



STATE WORKFORCE DEVELOPMENT BOARD

<https://www.iowawdb.gov/>

Mission:

The Iowa State Workforce Development Board oversees the development and implementation of the state workforce development plan. The SWDB ensures that state workforce regions have the resources to support employment programs across the state.

PUBLIC MEETING NOTICE

Date:

Wednesday, December 4, 2024

Time:

11:00 a.m. – 1:00 p.m.

Place:

VIRTUAL

Zoom:

Join Zoom Meeting
<https://iowaworks.zoom.us/j/81792880090>

Meeting ID: 817 9288 0090

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TENTATIVE AGENDA:

1. Call to Order.
2. Roll call to establish quorum by Shelly Evans, Board Administrator.
3. **Action Item:** Approval of Meeting Agenda.
4. **Action Item:** Approval of Minutes from the September 11 State Workforce Development Board meeting. (Attachment 1 – Minutes dated 9/11/24)
5. Welcome by Teresa Hovell, Chair.
6. Discussion on 2025 Legislative Priorities of the SWDB by Michelle McNertney, Division Administrator Workforce Services. (Attachment 2 - Iowa Code 84A)

7. Discussion on Red Tape Review Chapter 877 by Michelle McNertney, Division Administrator Workforce Services. (Attachment 3 – Executive Order 10)
8. Discussion on One Stop Operator Certification Standards by WIOA Core Partner Working Group, Wendy Greenman, Title I and III Bureau Chief, Iowa Workforce Development. (Attachment 4 – One-Stop Center Certification Standards)
9. Discussion and approval of Iowa Plains LWDA local policies by Holly Espenhover, Committee Chair. (Attachment 5 – LWDA Local Policies)
10. Discussion and approval of Iowa Plains LWDA PY24-PY27 Local Plan by Holly Espenhover, Committee Chair. (Attachment 6 – LWDA Local Plan)
11. Director's Report by Director, Beth Townsend, Iowa Workforce Development.
12. Update from Iowa Plains Committee. (Holly Espenhover, Committee Chair)
13. Update from System Committee. (Jack Hasken, Committee Chair)
14. Update from Disability Access Committee. (James Williams, Division Administrator Vocational Rehabilitation)
15. Public Comment.
16. Adjourn.

ACCOMMODATIONS:

Accommodations are available upon request for individuals with disabilities. If you need an accommodation, please contact Shelly Evans, Board Administrator, shelly.evans@iwd.iowa.gov, (515) 587-0050.

UPCOMING CALENDAR EVENTS:

- State Workforce Development Board Quarterly Meetings:
 - February 21, 2025 – Virtual
 - May 15, 2025 – In-Person, TBD
 - September 18, 2025 – In-Person, TBD
 - December 5, 2025 – Virtual



SWDB BOARD NOTES

Date: 9/11/24

Location: Vermeer Pavilion, Pella

Minutes

Iowa Workforce Development Board Meeting

September 11, 2024

11 am – 1:00 pm

Vermeer Pavilion, Pella, IA

Teresa Hovell - Introduction of Kate Guess Vice President of Human Resources.

Kate Guess – Welcome. Owned and operated 76 years business that started in 1948 and currently run by third generation of Vermeer family. consisted of family leadership. Leadership developed the 4 key philosophy. Principles- People – Products - Profits. Vermeer focuses on better professional and whole life.

Jack Hasken – compliment on how built so quickly.

Beth Townsend – appreciate the partnership with our agency.

Agenda item 1. Call to Order

Chair Teresa Hovell called to order the meeting of the Iowa Workforce Development Board (the Board) on September 11, at approximately 11 am.

Agenda item 2. Roll Call

Members in Attendance

- | | |
|---|----------------------------|
| 1. Laura Book as Proxy for Governor
Kim Reynolds | 11. Ofelia Rumbo |
| 2. Director Beth Townsend | 12. Kelly Barrick |
| 3. Keri Osterhaus, proxy for Sarah
Willeford | 13. Nick Glew |
| 4. James Williams | 14. Carrie Duncan |
| 5. Teresa Hovell | 15. Charlie Wishman |
| 6. Scott Naumann | 16. Jason Shanks |
| 7. Jack Hasken | 17. Jayson Henry |
| 8. LuAnn Scholbrock | 18. Nancy McDowell |
| 9. Jessica Dunker | 19. Director McKenzie Snow |
| 10. Brad Elliott | |

Members Absent

1. Senator Dawn Driscoll
2. Representative Dave Deyoe
3. Alex Severn
4. Tiffany O'Donnell

Shelly Evans called roll and advised Chair Hovell that quorum was established.

