## CIWDB MISSION STATEMENT

Build a quality workforce for today and tomorrow.

## CIWDB STRATEGIC VISION STATEMENT

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

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

The focus of Future Ready Iowa is for Iowa's employers to have access to advanced, skilled, diverse, and Future Ready workers. The mission statement for the CIWDB supports and aligns this focus of creating a quality workforce with the LWDA's vision statement also calls out connecting the workforce skills with

employer needs. The LWDA's strategic vision has several different methods in improving the processes of the system as well as educating the public and public officials on policies that impact the LWDA's employers, job seekers, workforce system. The workforce partners will work to improve degree and credential completion and target resources to support attainment of high-demand credentials, degrees, and certifications valued by employers, including for those individuals with barriers to employment.

Collaborative partnerships are specifically mentioned in the board's vision statement. WIOA also places high importance on creating partnerships and functioning in a collaborative environment. Part of creating this type of environment includes understanding the local workforce system. The current system is very much interwoven and continues to work toward becoming seamlessly integrated.

A strategy for fulfilling Central Iowa's vision of collaborative partnerships is an important step in taking the confusion and siloed work approach out of the workforce system. Adult Basic Education, WIOA Title I providers (Children and Families of Iowa), Iowa Department for the Blind, Iowa Workforce Development and Iowa Vocational Rehabilitation Services are considered core partners. These core partners meet on a regular basis to collaboratively address processes, issues, and partnering opportunities. Coordinated efforts in working with employers is one example of how the core partners are taking redundancies out of the system and presenting a more seamless system to employers and job seekers.

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

To achieve the alignment of resources, the importance on the partner meetings cannot be overstated. These meetings provide opportunities to discuss the different services provided by the core partners and how to avoid duplication of services in general and when serving individuals. These meetings have led to joint training with the core partners, which has increased the knowledge of the staff of partner programs as well as allowed the staff of the core partners to meet each other in person. The partner discussions have led to creating a referral process between partners that will track the success of referrals. Co-enrollments between programs help with the coordination of services and resources.

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

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

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

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

## STRATEGIES

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 carryout the core programs and required partners to align resources available in the local area to achieve the strategic vision and goals described in section 4 above.*

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

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

collaborate with employers who have been identified through the one-stop operator county meetings and economic development directors in each county.

- The youth/youth adult service provider has offices in Story, Polk, Jasper, Marion, Dallas and Warren counties. They are co-located in the one-stop center and travel to all the counties in the LWDA to see clients and outreach to potential clients on a bi-weekly basis.
- Discussions in partner meetings have also focused on strategies that can be used to expand services and training opportunities in the local area.
- High School Equivalency Testing (HiSET) and English Language Learning (ELL) are held in the one-stop center. This co-location allows clients who are accessing work readiness services to easily access these services. Spanish HiSET classes are available. There are HiSET and ELL classes across the LWDA in each of the 8 counties.
- Des Moines Area Community College's AEL program offers High School Equivalency Test (HiSET) explicit instruction prep and English as a Second Language (ESL) classes at various locations throughout Central Iowa. Currently, HiSET services are offered at 12 sites, while ESL/EL Civics services are offered at 8 sites. As the education and literacy needs and demands in the community grows, DMACC will continue to extend its services by offering a multiplicity of classes across the district.
- English Language Acquisition/ Integrated English Literacy and Civics Education – Students achieve increased English proficiency levels in the areas of speaking, listening, reading and writing in DMACC's ESL program. Students are provided with explicit instruction and curricula that includes audio programs and other supplemental materials to improve English language exposure and development. The instructional design includes phonemic awareness and systematic phonics, which allows students to improve both listening and speaking skills through repetition. Traditional reading comprehension instruction is complemented by non-academic texts that include drama/plays, poetry, fiction, and non-fiction novels, which support the development of ongoing language skills.
- DMACC's ESL program will begin offering citizenship classes regularly (to students who have obtained an appropriate level of English proficiency) in at least two locations and expand to other sites as needed. The Citizenship curriculum includes instruction in civics, literacy, and knowledge of the naturalization process.
- Training is held at the one-stop center as well as locations all over the LWDA. For example, the One Step Center staff has training classes at the Ames Public Library. Training and National Career Readiness Certificate (NCRC) testing is held in schools across the LWDA. Unfortunately, the NCRC test is not accessible to individuals who are blind. The NCRC must be read to the visually impaired tester, which lengthens the testing time from three hours to nine hours. Businesses in all eight counties have also received training sessions.
- Central Iowa developed and implemented work readiness programs for individuals in the correctional system. Some sessions are held in the correction facilities, such as the Newton

Correctional Facility and the Iowa Correctional Institute for Women in Mitchellville. Other work readiness programs focus on working with ex-offenders in release programs.

- To support individuals when English is not their primary language, several one-stop center staff have been hired that have non-English language skills. Recently, staff members with language skills in Arabic and Burmese were hired. Several Asian languages and Spanish are also spoken by staff. There is a language line available to provide translations for other languages.
- An accessibility review on core partner documents will be completed by Iowa Department for the Blind (IDB), addressing the specific needs of the Blind and Vision-impaired. In addition, annual Americans with Disabilities Act (ADA) compliance reviews are completed at all one-stop center and core partners’ facilities. Reasonable accommodations will be provided to ensure accessibility.
- IVRS has a contract with Iowa Department of Aging and the Area Agencies on Aging (AAA) to provide an Older Worker Employment Specialist to work with individuals 55 or older who also have a disability. These employment specialists are in each LWDA of the state and work with individuals in obtaining and maintaining employment. The employment specialists collaborate with IVRS staff on serving these individuals in reaching their employment goals.

### SECTION 3 – IOWAWORKS SYSTEM COORDINATION

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

#### CENTRAL 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.*

#### CENTRAL IOWA WORKFORCE DEVELOPMENT PROGRAMS

Programs in the Local Memorandum of Understanding

| Program         | Partner Organization              | Partner      |
|-----------------|-----------------------------------|--------------|
| Title I - Adult | Children & Families of Iowa (CFI) | Core Partner |

|                                                      |                                                |                  |
|------------------------------------------------------|------------------------------------------------|------------------|
| Title I – Dislocated Worker                          | Children & Families of Iowa (CFI)              | Core Partner     |
| Title I - Youth                                      | Children & Families of Iowa (CFI)              | Core Partner     |
| Title II - Adult Education & Family Literacy         | Des Moines Area Community College (DMACC)      | Core Partner     |
| Title III – Wagner-Peyser Act                        | Iowa Workforce Development (IWD)               | Core Partner     |
| Title IV - Rehabilitation Act of 1973                | Iowa Department for the Blind (IDB)            | Core Partner     |
| Title IV - Rehabilitation Act of 1973                | Iowa Vocational Rehabilitation Services (IVRS) | Core Partner     |
| Career and Technical Education                       | Des Moines Area Community College (DMACC)      | Required Partner |
| Senior Community Services Employment Program (SCSEP) | AARP Foundation                                | Required Partner |
| Senior Community Services Employment Program (SCSEP) | National ABLE Network                          | Required Partner |
| Native American programs                             | American Indian Council                        | Required Partner |
| National Farmworker Jobs Program                     | Proteus, Inc.                                  | Required Partner |
| State Unemployment Compensation Program              | Iowa Workforce Development                     | Required Partner |
| Jobs for Veterans State Grant (JVSG)                 | Iowa Workforce Development (IWD)               | Required Partner |
| ReEntry Employment Opportunities (REO) Program       | Iowa Workforce Development                     | Required Partner |
| Temporary Assistance to Needy Families (TANF)        | PROMISE JOBS (Iowa Workforce Development)      | Required Partner |
| RESEA                                                | Iowa Workforce Development (IWD)               | Required Partner |
| Trade Adjustment Assistance (TAA) program            | Iowa Workforce Development (IWD)               | Required Partner |
| YouthBuild                                           | Des Moines Area Community College DMACC        | Required Partner |

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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:**

- Engage the CIWDB members and committees with the six existing sector partnerships in Central Iowa. This engagement will include cross-membership, presentations and regular reports.
- Research the capacity for a Food Service/Drinking Establishment industry sector by engaging the Iowa Restaurant Association.
- Convene the Iowa Department of Education, sector partnerships, partners and CIWDB members to analyze existing career pathways and identify pathways to support emerging in-demand occupations.
- Engage current and potential community youth partners and trainers in a Central Iowa Youth Workforce Coalition to ensure effective and efficient training programs and collaboration.