Agenda item 3. Approval of Agenda

Chair Hovell called the next order of business which was the approval of the meeting Agenda for May 15, 2024. The agenda was previously emailed to the Members of the Board.

- ACTION ITEM: Motion to Approve the Agenda for 9/11/24.

Jason Henry motioned to approve the Agenda and Nick Glew seconded the motion. Members of the Board in attendance voted on the motion by voice vote, which carried unanimously.

Agenda item 4. Approval of 5/15/24 Minutes (Attachment 1)

Chair Hovell called the next order of business which was the approval of the meeting Minutes for May 15, 2024. The minutes were previously emailed to the Members of the Board.

- ACTION ITEM: Motion to Approve the Minutes for 2/16/24.

Scott Naumann motioned to approve the Minutes and Jack Hasken seconded the motion. Members of the Board in attendance voted on the motion by voice vote, which carried unanimously.

Agenda item 5. Welcome by Teresa Hovell, Chair

Chair Hovell welcomes attendees.

- Welcome.
- Appreciate flexibility and members traveling to Pella.
- Appreciate Chad and working through IT issues and meeting spaces.

Agenda item 6. Nomination of Vice Chair

Chair Hovell requests nominations for Vice Chair position. Reminder this must be a business member, a two-year term that will roll over into a shared position at the end of my term in April 2028. LuAnn Scholbrock volunteered for this position.

LuAnn Scholbrock – pleased to be starting second term on this board. Energy partner and full services marketing agency. Resides in Lincoln, IA. Today was about a 3-hour trip but 100% worth it. Has adult children but no grandkids yet. Looking forward to working with Teresa.

Nominees: LuAnn Scholbrock. Sales and development training.

- ACTION ITEM: Motion to Nomination of Vice Chair.

Jack Hasken motioned to approve the nomination of LuAnn Scholbrock and Nick Glew seconded the motion. Members of the Board in attendance voted on the motion by voice vote, which carried unanimously.

Teresa Hovell indicates that LuAnn's term will begin immediately.

Agenda item 7. Approval of Executive Committee Action from May 23, 2024 Meeting by Teresa Hovell, Chair. Plan – Attachment 2)

Chair Hovell indicates that the Request for Proposal (RFP) was discussed at the recent Executive Committee. Asking this board to approve the action taken by the Executive Committee Action on May 23, 2024.

- ACTION ITEM: Motion to approve Executive Committee Action from May 23, 2024, meeting by Teresa Hovell, Chair.

Jack Hasken motioned to approve Executive Committee Action from May 23, 2024, meeting by Teresa Hovell, Chair. and Kelly Barrick seconded the motion. Members of the Board in attendance voted on the motion by voice vote, which carried unanimously.

Agenda item 8. Discussion of Iowa Plains Committee recommendation to select a One-Stop Operator by Holly Espenhover, Iowa Plains Committee Chair. (Iowa Plains Recommendation - Attachment 3)

Holly Espenhover opened discussions on Iowa Plains Committee recommendation to select a One-Stop Operator. Shout out to Linda Rouse and her team for an exceptional amount of work to bring this to fruition. Life Skills is certified veteran, owned rural based out of Manning. Seeking approval of recommendation to procedure one-stop operator

No questions.

- ACTION ITEM: Motion to Approve Iowa Plains One-Stop Operator.

Jayson Henry motioned to approve Iowa Plains One-Stop Operator and Nick Glew seconded the motion. Members of the Board in attendance voted on the motion by voice vote, which carried unanimously.

Tabled until next quarterly meeting; Michelle McNertney was unable to attend today.

Agenda item 10. Director's Report

Director Townsend provided her report.

- Mobile unit. 2 weeks after delivery Tyson Plant closure. Got 3-4 requests from legislators and community members to come to the plant. Tyson was a good partner. Brought mobile unit on site. Tornadoes and floods and took mobile unit to those areas. Different layoffs. John Deer plants. Bridgestone Firestone. West Liberty Foods. Utilized unit. 11 computers on board. Same things can be done at unit that would be done at AJC offices. Work on resumes. Printer for use. Help doing job searches. People asked questions and having staff available. Tyson bilingual speakers as well. Language link to provide translation services. Tyson interpreters. Great way to have conversations and make them aware. Reassure them and reduce anxiety. Central Iowa Board and worked well with them. Encourage you to walk through mobile Unit.
- Thank Teresa and Vermeer. Very interesting and shows how important manufacturing is to Iowa.
- State Apprenticeship Agency was approved by USDOL on June 27. In process since that time working with DOL to transition. Not provide training until plan was approved. Staff meeting with USDOL trainers. Monitoring and compliance guidelines were shared. Dane Sulentic hit the ground running and has a great time. Excited about this. Feels apprenticeship in Iowa have been stalled. Anxious to get in there and get it up and running fully across the state.
- State Fair Booth. Mobile unit also there. Good presence at Veterans Day Parade. Encourage future attendance and if Veteran welcome to walk in parade with us.
- Unemployment rate in Iowa. 2.8% in July. National rate is 4.3%. Labor force 64% national rate of 62.7%. Iowa has 7th highest participation rate and 8th lowest unemployment rate. Iowa is in a good spot. Baby boomers retiring, individuals dropping out to take care of children or parents, and retirement is biggest driver on labor force. We need to get more people into Iowa. Labor force of 1.6 million in Iowa. Currently have just under 40,000 who are unemployed. 56,377 jobs posted on IowaWORKS. More jobs than unemployed, mostly in healthcare and retail. Workforce pipeline across all areas. Always had shortage in registered nursing. Last Dollar Scholarship (LDS) has done great job of maxing out registered nursing program. Would like to expand these 2-year programs. Going to be focus of Governor moving forward.

Jayson Shanks – are you moving forward with the members of the SSA?

Beth Townsend - those are with Governor. In process of collecting applications. Governor on trade mission for next couple of weeks. Hoping to have first meeting with board in October/November. Not in position yet for meetings. We are on track.

Jack Hasken – Comments at the meeting in March on child care. Indication of additional state funding but some pretty stiff perimeters. Huge possibility for workforce. What should we be doing?

Beth Townsend – in last few years Governor has put almost 500 million into child care either through grants program through HHS to create a better and more sustained workforce and child care centers. IWD had child care funds for a while and provided grants for communities and child care facility to get started or expand. Dubuque had a project that was funded. Child Care Business Incentive Grant about \$25 million in American Rescue Plan (ARP) dollars. Some money returned because projects didn't move forward because of late bids and inflation. Some money left and Governor is looking at those funds so not sure how that funding will be utilized but the Governor is committed. Can we provide additional sums to awardees who already received grant funds to expand projects?

Nick Glew – one additional question about state workforce board legislative legislation. Can you provide context on what that process looks like?

Beth Townsend – this is what Michelle was going to talk about.

Nick Glew – from the department's perspective, anything that we need to watch out for, anything on your radar or that we should start talking about?

Beth Townsend – one bill on our radar is the Unemployment insurance tax revision. Governor proposed last year. Got lost in the shuffle of bigger bills. Reemployment Case Management system started in January 2022. In 3 years, we have saved almost a billion dollars. Means we have \$1.8 billion in the trust fund. Believe Governor is going to pursue unemployment insurance tax reform this legislative session. Once you collect UI taxes these funds can only be used here. RCM program has been successful and we aren't paying the benefits we used to. In 2022 average duration was 13 weeks. We are now at 9 weeks. Best in the country. Anything under 10 weeks is unheard of. Testament of good work Linda and her team are doing. Working with claimants from day one. One on one support and workers are getting good jobs. People being laid off are getting better jobs. Highly skilled workers. All work done on Tyson on front end has ended up with lower number of claims. Successful in getting new jobs or moving onto better jobs. Seeing trust fund is running way over what we need it to be to maintain. 40-45% of those that file for unemployment in winter are legitimately off but we want them to be available to their employer. We want them to go back to work. Average about 13 weeks historically. Know we want to maintain certain level in trust fund but not at the current level. About 40-60% reduction in unemployment taxes. Reduce wage base by about 40%. 3.5 - lowest tax we can have that will be approved by USDOL. Tools in place to help people get back to work faster. No reduction in benefits other than 26 weeks. Hopeful that we can get legislators and businesses because this would be a real savings for employers and not a detriment. We have hired a Legislative Liaison.

Nick Glew – at the last meeting you indicated you hired a legislative liaison. Remind me who that was.

Beth Townsend – Tim Goodwin former Senator from Burlington. Chief Strategy Officer and Legislative Liaison. We will have him come in and talk to the group after the Condition of the State Speech. Governor always has recommendations as well. UI tax bill probably won't be run as an agency bill.

Agenda item 11. Update from System Committee by Committee Chair, Jack Hasken

Update from System Committee by Committee Chair Jack Hasken.

- Goal is to make sure our systems are working. Kick this over to Wendy for an update on recent data.

Wendy Greenman provided an update. The system committee has been discussing current survey implementation and results, as well as how they may be able to further investigate the strengths and areas for improvement based on the results.