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

**Local Strategies:**

- Develop a strategy to identify all Central Iowans who do not possess education beyond high school.
- Develop a communication strategy to build awareness of postsecondary education/training opportunities available in the area.
- Convene local educators and businesses to develop educational strategies best suited for in-demand careers.
- Maximize utilization of supportive services and other supports that will increase successful education attainment.
- Build awareness of funding opportunities to grow the initiatives in Central Iowa.

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

**Local Strategies:**

- Engage sector partnerships to identify existing work-based learning strategies and opportunities for growth.
- Develop awareness among employers of the benefits of work-based learning strategies.
- Develop toolkits for businesses to build work-based learning programs.
- Collaborate with educators to aid in designing effective learning strategies.

***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:**

- Utilize the Iowa Department of Education's career pathways materials in career discussions and individual education programs.

- Convene local employers and educators to design pathways specific to the needs of Central Iowa.
- Synchronize messaging among sector partnerships, businesses, education/training institutions, and partners.
- Engage the Planning and Operations Committee and the Youth Committee to develop strategies for partners to utilize pathways with existing and emerging programming.

*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:**

- Work with State agencies to promote a statewide Iowa**WORKS** awareness campaign.
- Build an awareness and understanding among all Iowans that Iowa**WORKS** is a collaborative effort of many partners providing services to help individuals achieve career and economic success.
- Challenge all partners to identify ways in which they may rely on each other to provide services, thus reducing duplication and increasing access to services.
- Utilize social media and cross-training to strengthen both internal and external awareness of all services available through the Central Iowa workforce system.

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

**Local Strategies:**

- Engage employers and educators to design ladder models of career life cycles, showing how individuals will evolve through their careers by moving through different jobs as their skills and knowledge develop.
- Assist job seekers with identifying initial career goals as well as long-term career goals, while aligning an educational plan to help them reach their goals.
- Inventory available credentials and develop ‘educational pathways’ to align with long-term, in-demand career opportunities. Share with potential employers and all educational systems.
- Build awareness that services are available at the Iowa**WORKS** center to assist anyone achieve their next career goal, no matter the level of employment sought.

**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:**

- Inventory all services offered by all partners and develop a strategy to consolidate and streamline services and develop an accessible database for use by employers and job seekers.



- Inventory gaps in services, and training & education, and identify strategies to close them.
- Utilize subject matter expertise of partners to increase accessibility for all individuals accessing partner services.
- Inventory available funding to better leverage resources for services.

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

**Local Strategies:**

- Increase the number of co-enrollments by developing more effective and efficient models of service using partner agencies.
- Increase use of referral system with core and required partners.
- Increase accessibility through virtual means wherever possible and practical.
- Increase opportunities for customers to access technology.

*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:**

- Annually inventory programs, services and facilities to ensure accessibility and availability to all.
- Provide regularly scheduled educational events to promote knowledge and awareness of accommodations for all in the local area.
- At a minimum, annually inventory assistive technology available in the centers and provide staff training on the usage bi-annually.

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 and to serving the public effectively with the right resources. Collaborative relationships between all partners can help those already enrolled and help increase the number of people served through the local area. Keeping partners connected in groups who plan, and coordinate services is key to establishing these relationships and foster cooperation between these entities. The CIWDB one-stop operator has a monthly meeting to coordinate services among the partners and has established a Central Iowa Youth Workforce Coalition.

Ensuring that WIOA services are accessible to all Iowans in our area is a goal that all WIOA partners hold. To provide services to job seekers without an Iowa**WORKS** center in their community we are now offering Virtual 1 on 1 Career Planning appointments utilizing MS Teams. We have conducted outreach to all libraries in our area to discuss partnerships and the services we can provide virtually. Finally, most workshops provided in the office are available virtually, for those that do not have a computer they are welcome to come to one of our offices, public libraries, or any location they can get computer access.

WIOA staff will build partnerships with one-stop core partners and extended community partners. WIOA staff are educated on the training programs throughout the area- this includes and is not limited to; United Ways HealthWorks Program, WTAA, St. Vincent DePaul, and The Well. Organizations are invited to the center (in person or virtually) to explain their programs, their eligibility guidelines and expectations of those who are enrolled. All core partners and the CIWDB are informed of these presentations and able to attend. When WIOA partners meet with these organizations, the services that all Title's provide are also discussed. Referrals for WIOA services are encouraged and received from these partner agencies as well ensuring that services provided to job seekers can support them holistically. Referrals for WIOA services are received from these partner agencies. WIOA staff make referrals to these agencies based upon the basic needs of the customer. Open communication and willingness to regularly share information is essential to building a successful program and a monthly meeting with core-partners is held by the one-stop operator. A universal referral network is created through relationships that are built through core and community partners.

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

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

Career planners are housed in the Women's Correctional Facility in Mitchellville, as well as the men's facility in Newton. They work to assist in training programs and reentry programs prior to release. Many services are promoted through the Iowa**WORKS** Facebook and Twitter pages. The one-stop has an extensive partner email distribution list that is utilized at least monthly to advertise programming opportunities available in the center.

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

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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 IowaWORKS Exploratory Services. Career counseling is provided after completion of all necessary assessments determined between the job seeker and the career counselor. Work history, educational levels, employability skills, job readiness, soft skills, industry sector needs, and Labor Market Information (LMI) are elements of consideration as the job seeker's plans and goals are built. Plans are documented in the IowaWORKS system, as well as in case management files that are accessible by the core partners.

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.

Registered Apprenticeship (RA) is another program discussed with job seekers. During career planning sessions, registered apprenticeship opportunities are discussed with the job seeker. If job seekers are interested, WIOA staff refer them to the Earn and Learn Website. Once they complete the RA form a career planner at IWD's Administration reaches out to them to learn about their skills and goals to determine if any current RA opportunities that match. Business staff also work with Employers to help them establish Registered Apprenticeships for their organization as well as assist in recruitment efforts and develop career pathways.

Wagner-Peyser (WP) staff, at the request of employers, completes workforce needs assessments at the businesses. During these assessments information from the employer is compiled on the needs for employment, recruitment, education and training skills. Staff also assess recruitment efforts along with perceived successes and failures. After the comprehensive interview is completed, Wagner-Peyser staff work with WIOA partners and community organizations to provide the employer with recommendations to make improvements. These recommendations vary based on the needs and wants of the employer, and often result in creating a Title I cohort model, connections with Project Iowa for recent graduates of that program, connecting employers to the refugee populations and collaborating with ELL to ensure the job applicants have the language skills to perform the needed duties. The Workforce Needs Assessments have been incredibly helpful in providing employers with opportunities they were not aware of, educating staff on the needs of business, and connecting partners to employers.

The one-stop operator (OSO) monitors referrals being made and has created a shared spreadsheet that is accessible to all Core Partners through SharePoint, allowing all partners to view the referrals being made and provides a process to give updates on the job seekers, including Title II, which does not currently have access to the IowaWORKS data system. This allows for increased effective and efficient collaboration among the partners and improvement in serving the job seekers and employers.

Ongoing evaluation of enrolled individuals is conducted by career planners to determine if they would be appropriate for co-enrollment within other core programs. This evaluation helps ensure participants are receiving the best service possible. Ongoing reviews of the referral system are also conducted to ensure timely follow-up and contact with individuals who are seeking assistance, services, and support. The review of the referral system ensures individuals interested in receiving services are assisted as often as possible.

The planning, promotion and presentation of job fairs and other hiring events will involve a great deal of participation and collaboration on the part of partner staff. Knowledge of the local customer base will allow all partners to assist job seekers through screened job referrals. Information about customers is gathered through surveys, interviews and conversations.

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.

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

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## POSTSECONDARY CREDENTIALS AND INDUSTRY-RECOGNIZED CERTIFICATIONS

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

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

The career planner and the customer review other elements of the assessments, including the customer's aptitudes, interests, transferable skills, and work values. This review also identifies strategies to overcome existing barriers. The appropriateness of the training is also discussed in terms

of the customer's personal background. Potential barriers to completing training, such as past convictions, defaulted student loans, family circumstances or legal situations, are addressed with the customer in a respectful manner.