Current:

- Local OSOs and EDs met the end of May to discuss results and potential changes they would like to make for the new PY – July 1, 2024. This resulted in minimal changes being made on the actual survey.
- Customers have access to complete the CSS survey within the IowaWORKS system anytime and can complete it every 14 days if they want. Targeted surveys are also sent to customers twice a month who receive certain services, two new services targeted in this new PY being Staff Assisted Job Development and Staff Assisted Job Search and Placement.

PY23 Results: In PY 23 we received a 4% return rate. (2,876 returned)

PY24 Results (since July): 4% return rate

Business Engagement is reviewing the method and survey questions that have historically been used. I have been informed they are planning to make some changes this fall.

Agenda item 12. Update from Iowa Plains Committee. (Holly Espenhover, Committee Chair)

Update from Iowa Plains Committee by Committee Chair Holly Espenhover.

A lot going on in Iowa Plains region.

- Apprenticeships collaborating with Thompson solution group to enroll 5 youth participants in fall and 15 for 2025. Comprehensive approaches. Entry level trades. Rotations among 5 different. Diploma for paid work and learning.
- Services provided by Career Planners. February 2024 to current. 141 participants with total # of services of 899. 97.08%. 15 participants, 27 previous and current have obtained employment. Great work by this team.
- 42 county region. Sioux City career fair. Hosts through ECI on last Thursday of each month. Connections between local businesses.

- Other events: IWD in September events titled Together We Succeed. BV hosting. Spencer. Panel of WIOA partner staff to present on services. Goal to bring awareness of services to community leaders.
- Achieving More Together events: Fort Dodge IowaWORKS. Bring awareness of services to community leaders.
- Ribbon Cutting Ceremony.
- Council Bluffs / Creston.

Teresa Hovell – great work Holly.

Holly Espenhover – We have an incredibly dedicated team. Linda and her team do such a phenomenal job. They bring great resources to our meetings and help bridge between workforce and business in the Iowa Plains area.

Agenda item 13. Update from Disability Access Committee by Committee Chair, James Williams

Update from Disability Access Committee by Committee Chair James Williams.

- What should Local and State Level should be doing. Local access. Give guidance / direction. No wrong way to do services at local level. Proud of what we put out.
- What should local and state levels be doing? Local access. Guidance and direction. I am drafting basics and can share out. Gave general purpose to all. Ideas of activities they could do to energize the committees.
- Share out ideas and different activities to locals across the state.
- October is national awareness month. Will be doing lots of activities across the state with the VR division.

Agenda item 14. Public Comments (limit to 2 minutes)

No public comments received.

Agenda item 15. Adjournment.

Chair Hovell adjourned the meeting of the Board at 12:08 pm.



Shelly Evans - Executive Assistant to the SWDB

CHAPTER 84A

DEPARTMENT OF WORKFORCE DEVELOPMENT

For disposition of all unencumbered and unobligated moneys remaining in any account or fund under the control of the former department of aging on July 1, 2023, and that are related to 2023 Acts, ch 19, §2192 – 2292, see 2023 Acts, ch 19, §2232

84A.1	Department of workforce development — director — divisions.	84A.10	New employment opportunity program.
84A.1A	Workforce development board.	84A.11	Nursing workforce data clearinghouse.
84A.1B	Duties of the workforce development board.	84A.12	Summer youth intern pilot program.
84A.1C	Workforce development corporation.	84A.13	Iowa employer innovation program — fund.
84A.2	Definitions.	84A.13A	Iowa child care challenge program — fund.
84A.3	Local workforce development plans.	84A.14	Criminal history checks.
84A.4	Local workforce development boards.	84A.15	Regional industry sector partnerships.
84A.5	Department of workforce development — primary responsibilities.	84A.16	Statewide work-based learning intermediary network — fund — steering committee — regional networks.
84A.6	Job placement and training programs.	84A.17	Older American community service employment program.
84A.7	Iowa conservation corps.	84A.18	Reports and records — penalties.
84A.8	Workforce investment program.	84A.19	Adult education and literacy programs.
84A.9	Statewide mentoring program.		

84A.1 Department of workforce development — director — divisions.

1. The department of workforce development is created to administer the laws of this state relating to unemployment compensation insurance, job placement and training, employment safety, labor standards, and workers' compensation.

2. The chief executive officer of the department of workforce development is the director who shall be appointed by the governor, subject to confirmation by the senate under the confirmation procedures of [section 2.32](#).

a. The director of the department of workforce development shall serve at the pleasure of the governor.

b. The governor shall set the salary of the director.

c. The director shall be selected solely on the ability to administer the duties and functions granted to the director and the department and shall devote full time to the duties of the director.

d. If the office of director becomes vacant, the vacancy shall be filled in the same manner as the original appointment was made.