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

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

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

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

Occupations and employer needs are researched through local sources, statewide labor market information projections, local current job openings and informational interviews with the employers. Successful placements have the greatest on-the-job retention when the employer needs are matched with job seeker skills.

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

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

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

Information gathered from sector boards in the area is utilized to create avenues for training needed by employers in the area. WIOA programming in the Central Iowa LWDA connects and engages new employers and community partners across the LWDA. The ongoing and new collaborations developed ensure the needs of job seekers, employers and community partners of the local workforce system are met by WIOA programming to the greatest extent possible. The focus for the process and collaboration is to enable a team approach with the employer, partner, WIOA team, and participant to make sure that training needs are met, barriers to employment are eliminated, and the job seeker can attain sustainable work with an area employer.

Monthly core partner meetings provide opportunities for collaboration and continual improvement to streamline the WIOA service delivery process as well as expand knowledge of employment and training services provided by core partners. The one-stop operator monitors core partner referrals. Core partners utilize an easily accessible and efficient document to refer job seekers to employment and training services. Core partners contact job seekers within 48 hours of receiving referral.

The Adult and Dislocated worker program offers a virtual option for job seekers to meet with a career planner or participate in a recruitment session. Virtual services have been well-received by job seekers and expand opportunities to access employment and training services. The Adult and Dislocated Worker program will provide employment and training services under guidance and direction from state and local policies. The Adult and Dislocated Worker program will utilize labor market information to guide job seekers into training opportunities, which will lead to employment in high demand occupations.

Adult and Dislocated Worker program career planners use the Objective Assessment tool, which assists participants to identify their interests, skills, abilities and barriers to employment. In-depth interviews, assessments, and career planner observations are also used in the goal development process. Career pathway goals and barriers are addressed by the career planner and participant through the collaborative development of an Individualized Employment Plan (IEP) with the career planner. The IEP lists services and activities that will support the participant's career pathway goal. Career planners and participants will review and assess the IEP and career pathway goals annually, at a minimum. Any barriers that keep the participant from obtaining and maintaining employment are addressed in the IEP. Barriers include lack of education, training, housing, transportation and dependent care, but other barriers may be identified in the IEP. Career planners provide support to participants in reducing the impact of barriers by referring participants to community resources, or enrolling participants into WIOA funded supportive services with an identified need.

Career planners create co-enrollment plans in collaboration with the participant and core partners. Co-enrollments include a detailed description of how each core partner will support the participants IEP and career pathway goal to ensure access to services and avoid duplication.

Access to training services is available to Adult and Dislocated Worker participants who are unable to achieve self-sustaining employment through basic career services. Career planners meet with participants in-person at the Iowa**WORKS** center, virtually, or at a convenient location to complete an Objective Assessment, provide labor market information, and conduct in-depth employment counseling so the job seeker can complete an Individualized Employment Plan. Additionally, they discuss how the job seeker can access training programs leading to postsecondary credentials. Adult and Dislocated Worker participants interested in training services complete a Consumer Choice worksheet. This worksheet is designed to help participants research the training available and determine which program and provider is right for them.

## CIWDB 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.*

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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 and broad business representation on the Central Iowa Workforce Development Board and committees;
- Collaborative efforts with local chambers, community colleges, and economic development offices on job fairs and employer-related events;
- Participation and involvement in Sector Boards within the Central Iowa LWDA;
- The Business Services team, which includes representation from all core partner organizations, improves employer communications and assessment of needs;
- Participation in professional activities and organizations for core partner staff; and
- Core partners for the Central Iowa LWDA meet monthly with the one-stop operator to share information for continued collaboration.

Core partner agencies are actively involved in the development of workforce programs to serve employers. Each core partner assigns a business specialist to build awareness of available programs by performing outreach to employers in Central Iowa, across counties and in each county.

Outreach efforts are creating confidence and trust in the abilities of core partners to meet hiring needs supporting all sectors and occupations. When working with employers, the core partner staff take time to learn the business needs and offer recruitment solutions. Educating employers on work-based learning (WBL) partnerships has been a large focus. Business team members can act as connectors for employers and educational programs to enable and encourage partnerships. These partnerships provide the students with workplace skills and allow employers to develop a strong brand recognition in the community. The Central Iowa LWDA has healthy partnerships with the Iowa Governor's STEM Council, Job Corp, IJag, and DMACC's WBL program. Currently a series of webinars are planned by the local business services team to educate employers on the benefits of and activities associated with WBL and how they might collaborate with other employers and organizations.

The following activities ensure all core partners maintain strong relationships with businesses:

- Monthly strategic planning meetings discussing the next four months of activities;
- Monthly core partner business meetings lead by the one-stop operator;
- The Wagner-Peyser and Title I staffs meet every Monday morning to discuss the current week's activities. - For collaborative purposes, it is planned to include representation from Title IV in these meetings;
- Each Thursday, Wagner-Peyser staff has an employer speak in-person or virtually, to present and answer questions about its company and open positions. All core partner staff are invited to attend;
- Expand recruitment event partnerships with the Evelyn K. Davis Center, the Workforce Training Academy and chambers of commerce.

Local partnerships support collaboration among workforce development programs and county economic development offices. 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 programs. All business services and strategies in the LWDA will be designed to meet the needs of local employers in securing a high-quality workforce.

Reaching recipients with unemployment insurance (UI) is a top priority of the LWDA. State law prohibits the state's unemployment division from sharing recipient names, thus Iowa Workforce Development



(IWD) is working to develop better ways to effectively disseminate Title I and other partner program opportunities to all UI recipients.

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

Partners in the Iowa**WORKS** centers consistently refer individuals interested in entrepreneurship to the Small Business Administration and Iowa Economic Development. Designated business service staff members are also identified by the core partner agencies to develop and improve relationships with businesses.

The CIWDB is targeting developing relationships with new and existing small employers because potential or opened positions can support job seekers and the businesses simultaneously with activities such as internships and on-the-job training opportunities.

Businesses continue to request services from all core partners. Core partners collaborate to coordinate how to meet the needs of employers across all programs. Even though a business may contact one partner, that partner has a responsibility to identify ways in which other partner services can help that business succeed. Partners are also charged with tracking employer contacts and connections. This form of cross-referencing helps to ensure businesses and the Iowa**WORKS** staff are working together efficiently.

The business services team members continue to use a focused approach to the in-demand fields in the area and have built partnerships with employers such as Golden Heart Senior care (Healthcare), Restore (Construction), Genesis Senior Living (Healthcare), Flix Brewhouse (Retail/Customer Services), and The Hilton Downtown (Hospitality) where paid work experiences are provided with WIOA funding. The business services team builds relationships with employers willing to offer experiential learning with WIOA funded participants. Some of these employers include Dart (Transportation), Mercy One (Healthcare), Unity Point (Healthcare), Quality Manufacturing Corporation (Advanced Manufacturing), and Freightliner Truck Center Co. (Transportation) etc. This list continues to change and the business services team continues to develop new business partnerships together.

Core Partners provide Rapid Response services to employers under state guidance. Title I Career Planners have begun meeting bi-weekly with the Business Services Team to discuss business needs and participant employment needs. Core Partners work together to connect employer and participant goals during these collaborative meetings. The services and benefits of Adult and Dislocated Worker activities such as On-The-Job Training and Incumbent Worker Training are discussed in-depth with employers. Career planners explain to employers the holistic service approach the Adult and Dislocated Worker program provides to participants, such as supportive services (i.e., assistance with costs for transportation, dependent care and others) and continued employment support throughout training and follow-up activities. Employers in rural areas have identified transportation as a barrier to meeting their employment needs. Core partners have connected and facilitated conversations between

employers and Des Moines Area Regional Transit Authority (DART). These conversations are helping to develop transportation programs tailored to meet the needs of businesses and employees.