3. The director of the department of workforce development shall, subject to the requirements of [section 84A.1B](#), prepare, administer, and control the budget of the department and its divisions and shall approve the employment of all personnel of the department and its divisions.

4. The department of workforce development shall include the division of vocational rehabilitation services, and other divisions as appropriate.

86 Acts, ch 1245, §901; 87 Acts, ch 234, §424; 90 Acts, ch 1261, §25; 96 Acts, ch 1186, §8; 98 Acts, ch 1061, §1; 2002 Acts, ch 1050, §9; 2008 Acts, ch 1032, §168; 2023 Acts, ch 19, §1440, 2234, 2798, 2802

Referred to in [§7E.5, 96.1A](#)
Subsection 2, paragraph b amended
Subsections 3 and 4 amended

84A.1A Workforce development board.

1. An Iowa workforce development board is created, consisting of thirty-three voting members and thirteen* nonvoting members.

a. The voting members of the Iowa workforce development board shall include the following:

- (1) The governor.
- (2) One state senator appointed by the president of the senate after consultation with the majority leader of the senate, who shall serve a term as provided in [section 69.16B](#).
- (3) One state representative appointed by the speaker of the house of representatives after consultation with the majority leader of the house of representatives, who shall serve a term as provided in [section 69.16B](#).
- (4) The director of the department of workforce development or the director's designee.
- (5) The director of the department of education or the director's designee.
- (6) The director of the department for the blind or the director's designee.
- (7) The administrator of the division of Iowa vocational rehabilitation services of the department of workforce development or the administrator's designee.
- (8) The following twenty-six members who shall be appointed by the governor for staggered terms of four years beginning and ending as provided in [section 69.19](#), subject to confirmation by the senate:

(a) Seventeen members who shall be representatives of businesses in the state to whom each of the following applies:

(i) The members shall be owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policymaking or hiring authority, and may, in addition, be members of a local workforce development board described in [section 84A.4](#).

(ii) The members shall represent businesses, including small businesses, or organizations representing businesses described in this subparagraph (a), that provide employment opportunities that, at a minimum, include high quality, work-relevant training and development in in-demand industry sectors or occupations in the state.

(iii) The members shall be appointed from among individuals nominated by state business organizations and business trade associations.

(b) Seven members who shall be representatives of the workforce in the state and who shall include all of the following:

(i) Four representatives of labor organizations who have been nominated by state labor federations.

(ii) One representative of a joint labor-management apprenticeship program in the state who shall be a member of a labor organization or a training director. If such a joint program does not exist in the state, the member shall instead be a representative of an apprenticeship program in the state.

(iii) Two representatives of community-based organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of individuals with barriers to employment as defined in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §3(24), including but not limited to organizations that serve veterans or that provide or support competitive, integrated employment for individuals with disabilities; or that serve eligible youth, as defined in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §3(18), including representatives of organizations that serve out-of-school youth, as defined in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §129(a)(1)(B).

(c) One city chief elected official, as defined in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §3(9).

(d) One county chief elected official, as defined in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §3(9).

b. The nonvoting members of the Iowa workforce development board shall include the following:

(1) One state senator appointed by the minority leader of the senate, who shall serve for a term as provided in [section 69.16B](#).

(2) One state representative appointed by the minority leader of the house of representatives, who shall serve for a term as provided in [section 69.16B](#).

(3) One president, or the president's designee, of the university of northern Iowa, the

university of Iowa, or Iowa state university of science and technology, designated by the state board of regents on a rotating basis.

(4) One president, or the president's designee, of an independent Iowa college, appointed by the Iowa association of independent colleges and universities.

(5) One president or president's designee, of a community college, appointed by the Iowa association of community college presidents.

(6) One representative of the economic development authority, appointed by the director.

(7) One representative of the department of corrections, appointed by the director.

(8) One representative of the department of health and human services, appointed by the director.

(9) One representative of the United States department of labor, office of apprenticeship.

(10) One representative from the largest statewide public employees' organization representing state employees.

(11) One representative of a statewide labor organization representing employees in the construction industry.

(12) One representative of a statewide labor organization representing employees in the manufacturing industry.

c. The terms of members of the board described in paragraph "a", subparagraph (8), shall be staggered so that the terms of no more than nine members expire in a calendar year.

d. The members of the board shall represent diverse geographic areas of the state, including urban, rural, and suburban areas.

e. An individual shall not serve as a member of the board in more than one capacity described in paragraph "a".

2. A vacancy on the workforce development board shall be filled in the same manner as regular appointments are made for the unexpired portion of the regular term.

3. The governor shall select a chairperson for the workforce development board from among the members who are representatives of business described in [subsection 1](#), paragraph "a", subparagraph (8), subparagraph division (a). The workforce development board shall meet at the call of the chairperson or when a majority of voting members of the workforce development board file a written request with the chairperson for a meeting. Written notice of the time and place of each meeting shall be given to each member of the workforce development board. A majority of the voting members constitutes a quorum.

4. Members of the workforce development board and other employees of the department of workforce development shall be allowed their actual and necessary expenses incurred in the performance of their duties. All expenses shall be paid from appropriations for those purposes and the department of workforce development is subject to the budget requirements of [chapter 8](#). Each member of the workforce development board may also be eligible to receive compensation as provided in [section 7E.6](#).

5. A member of the workforce development board shall not do any of the following:

a. Vote on a matter under consideration by the board that concerns the provision of services by the member or by an entity that the member represents.

b. Vote on a matter under consideration by the board that would provide direct financial benefit to the member or the immediate family of the member.

c. Engage in any other activity determined by the governor to constitute a conflict of interest as specified in the state workforce development plan.

6. a. The workforce development board may designate and direct the activities of standing committees of the workforce development board to provide information and to assist the workforce development board in carrying out its duties. Such standing committees shall be chaired by a member of the workforce development board or a designee of the workforce development board, may include other members of the workforce development board, and shall include other individuals appointed by the workforce development board who are not members of the workforce development board and who the workforce development board determines have appropriate experience and expertise. At minimum, the workforce development board shall designate each of the following:

(1) A standing committee to provide information and assist with operational and other issues relating to the state workforce development system.

(2) A standing committee to provide recommendations regarding policies, procedures, and proven and promising practices regarding workforce development programs, services, and activities.

(3) A standing committee to provide information and to assist with issues relating to the provision of services to youth. The standing committee shall include community-based organizations with a demonstrated record of success in serving eligible youth.

(4) A standing committee to provide information and to assist with issues relating to the provision of services to individuals with disabilities, including issues relating to compliance with applicable state and federal nondiscrimination laws regarding the provision of programmatic and physical access to the services, programs, and activities of the state workforce development system, as well as appropriate training for staff on providing supports for or accommodations to, and finding employment opportunities for, individuals with disabilities.

b. The workforce development board may designate standing committees in addition to the standing committees specified in paragraph “a”.

7. In addition to meeting the requirements of [chapter 22](#), the workforce development board shall make available to the public, on a regular basis through electronic means and, if applicable, through open meetings in accordance with [chapter 21](#), information regarding the activities of the board, including all of the following:

a. Information regarding the state workforce development plan, as required under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, prior to submission of the state workforce development plan or modification of the plan.

b. Information regarding the membership of the board.

c. The bylaws of the board.

8. [Sections 69.16](#) and [69.16A](#) shall apply only to those members of the board appointed by the governor pursuant to [subsection 1](#), paragraph “a”, subparagraph (8).

[96 Acts, ch 1186, §9](#); [97 Acts, ch 110, §1](#); [2001 Acts, ch 24, §21](#); [2002 Acts, ch 1050, §10](#); [2008 Acts, ch 1156, §25, 58](#); [2009 Acts, ch 3, §1](#); [2009 Acts, ch 41, §29](#); [2011 Acts, ch 118, §85, 89](#); [2016 Acts, ch 1118, §1 – 3, 21](#); [2017 Acts, ch 74, §1, 2, 6](#); [2017 Acts, ch 170, §34, 43](#); [2018 Acts, ch 1143, §1, 2, 9](#); [2023 Acts, ch 19, §46, 2235](#)

Confirmation, see [§2.32](#)

*The word “twelve” probably intended; corrective legislation is pending

Subsection 1, paragraph a, subparagraph (7) amended

Subsection 1, paragraph b amended

84A.1B Duties of the workforce development board.

The workforce development board shall do all of the following:

1. Develop and coordinate the implementation of a four-year comprehensive state workforce development plan of specific needs, goals, strategies, and policies for the state. This plan shall be updated every two years and revised as necessary. All other state agencies involved in workforce development activities and the local workforce development boards shall submit to the board for its review and potential inclusion in the plan their needs, goals, strategies, and policies.

2. Develop and coordinate the implementation of statewide workforce development policies, procedures, and guidance to align the state’s workforce development programs and activities in an integrated and streamlined state workforce development system that is data driven and responsive to the needs of workers, job seekers, and employers.

3. Develop a method of evaluation of the attainment of needs and goals from pursuing the strategies and policies of the four-year plan.