As grant recipients for Title II funds, Iowa's community colleges are well poised to support the needs of adult learners, to effectively incorporate workplace skills and workforce training and to provide high quality educational instruction to participants in adult education and literacy activities. As partners, Iowa's 15 locally governed community colleges, DMACC in Central Iowa area, play vital roles in the economic development of their communities and the state. In several local areas, community colleges are the service providers for Title I Youth and Adult, Dislocated Workers as well as providing the physical space for the one-stop centers therefore offering a full range of assistance to job seekers. As key partners in statewide industry, workforce, and education initiatives, Iowa's community colleges provide individuals with access to high-quality education and training to ensure employers have a pipeline of skilled workers that meet their specific needs. By working together and forming connections with local business and industry, community organizations, state agencies, and other key stakeholders, Iowa's community colleges are tightly linked to the Central Iowa LWDA and regional economic development and labor force needs and well-positioned to collaboratively address statewide challenges. They also are well-positioned to share best practices among the statewide community college system.

## 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 area and how the LWDB will promote entrepreneurial skills training and microenterprise services.*

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The CIWDB will prioritize effective communication with economic development activities within its LWDA to better support entrepreneurial skills training and microenterprise services. As aforementioned, economic development is represented on the board and its standing committees. They are invited to participate in county-wide CIWDB sponsored events such as career fairs.

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

WIOA team members participate in each of the LWDA county specific focus groups and chambers of commerce. Through these partnerships staff can be in contact with economic developers and businesses to provide proper entrepreneurial skill training to WIOA participants. WIOA also uses these platforms to

refer participants to the expert partnering agencies and employers that can better provide these specific skills training.

The one-stop operator ensures that all core partners are aware of educational opportunities through enrollment into core partner programs, which increases literacy and the workforce skills of job seekers. Increased literacy skills provide participants with access to training programs resulting in higher levels of education and higher earning capacity. Core partners work with the businesses and transportation providers in the LWDA to develop strategies and frameworks to ensure job seekers have access to quality employment in the area and businesses have access to a skilled workforce. CIWDB monitors Adult and Dislocated Worker outcome and performance standards including employment and median earnings after exit from activities and services. These standards ensure that workforce services are leading to higher education levels and a higher standard of living. Title I Career Planners provide Entrepreneurial Training (ENT) information to job seekers referred to Title I and will provide ENT services to appropriate participants after completion of an Objective Assessment and development of an Individualized Employment Plan (IEP).

When working with employers, partners will serve any business that reaches out for assistance. When planning activities such as recruitment events, employers hiring for occupations on the High Demand Occupation List are targeted. Partners also work to support those businesses in creating registered apprenticeship programs to develop a pipeline of their own workers.

Small business growth is an area that the business team focuses on annually. Work is conducted with the chambers of commerce and existing partnerships to identify small businesses to invite to recruitment events. Entrepreneurial skills training is not currently provided by Iowa**WORKS** staff. When individuals seek assistance in starting their own business, they are referred to the Evelyn K Davis Center in Des Moines which offers a small business boot camp. Referrals are also made to the local chambers of commerce and the small business association.

A stronger relationship with the area's economic development agencies is part of the local strategy moving forward. A step in this strategy includes a notification process to identify when new businesses are started. After receiving notifications about new businesses, the Core Partner Business team will conduct outreach meetings with the new business owners.

The adult education and literacy (AEL) program is Iowa's front-line program to help adults without a high school diploma or equivalency. As part of the state procurement for the Iowa Skilled Workforce and Job Creation Fund (ISWJCF) allocated to Iowa's 15 community colleges, AEL services are being provided to individuals who need assistance acquiring the skills necessary to be successful in job training and employment. Funds from the state are leveraged with Title II funds, awarded through competition, to increase access to services through Your Future Starts Here Iowa (<http://yourfuturestartshereIowa.org/>).

Additionally, providers from community and faith-based organizations are engaged with the statewide Iowa Literacy Council. This engagement helps to increase access for adult education and literacy services targeting English Language Acquisition participants.

## CIWDB 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.*

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The one-stop delivery system is the foundation of the CIWDB's workforce system. The system provides a systemic, holistic, and collective access to career services to meet the diverse needs of job seekers. Career and training services, tailored to the individual needs of job seekers, form the backbone of the one-stop delivery system. Basic career services will be made available to all job seekers and include services such as labor exchange services, labor market information, job listings, and information on core and other partner programs. Individualized career services identified in WIOA will be provided by local areas, as appropriate, to help individuals obtain or retain employment. While some job seekers may only need self-service or basic career services, other job seekers might need services that are more comprehensive and tailored to their individual career needs. These services may include comprehensive skills assessments, career planning, and development of an individual employment plan that outlines the needs and goal of successful employment. Needs are identified at the beginning of a job seeker's experience at the center, or for those with disabilities, accommodation needs might be identified previously to coming to the center.

Central Iowa's one-stop system aims to respond to business demand for workforce improvement by upskilling individuals and equipping them with current, in-demand skills that help them compete in today's job market or vie for higher paying jobs with more responsibilities.

To ensure continuous improvement, the CIWDB, with the cooperation of core partners, has the core partners conduct both job seeker and employer satisfaction surveys at least once per year to obtain feedback from customers of the one-stop centers. The local business service teams all four core partners, and the one-stop operator meet monthly to ensure that individual clients/ job seekers are making connections to local employers, both through the Iowa Jobs site and or directly. They discuss how they might work more effectively and efficiently together and created an evaluation survey used across all partners. Quarterly performance reports are given to the CIWDB with corrective action steps identified for continual improvement.

To better facilitate access, satellite centers are available to meet with job seekers from rural locations throughout the local areas. Workshops, orientation, and intake options are being provided through Zoom and other virtual platforms to increase availability in rural areas and to meet the needs of those with transportation barriers. Resources such as online training, assessment, and instruction are available through Title II providers. Title II will continue to help obtain devices and internet service for online coursework for low-income individuals in need. Unemployment claims and job searches can be completed through remote and virtual means as well.

Core partners provide reasonable accommodations for anyone who asks. Initially either the Vocational Rehabilitation (IVRS) partner or the Disability Program Coordinator at IWD are consulted if an existing accommodation does not meet the needs of the customer.

As part of the marketing strategy to serve individuals with disabilities, language is on all promotional collateral materials informing potential job seekers how to reach the center by phone or email to request accommodations. For accessibility, all community agencies that serve individuals with barriers are trained and given marketing materials to promote all activities offered in the Iowa **WORKS** center.

The Disability Access Committee (DAC) complies with all provisions of the Americans with Disabilities Act of 1990 to ensure the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities. The Disability Resource Coordinator, IDB and IVRS are available to be utilized as resources to ensure compliance with this effort on an ongoing basis. Accessibility is reviewed on an annual basis at every location. All staff are mandated and trained to comply with EEO. The committee's charter is to proactively oversee and change the local area's marketing materials and services to meet the needs of those with disabilities. Also, the committee provides guidance to the Business Services team to assist employers to better serve and employ individuals with disabilities.

The Iowa **WORKS** centers will have adaptive equipment and/or assistive technology available to persons with disabilities so services can be accessed at the physical locations. Promotional materials for services and workshops will include a statement such as "accommodations are available upon request," to encourage customers to request accommodations when needed.

Staff will be trained and sensitive to the requests and needs for accommodations. Front line staff will respond to specific accommodations requested for use in the one-stop center. If front line staff needs

assistance or has questions, all lines of authority will assist to ensure success. When needs are identified the Disability Access Committee works to close the gaps of accommodation.

**Title I:** Title I services provide individualized career services to assist participants in identifying specific work interests, skills, and career goals as well as potential 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:** Title II addresses basic skills and English language needs of individuals/job seekers who access the one-stop centers, provides assessment of basic skill levels and connects adult job seekers to training related to literacy, computer skills, high school completion, and English language acquisition.

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

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

**MSFW:** The Migrant Seasonal Farm Worker (MSFW) Program aids businesses with opened agricultural positions find potential employees locally, across the U.S., or abroad, if necessary. The Outreach Worker makes sure that fair labor practices are followed and connects workers to other agricultural positions that become available.

**From the MSFW website:** Migrant farm workers travel to Iowa each year to help with the cultivation and harvest of crops. Migrant and Seasonal Farm Worker (MSFW) advocacy system is focused on educating and assisting farm workers and agricultural employers. Farm workers receive training and employment services through Iowa **WORKS** centers assist with attaining greater economic stability. The State Monitor Advocate helps ensure farm workers are served equitably through workforce programs. Agricultural employers may include farmers (both crop and livestock), farm co-operatives, grain elevators, greenhouses, and nurseries. Some may contract with farm labor contractors to oversee the hiring and payment of the migrant or seasonal crews. Agricultural that need assistance filling their workforce needs may work with Iowa's outreach workers to recruit in Iowa and from other states by utilizing the Agricultural recruitment system.

**PROMISE JOBS:** As part of the Temporary Assistance to Needy Families (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 the one-stop center services.

Title IV: Iowa Vocational and Rehabilitation Services (IVRS) and the Department for the Blind (IDB) are members of the DAC, are interactive core partners and attend joint planning meetings and job fairs. IDB is the first point of contact related to blindness for all core partners. IVRS is the first point of contact related to questions for individuals with disabilities (excluding blindness) for all core partners.

Title I services provide an individualized career plan/path that is jointly created with a career planner and participant to make sure that services are provided in a way that fits the personal needs to eliminate the specific barriers a participant might encounter. Participants are offered one-on-one, or group, or barrier specific accommodations for all career services provided. Staff provide all accommodations when needed to work through specific career services with participants such as meeting participants where they are, providing transportation to and from meetings, and tailoring soft skill trainings to specific education levels. WIOA programming is created through collaborations with community partnerships, taking a team approach to providing accommodations for career services to best serve and not duplicate services.

Title I provides individualized services to job seekers who are not able to become employed earning a self-sufficient wage through basic career services alone. Title I provides informational sessions in-person and virtually for job seekers referred to services. Title I provides career and training services to job seekers through an Individualized Employment Plan after an Objective Assessment. Core partners work together to communicate with each other to understand the accommodations needed by job seekers to access services. Title I staff will work with core partner programs and community resources to provide accommodations and access to services.

Local educational institutions on the approved training provider list are focused on career and technical programs that are state of the art and meet the needs of our LWDA businesses and industries. The colleges convene pathway-specific advisory boards to review and work with program faculty to meet the needs of the local job market. Job driven education and training is delivered in both credit and non-credit formats. Most of the career program areas offer short-term certificate options as well as one-year diploma and two-year associate programs to meet the various needs and timeframes of job seekers and employers. In addition, customized training is an option to structure training that is directly linked to job skills needed in the workplace.

Des Moines Area Community College (DMACC) has a Disability Services Department and coordinators at each campus and center to assist with developing plans to determine what accommodations are needed and how they will be implemented. These accommodations might include, but are not limited to: interpreters, human readers, Kurzweil readers, sign language interpreters, human scribes, and other accommodations.

Through the appropriation of the Governor's Emergency Education Relief (GEER) funds, Title II was able to purchase laptops and tablets for students to check out to students choosing to learn remotely. Students can utilize these devices for learning basic typing skills, writing essays, practicing digital literacy skills, Burlington English, and attending synchronous and asynchronous adult education courses.

DMACC's Title II programming and services operates year-round with classes and other wraparound supports.

## 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.

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Adult and Dislocated Worker training services will include the following:

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

Comprehensive Adult Student Assessment Systems (CASAS) is one of the most widely used assessments for adult education competency-based testing for math and reading, which also measures progress in reading, math, English language, writing, and work-readiness skills. Title II staff are certified to administer these assessments and are used as the primary placement for HSED (Reading and Math GOALS) and ELL (Reading and Listening Life and Work Skills) learners. When requested, these tests are administered to students interested in qualifying for Title I services, Workforce Training Academy and Young Adult programs.

Basic career services are universally available to all job seekers in the Central Iowa LWDA. Basic career services are provided virtually through platforms such as Zoom or Microsoft Teams and in-person at each of the three Iowa**WORKS** centers located in Polk and Story counties. Basic career services are offered virtually or in-person in Dallas, Madison, Warren, Marion, Jasper, and Boone counties through partnerships with local public, private, and nonprofit organizations. Iowa**WORKS** Career Planners collaborate with local business and organization leaders in each county to ensure that basic career services are complementary to services that are already provided in the local area. Basic career services are provided by Iowa**WORKS** Career Planners.

The Title I program provides additional services to Adults and Dislocated Workers through individualized career, training and follow-up activities. Final determination of eligibility for the Title I program is



completed by Title I Career Planners. All job seekers determined eligible for and subsequently enrolled into the Adult or Dislocated Worker program complete a comprehensive Objective Assessment (OBA) and an Individualized Employment Plan (IEP). Participants and their career planners identify a career pathway goal based on the results of their OBA and utilize allowable participant activities to achieve their career pathway goal. Allowable activities include basic and individualized career, training, and follow-up activities as appropriate. The Title I program in Central Iowa follows all policies in the Workforce Services Policies, Chapter 8, Title 1B programs. A description and assessment of allowable activities in the Central Iowa Local Area is as follows.

The basic career services available to all job seekers through Iowa**WORKS** centers include the following:

- Iowa**WORKS** Career Planners aid job seekers in completing the eligibility explorer in the Iowa**WORKS** system. The eligibility explorer determines general eligibility criteria regarding WIOA and Iowa**WORKS** programs. Title I Career Planners determine final eligibility in the Adult and Dislocated Worker programs.
- Title I Career Planners conduct Adult and Dislocated Worker informational Sessions every 1<sup>st</sup> and 3<sup>rd</sup> Tuesday of each month or career planners meet one-on-one with individuals who are unable to attend an informational session or prefer a virtual informational meeting.
- Iowa**WORKS** Career Planners assist job seekers in completing career and skills assessments such as the TABE, NCRC and O\*Net. Assessments such as these determine literacy and numeracy levels, interests, abilities, and support service needs.
- Referrals and coordination of services with programs within the one-stop delivery system and other workforce development programs are conducted when beneficial or necessary. Iowa**WORKS** Career Planners ensure the referral process runs smoothly within the system by obtaining knowledge regarding the various programs available and maintaining open and collaborative communication regarding referrals and services. Referrals to partner and community resource programs include but are not limited to:
  - Iowa**WORKS** partners
  - TANF/SNAP/Medicaid assistance
  - Transportation assistance
  - Childcare assistance
  - Training programs
- Jobs seekers utilize the Iowa**WORKS** system and services provided by career planners to access workforce and labor market statistical information including job vacancies, earnings for in-demand occupations, necessary job skills for vacant positions, and opportunities for advancement in the Central Iowa Local Area. Iowa **WORKS** provides job seekers with the largest job bank in the State of Iowa. The Business Services team helps employers identify needed job vacancies as well as the skills needed by job seekers to fill vacancies.
- Iowa**WORKS** Career Planners provide general on-site or virtual assistance to customers filing a claim for unemployment insurance. Claimants seeking in-depth assistance may request one-on-

one support from career planners. In-depth support is often provided at the time the claimant is receiving general assistance.

- Job seekers access information pertaining to the Eligible Training Provider List (ETPL) including program performance and related costs through IowaWORKS. Iowa**WORKS** Career Planners ensure job seekers are provided the information they need to access the ETPL.
- Iowa**WORKS** Career Planners assist job seekers to apply for financial assistance related to training such as **FAFSA** (Free Application for Federal Student Aid), and other state initiative programs.
- No cost workshops are offered virtually and in-person to job seekers on topics such as resume writing, interviewing tips and mock interviews.