4. Implement the requirements of [chapter 73](#).

5. Review grants or contracts awarded by the department of workforce development, with respect to the department’s adherence to the guidelines and procedures and the impact on the four-year plan.

6. Make recommendations concerning the use of federal funds received by the department of workforce development.

7. Develop and coordinate strategies for technological improvements to facilitate access

to, and improve the quality of, the state's workforce development services, including all of the following:

- a. Enhance digital literacy skills as defined in 20 U.S.C. §9101.
 - b. Accelerate the acquisition of skills and recognized postsecondary credentials by participants.
 - c. Strengthen the professional development of providers and workforce professionals.
 - d. Ensure such technology is accessible to individuals with disabilities and individuals residing in remote areas.
8. Develop and coordinate strategies for aligning technology and data systems across state agencies in order to improve the integration and coordination of the delivery of workforce development services.
 9. Identify and disseminate information on proven and promising practices for meeting the needs of workers, job seekers, and employers, including but not limited to proven and promising practices for the effective operation of workforce centers and systems; the development of effective local workforce development boards; the development of effective training programs; effective engagement with stakeholders in the state's workforce development system; effective engagement with employers; and increasing access to workforce services for all Iowans, in particular for individuals with a barrier to employment as defined in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, section 3(24).
 10. Develop and coordinate the implementation of allocation formulas for the distribution of funds available for employment and training activities in local workforce development areas under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, sections 128(b)(3) and 133(b)(3).
 11. Provide recommendations to the governor regarding the certification of local workforce development boards.
 12. Develop and coordinate the analysis of labor market information in order to identify in-demand industries and occupations.
 13. Make recommendations to the governor regarding the designation of local workforce development areas and regions in the state under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, section 106.
 14. Create, and update as necessary, a list of high-demand jobs statewide for purposes of the future ready Iowa registered apprenticeship programs created in [chapter 84F](#), the summer youth intern pilot program established under [section 84A.12](#), the Iowa employer innovation program established under [section 84A.13](#), the future ready Iowa skilled workforce last-dollar scholarship program established under [section 256.228](#), the future ready Iowa skilled workforce grant program established under [section 256.229](#), and postsecondary summer classes for high school students as provided under [section 261E.8, subsection 8](#). In addition to the list created by the workforce development board under [this subsection](#), each community college, in consultation with regional career and technical education planning partnerships, and with the approval of the board of directors of the community college, may identify and maintain a list of not more than five regional high-demand jobs in the community college region, and shall share the lists with the workforce development board. The lists submitted by community colleges under the subsection may be used in that community college region for purposes of programs identified under [this subsection](#). The workforce development board shall have full discretion to select and prioritize statewide high-demand jobs after consulting with business and education stakeholders, as appropriate, and seeking public comment. The workforce development board may add to the list of high-demand jobs as it deems necessary. For purposes of [this subsection](#), "high-demand job" means a job in the state that the board, or a community college in accordance with [this subsection](#), has identified in accordance with [this subsection](#). In creating a list under [this subsection](#), the following criteria, at a minimum, shall apply:
 - a. An entry-level hourly wage of not less than fourteen dollars.
 - b. Educational attainment of a qualifying credential up to a bachelor's degree.
 - c. One or both of the following criteria:

(1) Projected annual job openings of at least two hundred fifty or more during the next five years.

(2) Annual job growth of at least one percent.

15. Compile an annual report, in an aggregate form to protect the confidentiality of each eligible program's participants, that includes the number of students receiving scholarships under [section 256.228](#), the number of students receiving grants under [section 256.229](#), the number of scholarship and grant recipients completing a program of study or major annually and in the prescribed time frame under [sections 256.228](#) and [256.229](#), the number of eligible institutions participating in the scholarship and grant programs established under [sections 256.228](#) and [256.229](#), the number of written agreements entered into by the volunteer mentor program under [section 15H.10](#), statistics on employment outcomes for future ready Iowa skilled workforce last-dollar scholarship and future ready Iowa skilled workforce grant program participants by industry, and other data as may be deemed pertinent by the department or the college student aid commission. The department shall submit the initial report by January 15, 2021, and by January 15 annually thereafter, to the governor and the general assembly.

16. Make recommendations to the general assembly and governor regarding workforce development services, programs, and activities, including but not limited to allocation of resources.