Individualized Career Services provided to Adults and Dislocated Workers in the Central Iowa Local Workforce Area include the following:

- Objective Assessment (OBA) is a collaborative activity between the participant and career planner to assess an individual's interests, skills, strengths, education, financial resources, basic skills, attitudes, needs, and goals. Career planners utilize assessments including but not limited to the Test of Adult Basic Education (TABE) or Center for Advanced Studies in Adaptive Systems (CASAS) Basic Skills Assessment, O\*Net Interest Profiler, and the Barriers/Needs Determination form to have a relevant discussion with the participant. The O\*Net Interest Profile available through IowaWORKS may be completed by the participant with assistance from Iowa**WORKS** Career Planners, among other assessments and may be used for OBA completion when the assessment has been completed within the last six months of the participant's application date. The results of the OBA are shared verbally with the participant.
- Financial Literacy (FIN): Title I partners with various financial institutions and the Evelyn K Davis Center Financial Empowerment program to connect participants with the financial literacy education to assist participants to make informed decision about their financial health and money management. Information provided by these entities include budgeting, goal setting, checking and saving accounts, credit report information, and retirement planning. Title I connects participants with disabilities who are receiving benefits from the Ticket to Work (TTW) program to receive benefits planning to make informed decisions about their financial health and stability.
- Guidance and Counseling (G&C): Title I Career Planners refer participants to local area mental health or community support programs when they are confronting barriers such as mental health or personal challenges. Participants can obtain services related to drug and alcohol abuse counseling, crisis management, domestic violence, pregnancy, and mental health therapies. Title I Career Planners provide career counseling related to academic progress, offender transition, conflict management and other skills which support competencies for the world of work.
- Internship (INT): Participants enrolled in the INT activity have limited work history in their identified career pathway industry. Title I Career Planners place participants with local public,

private or nonprofit organizations when providing INT opportunities. The Title I service provider is the employer of record during the INT activity. The INT activity may be paid or unpaid. Title I Career Planners work in conjunction with the Business Services team to identify appropriate employers for the INT activity. Title I Career Planners collaborate with local training programs as well as other partners to discuss INT opportunities with students or other appropriate individuals.

- Job Search and Placement (JSP): Title I Career Planners develop a job search plan with participants and provide one-on-one career counseling with participants. Career counseling includes providing information related to jobs in in-demand industries, nontraditional employment, and emerging employment opportunities. Title I collaborates with the Business Services team to identify appropriate employers to contact regarding job vacancies and participant job qualifications. Title I Career Planners partner with Business Service and other partners to provide JSP activities including mock interviewing, resume writing, and career fairs.
- Job Shadow (SHW): An experiential learning activity that provides participants with exposure to jobs available in the private or public sector. Title I participants are provided the SHW opportunity to gain exposure to in-demand industries and identified career pathways in the local area. SHW is provided to participants unsure of next steps in their career pathway or if they are undecided in choosing a specific career pathway goal. A job shadow includes instruction and, if appropriate, limited practical experience at actual worksites.
- Work Experience Program (WEP): Participants who lack significant work history and need soft skill development may be enrolled in the WEP service. Participants enrolled in WEP are often students, dropouts, and individuals with disabilities. Additional soft skill development includes communication, teamwork, relationship building, and time management, which are learned through work experience. Title I partners with local area public, private, and nonprofit organizations to offer participants WEP. Title I is the employer of record during WEP. WEP opportunities may be paid or unpaid.
- Pre-Vocational Activities (PVA): Participants are provided with educational opportunities to gain soft skills or basic technical skills needed to be successful in the workforce including those for specific occupations, career pathways, or training programs. Title I Career Planners work one-on-one or in a group setting with participants to develop soft skills such as communication and professional conduct. Title I may partner with local training providers to offer computer skills and software training, occupational specific math and language skills and occupational baseline knowledge courses. Title I intends to work collaboratively with partners to identify gaps in baseline knowledge for in-demand occupations and offer activities to fill the knowledge gap.

Training Services provided to Adults and Dislocated Workers in the Central Iowa Local Area include the following:

- Occupational Skills Training (OST): Participants receive OST when unable to obtain employment through basic career services alone. Participants establish a career pathway goal through completion of their OBA and IEP activities. Participants are provided with a Consumer Choice

Worksheet and information related to the Eligible Training Provider List (ETPL). Career planners complete a training service justification, which includes information related to the labor market, in-demand industries, local occupation wages as well as the skills and abilities to successfully complete training. Participants are assisted by Title I Career Planners to complete their FAFSA and apply for other financial aid opportunities. Title I Career Planners complete a Financial Needs Determination (FND) with the participant to determine needed tuition expenses as well as any necessary supportive services e.g., transportation, dependent care, etc. Career planners complete an Individual Training Account (ITA) which includes Title I funded tuition, fees, and book costs.

- **On-The-Job Training (OJT):** Title I Career Planners work with the Business Services team to identify employers that are appropriate to partner to provide OJT opportunities to participants. Title I Career Planners target employers in the local area, which provide quality job opportunities related to in-demand industries. Employers are reimbursed up to 75 percent of employee wages during the training period. Reimbursement percentage is dependent on several considerations including barriers to employment such as individuals with disabilities or limited English proficiency. OJT contract lengths are written to include considerations such as a participant's prior education and work history as well as the skills required to be successful in the identified job. OJT contracts include information such as participant start date, wage, reimbursement amount, and skills to be learned. Participants are placed with employers that provide job opportunities that are aligned with a participant's career pathway goals as well as other employment considerations like hygiene factors.
- **Registered Apprenticeship (RA):** Title I Career Planners connect participants to appropriate RA opportunities based on the participants identified career pathway goal. Participants are directed to Iowa's Earn and Learn website which provides information related to RA as well as available RA programs in the participant's local area. Title I partners with the Business Services team to educate employers about RA opportunities. Iowa **WORKS** staff connect employers that are interested in RA opportunities with state representatives and other companies with RA programs to learn more about the benefits and requirements of RA. Title I Career Planners may enroll participants in the OJT activity in accordance with OJT policies during a portion of their RA program.
- **Incumbent Worker Training (IWT):** Title I Career Planners intend to work with the Business Services team to identify employers in the local area that may be interested in or in need of IWT. Employers appropriate for IWT include those with job vacancies that may be filled by current workforce through skill upgrading and credentialing. IWT services may also be made available to employers in the local area as a layoff aversion strategy.
- **Entrepreneurial Training (ENT):** Title I partners with local training providers that provide small business coaching, boot camp and canvas model instruction. Topics include information related to startup costs and day to day operations as well as developing a budget and business plan, marketing strategies and available grant programs. As mentioned previously, many are referred to the Evelyn K Davis center.

- English Language and Integrated Education and Training (ELT): Title I Career Planners may work with Title II, employers, and participants to identify appropriate ELT programs that align with career pathways and the local area labor market. ELT is provided in conjunction with training and workforce preparation activities for a specific occupation or cluster of occupations. Title I may collaborate with core partners, community organizations and other appropriate partners to identify appropriate ELT opportunities for employers, training providers, and participants.
- Customized Training (CUS): Title I Career Planners may work with core partners or other appropriate partners to identify appropriate employers as well as provide CUS information to employers providing WARN notices. CUS is aimed at meeting the specific needs of employers, participants, or incumbent workers identified by an employer or a group of employers. Employers must be willing to hire or retain employees once training is completed as well as pay at least half of the cost of the training. CUS may also be available to employers to attract new talent, train current workers to prevent layoff, increase wages, or prevent employer relocation.

Follow-up services are nonmonetary services offered to all Adult and Dislocated Worker participants for a period of up to 12 months following program exit. Title I Career Planners explain the benefits of follow-up services with each participant. Participants may choose to opt out of follow-up services. Follow-up services require more engagement from Title I Career Planners than only contacting individuals to obtain performance outcome information. During follow-up, Title I Career Planners contact participants minimally every quarter. Follow-up services include:

- Career counseling
- Workplace counseling
- Career pathway information
- Financial literacy and budgeting
- Employer benefits assistance

## 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.*

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

Distinct strategies to recruit and serve Dislocated Workers will be employed by WIOA staff. Rapid Response activities will be held following large layoffs (25 or more employees) or business closures. The

activities and meeting will be planned by WIOA core partner leadership including Title I staff. The partnership will schedule initial meetings with company management, core partner representatives, local economic development representatives and a state-level representative as appropriate. These initial meetings cover issues such as the timing of layoffs, specifics on vacation and/or pension payouts and other matters that may impact unemployment insurance benefits. The implications of any pending Trace Act petitions are discussed, and worker information meetings are scheduled.

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

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

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

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

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

When the Title I Dislocated Worker and Wagner-Peyser team are notified about business closings, staff work together as soon as possible alongside the company to develop a plan to provide affected employees with information to minimize the impact of unemployment. While state law indicates

employers must notify IWD when a layoff of more than 25 employees occurs, Rapid Response information and activities are available to any company laying off employees.

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

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

## YOUTH SERVICES

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.

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

- Referrals for individual tutoring services
- Experiential Learning

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

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

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

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

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

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

The Youth Standing Committee will support the Youth and Young Adult program services throughout the area by assisting with the identification of community partner and employer connections to establish better relationships to serve youth. They will focus on continual improvement opportunities and understanding how they can support all youth to be ready for the workforce.

Title I services for youth focus on a collaborative approach to develop teams of support for participants. Participants are co-enrolled in programs whenever possible to provide a strong support system.

The team approach is also used to wrap supportive employment and career services around participants with disabilities. Title I is actively engaged in the Social Security Administration’s Ticket to Work program. Title I program is hiring a career planner to provide career services specifically to those that have disabilities. These services will be individualized to accommodate those with disabilities. The career planner will also work with community partners that serve youth with disabilities.

## 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.*

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Des Moines Area Community College (DMACC) was awarded the regional Adult Education and Family Literacy Act (AEFLA) grant to provide Title II services to-adult learners for 2021-2025. In addition to providing Title II services, as the local recipient of Perkins V, DMACC ensures the Perkins Action Section 134 biennial CTE comprehensive needs assessment requirements are met. This data is used by the partners and the LWDB to ensure efficient coordination of programming.

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

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

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

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

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

- Sharing promotional materials with all sites

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

### Gap Tuition Assistance State Guidelines

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

#### Eligibility:

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

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

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

#### Requirements for Participation:

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

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

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

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

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

The CIWDB will employ the following to avoid duplication of services:

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

## TRANSPORTATION AND OTHER SUPPORT SERVICES

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.*

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

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

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

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

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

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

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

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

The Central Iowa Workforce Development Board developed a detailed Policies and Procedures document that can be found at: <https://www.iowawdb.gov/central-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.*

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The one-stop center provides many services to job seekers including resume assistance, mock interviews, job search assistance as well as several workshops dedicated to assisting job seekers become more employable. Workshop topics include LinkedIn, resume writing, conflict resolution, money management and digital literacy. All the services available at the one-stop centers are open to any job seeker needing assistance. When a job seeker comes into the center, it is transparent and seamless to the individual whether the services are provided by any particular core-partner because they all work together to serve.

Vocational Rehabilitation (Title IV) and Title I have a daily presence in the brick-and-mortar Iowa **WORKS** centers. The two programs work as a team to coordinate services. Title IV refers job candidates to Wagner-Peyser (WP) staff as needed to fill gaps in career planning and job search services. WP staff provide career exploration, job search assistance, mock interviews, resume writing to IVRS job candidates referred to the center for services. Title IV staff provide information to job candidates regarding classes offered at the center. Job candidates are referred to other partner services based on career planning goals and services identified.

WP staff have working knowledge of the Title IV services and refer potential job applicants to Title IV who disclose a disability and need specialized services. IVRS provides orientation to services and intake to referrals. Referrals are made to other partner services when a need is identified. Title IV business services team works closely with the WP business services team members to identify employer needs and work together to provide employment services. Title IV staff reach out to the business services team to connect job candidates with employment opportunities.

For Title I Adult and Dislocated Worker, WP Career Planners and Business Services staff have an efficient working knowledge of Title I services and can identify potential customers and businesses who may be interested or eligible in receiving Title I assistance. Title I receive referrals from WP when a WP Career Planner determines that a customer requires additional services beyond basic career services to reach their career pathway goals. Title I provides individualized services including career, training, and supportive services to support the customer in achieving their career pathway goals. Title I Career Planners will refer customers to WP staff for basic career service activities such as mock interviewing and resume writing.

Business Services team members provide businesses with general knowledge of Title I experiential learning activities. Business Services team members coordinate meetings with those businesses interested in Title I services, and Title I Career Planners. Title I Career Planners reach out to the Business

Services team members to problem solve employment needs of participants on their caseloads and connect participants with employment opportunities. This also allows the Business Services team members to meet the employment needs of the businesses being served.

Title II (DMACC AEL) and Title III (Wagner-Peyser) have explored how to deepen and expand their partnership. Title II will be inviting career planners and other core partner staff to the Shalom Community Impact Center ESL classes in the spring 2022 to get in front of students to hear directly what services they can provide. When requested (at least once per semester), Title III staff will have the same opportunity to talk with any of the adult basic education (ABE) and English (ELL) classes – either in-person or virtually.

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

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

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

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

Wagner-Peyser is continually referring youth providers, schools, and youth to Title I services. This works in collaboration and makes sure that services are not duplicated. Career planners are in contact with their Wagner-Peyser counterparts on all participants and community organizations that are being served so that there is no duplication.

## 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.*

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

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

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

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

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

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

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

Collaboration with Title II services begins at the ongoing core partner meetings. Title I career and supportive services are offered to those students that qualify for Title I program. Co-enrollments are

done with those that fit the criteria of both Title I and Title II programs. Title I participants in need of education completion are referred to Title II and then wrap around services are provided.

During the development of the OBA and IEP, Title I Career Planners discuss barriers to employment with participants. Participants without a secondary credential are referred to Title II services. Title I provides individualized and supportive services to participants who are co-enrolled with Title II.

Title II programs provide the training and support necessary to complete the High School Equivalency Diploma (HSED) as well as increase English language acquisition both short- and long-term. Individuals coming into either the Title I or Title II program will be referred to the other's programs as appropriate to ensure the skills of those needing to be improved can be done through the Title II program and when necessary, the supports to assist with the upskilling and training can be provided by the Title I program. The referrals between these two core programs and/or from any of the core partners will be tracked through the referral system developed and maintained by the one-stop operator.

The Adult Education and Literacy (AEL) services assess student barriers such as cultural, disabled, displaced homemaker, ELL, offender, foster care youth, homeless, and long-term unemployed, low income, low level of literacy, migrant farm worker, seasonal farm worker, single parent, among factors. Title II services are designed to:

- Assist participants to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency
- Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English; mathematics skills; and requiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.
- Serve English Language Learners, those lacking a High School Equivalency Diploma, and those in need of basic reading and math skills and are offered in locations and formats that are accessible.

## 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 Central Iowa is posted on the Central Iowa Workforce Development Board website and can be found here:

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

## 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.*

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

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

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

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

## 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.*

*Note: This section is not required for the PY2021 Local Plan Submission.*

## 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.*

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

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

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

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

When a consumer requests the need for an ineligible training provider that is not on the ETPL, it is up to Title I to collaborate with the provider or a similar provider to make sure that consumers have the right to choose for themselves. It is the responsibility of the Title I service provider to collaborate with training providers to ensure that participants receive the training individualized to them.

Training services must be provided in a manner which maximizes informed consumer choice in selecting an eligible provider. Consumer Choice Worksheets and information pertaining to accessing the ETPL are provided by Title I Career Planners to participants interested in training. Participants complete all fields of the worksheet and give it back to the Career planner. If any information on the worksheet cannot be

located, Career planners assist participants in locating the information. If the information is not available, N/A is provided as a response. Career planners upload the worksheet to the data management system.

ITA Response: In relation to training costs, WIOA intends to be the payer of last resort. Training institutions provide statement of account documents to the WIOA provider. A Financial Needs Determination (FND) is developed with the participant which lists the costs of training and all grants, scholarships and financial aid awarded to the student. The FND does not consider student loans. The ITA is completed with training providers listed on the Eligible Training Provider List and by information identified in the FND. The training provider and Title I Career Planner sign the ITA.

## 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.*

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Following the board's approval of the draft, the CIWDB will disseminate an invitation to review and comment on the draft plan to stakeholders using a variety of communication outlets. The draft will be submitted to the state agency for dissemination and will be posted on the CIWDB website, along with instructions to provide comments and the date 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 26, 2021 and ended on September 24, 2021. One comment was received during the public comment period and the information was corrected.

The public comment received was regarding the format of the program information found in section 3. Per the template issued by the State, this information was to be provided in a chart. The draft local plan available for public comment included information about the programs, but the information was provided in a bulleted format. The bulleted information was reformatted into a chart that was added to the draft local plan prior to submission in IowaGrants.

A listening session was held on September 8, 2021, from 6:00 p.m. – 6:30 p.m.

## 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.*

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

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

Title I programming is presenting programming to all other core partners through ongoing core partner meetings as well as ongoing staff presentations to front line staff. These collaborative presentations ensure that staff in all agencies are being updated regularly of all programming. When a referral is made through the core partner system, staff in both agencies are making sure to collaborate and keep in contact with one another as to provide wrap-around services that are not duplicated.

Although Iowa Department of Education seriously explored the GeoSolutions product a few years ago, it did not provide the level of assessment and accountability services we have through a secure web-based data system called TOPSpro (Tracking of Programs and Students) Enterprise for Title II case management and performance tracking. TOPSpro is a computerized database that automates scoring, collects student demographic data, tracks agency and individual student performance, generates reports, and aggregates data for state and federal year-end reports.

Performance measures include all elements in the federal NRS reports, including enrollment, attendance hours, completion of an EFL and advancement of one or more levels, separation before completion, and persistence within a level. Additional performance measures include attainment of a secondary school diploma or its recognized equivalent, and placement, retention, or completion of postsecondary education, training, or unsubsidized employment or career advancement. Iowa's Title II has developed several online tools to assess the enrollment rates of students enrolled in ABE, ASE and ESL respectively monthly and is publishing outcome data on attainment of equivalency diplomas.

[https://public.tableau.com/app/profile/lisa.gard/viz/AEL\\_Totals/AdultLiteracy](https://public.tableau.com/app/profile/lisa.gard/viz/AEL_Totals/AdultLiteracy)

[Monitoring Program Performance | Iowa Department of Education \(educateiowa.gov\)](#)

To facilitate coordinated intake and case management, all core and required partner programs meet regularly. These meetings serve as a platform for cross-agency information sharing and allows partner programs to maintain open lines of communication. Core Partner programs meet 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. As part of the one-stop operator contract awarded in January 2021; this individual coordinates and facilitates these high-level meetings and ensures that all partners are regularly engaged and present. The one-stop operator coordinates a report to the Executive Committee at its monthly meeting and the CIWDB and CEO joint quarterly meetings.

An integrated referral system has been implemented for all Core partner programs and select Required partner programs operating within the local area. Among the Required Partner programs included in the referral system are utilizing a Google Form, which is accessible to screen readers, Core and Required partner staff are able to input key customer information in response to standardized prompts. The Google Form is designed to automatically send an e-mail notification to the agency receiving the referral, ensuring prompt updates and follow-up with the customer.

The referral form has also been shared with key community partners in Central Iowa, including local DHS partners, foster youth aftercare advocates, DACC career and technical education programs, community health workers, United Way of Central Iowa, and other agencies and organizations that work with individuals that could be assisted by WIOA partner services and funding.

The backend spreadsheet of the referral system is accessible to all of the partners and is utilized to obtain immediate information on referrals made within the local area. Partners are able to pull data reports on the number of referrals made to specific programs within a certain time. Partners are also able to see whether a specific referral has been contacted or followed-up by a partner agency.

Despite a referral system that allows access for all partners to obtain immediate information as to whether or not there has been initial contact with a partner referral, a procedure needs to be established and implemented for continuous follow-up for individuals that are enrolled in multiple programs. The partner making the referral will ensure that all partners working with the individual are identified on the referral form. Taking into consideration the geographic nature of Central Iowa, scheduling an Integrated Resource Team (IRT) in-person, every 90 days, with all of the partners working with the individual referred to assist them in reaching their vocational goal, would be the best practice to ensure a client-centered approach. IRTs would also facilitate successful communication among all of the partners involved. In addition to IRTs, copying and pasting case notes and sending them via email to all of the partners working with the individual will assist in following-up in between the IRTs and reduce the duplication of services.

A customer satisfaction survey was implemented by the one-stop operator in July 2021 in order for all Core Partner programs to receive customer feedback in an integrated fashion and using the same tool. The survey is housed by the one-stop operator in Survey Monkey. It was designed by collecting, analyzing, and incorporating the evaluation tools currently being utilized by Core Partner programs,

editing and adapting those tools into an integrated digital survey, and designing a set of shared questions among all Core Partner programs. The purpose of creating and implementing an integrated tool to solicit and analyze customer satisfaction data is to inform strategies for continuous improvement. This data is compiled on the backend by the one-stop operator and is reported to the CIWDB and CEO Board on a quarterly basis (or as requested). This customer satisfaction data will also serve as a resource to inform the CIWDB's strategic planning activities for the Local Area.

The IowaWORKS system manages employer information, providing input and access by Title I and Title III programs. As not all partners have access to the IowaWORKS system, a Business Relations Report is currently in development phase as a means to share employer information. All partners will have an opportunity to input pertinent employer information, as they are developing relationships with employers in the local area. 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. Crucial to this form, partners will have the option as to whether they want to input the employer's direct contact information or the partner's contact information to facilitate a warm introduction to that 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. This format assists with the usability of the data among the partners on the backend. All partners will have access to the spreadsheet, which will consist of the employer data input by all of the partners in the local area. This shared employer information is to be used by all the partners to benefit job seekers and to meet the hiring needs of employers in the local area.

## 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).*

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"Priority of service" status is established at the time of eligibility determination for WIOA Title I Adult registrants and does not change during the period of participation. Priority of service will be documented in the data management system. As funds are limited or exhausted, a waiting list will be created and individuals will be added to the waiting list on a first come, first serve basis. An eligibility determination will be completed at the time individuals are taken off the eligibility list to determine current eligibility status.

Rule 680.650 re-affirms that veterans continue to receive priority of service in ALL DOL-funded training programs but that a "veteran must still meet each program's eligibility criteria." Thus, for WIOA Title I

Adult services, the program's eligibility and priority considerations must be made first, and then veteran's priority applied. Local areas must give priority of service to participants that fall into one of the below priority categories:

- Recipients of public assistance
- Other low-income individuals. The term "low-income individuals" is defined in WIOA Law—Definitions; Section 3(36) means an individual who:
  - Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the Supplemental Nutrition Assistance Program (SNAP), TANF, Supplemental Security Income (SSI) under Title XVI of the Social Security Act, or state or local income-based public assistance program; or
  - Receives an income or is a member of a family receiving an income that in relation to family size, is not more than the current U.S. DOL 70 percent Lower Living Standard Income Level and U.S. Department of Health and Human Services Poverty Guidelines or
  - Is a homeless individual, or
  - Is an individual with a disability whose own income meets the income requirements above, but who is a member of a family whose income does not meet this requirement?

Individuals who are basic skills deficient. The term "basic skills deficient" is defined in Section 3(5) to mean a youth or adult who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. Iowa Workforce Development (IWD) is providing guidance for making this determination by defining it as an individual who meets ANY ONE of the following:

- Lacks a high school diploma or equivalency and is not enrolled in secondary education; or
- Scores below 9.0 grade level (8.9 or below) on the TABE; CASAS or other allowable assessments as per National Reporting System (NRS) developed by the U.S. Department of Education's Division of Adult Education and Literacy; or
- Is enrolled in Title II adult education (including enrolled for ESL); or
- Has poor English language skills (and would be appropriate for ESL even if the individual is not enrolled at the time of WIOA entry into participation); or
- The career planner makes observations of deficient functioning and records those observations as justification in the data management system as a case note

Individuals (non-covered persons) who do not meet the above priorities may be enrolled on a case-by-case basis with documented managerial approval. The WIOA eligible adult must meet one or more of the following categories of an individual with a barrier to employment:

- Displaced homemakers

- Individuals with disabilities
- Older individuals
- Ex-offenders
- Eligible migrant and seasonal farm workers
- Single parents (including single pregnant women)

## VETERANS PRIORITY OF SERVICE

Local Plan Question:

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

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

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

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

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

This area has a plethora of information displayed regarding veteran programs, Priority of Service, and Home Base Iowa. To monitor and ensure Veterans are aware of all services, AJC operations managers run a monthly report that displays all registered individuals which allows them to identify Veterans that may have registered outside of the center. Non-JVSG Career Planners then contact those veterans, share information regarding programs and services, and invite them into the Center. Core partner programs



refer customers to JVSG and DVOP services, and DVOP's often refer customers to core partner programs, ensuring Veterans receive the services they need.

## 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.*

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