17. Create, in collaboration with the state board of regents, a list of high-wage and high-demand jobs and corresponding academic majors offered by institutions of higher education governed by the state board of regents for purposes of the Iowa workforce grant and incentive program established under [section 256.230](#). The workforce development board, in collaboration with the state board of regents, shall update the list at least once every two years. In creating a list under [this subsection](#), the following criteria, at a minimum, apply:

a. An entry-level annual salary of not less than forty thousand dollars.

b. Educational attainment of a qualifying credential of at least a bachelor's degree, or attainment of an initial or intern Iowa teaching license issued under [chapter 256](#) through a pathway to licensure offered by an institution of higher education under the control of the state board of regents or an accredited private institution as defined in [section 256.183](#).

c. At least one of any of the following:

(1) Projected annual job openings of at least two hundred fifty during the next five years.

(2) Projected annual growth in the number of job openings of at least one percent.

[96 Acts, ch 1186, §10; 2001 Acts, ch 24, §22; 2016 Acts, ch 1118, §4 – 6, 21; 2017 Acts, ch 74, §3, 4, 6; 2018 Acts, ch 1067, §7, 15; 2018 Acts, ch 1143, §3, 9; 2019 Acts, ch 135, §12; 2020 Acts, ch 1063, §40; 2020 Acts, ch 1117, §4; 2023 Acts, ch 111, §12](#)

Referred to in [§84A.1](#), [84A.1C](#), [84A.13](#), [84E1](#), [256.228](#), [256.229](#), [256.230](#), [261E.8](#)

NEW subsection 17

84A.1C Workforce development corporation.

1. *Nonprofit corporation for receiving and disbursing funds.* The Iowa workforce development board may organize a corporation under the provisions of [chapter 504](#) for the purpose of receiving and disbursing funds from public or private sources to be used to further workforce development in this state and to accomplish the mission of the board.

2. *Incorporators.* The incorporators of the corporation organized pursuant to [this section](#) shall be the chairperson of the Iowa workforce development board, the director of the department of workforce development, and a member of the Iowa workforce development board selected by the chairperson.

3. *Board of directors.* The board of directors of the corporation organized pursuant to [this section](#) shall be the members of the Iowa workforce development board or their successors in office.

4. *Accepting grants in aid.* The corporation organized pursuant to [this section](#) may accept grants of money or property from the federal government or any other source and may upon its own order use its money, property, or other resources for any of the purposes identified in [section 84A.1B](#).

[99 Acts, ch 21, §1; 2004 Acts, ch 1049, §191; 2004 Acts, ch 1175, §393](#)

84A.2 Definitions.

For purposes of [this chapter](#):

1. “*Chief elected official*” means any of the following:
 - a. The chief elected executive officer of a unit of general local government in a local workforce development area.
 - b. If a local workforce development area includes more than one unit of general local government, the individuals designated under the agreement described in [section 84A.4, subsection 2](#), paragraph “g”, subparagraph (2).
2. “*Community-based organization*” means a private nonprofit organization, which may include a faith-based organization, that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce development.
3. “*Competitive integrated employment*” means work that is performed on a full-time or part-time basis, including self-employment, to which all of the following apply:
 - a. All of the following apply to the individual performing the work:
 - (1) The individual is compensated at a rate in accordance with all of the following:
 - (a) If the individual is not self-employed, all of the following apply:
 - (i) The rate of compensation shall not be less than the higher of the applicable federal or state minimum wage.
 - (ii) The rate of compensation shall not be less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills.
 - (b) If the individual is self-employed, the rate of compensation yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills.
 - (2) The individual is eligible for the level of benefits provided to other employees.
 - b. The work is at a location where the individual interacts with other persons who are not individuals with disabilities, not including supervisory personnel or individuals who are providing services to such individual, to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons.
 - c. The work, as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.
4. “*Cooperative agreement*” means an agreement entered into by a state-designated agency or state-designated unit under section 101(a)(11)(A) of the federal Rehabilitation Act of 1973.
5. “*Core program*” means a program authorized under any of the following:
 - a. Chapters 2 and 3 of subtitle B of Tit. I of the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, relating to youth workforce investment activities and adult and dislocated worker employment and training activities.
 - b. Tit. II of the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, relating to adult education and literacy activities.
 - c. Sections 1 through 13 of the federal Wagner-Peyser Act, as codified at 29 U.S.C. §49 et seq., relating to employment services.
 - d. Tit. I of the federal Rehabilitation Act of 1973, as codified at 29 U.S.C. §720 et seq., relating to vocational rehabilitation services, excluding 29 U.S.C. §732 and 741.
6. a. “*Demonstrated experience and expertise*”, for purposes of the state workforce development board, means the expertise had by an individual with documented leadership in developing or implementing workforce development, human resources, training and development, or a core program function. “*Demonstrated experience and expertise*” may include individuals with experience in education or training of individuals with a barrier to employment.
 - b. “*Demonstrated experience and expertise*”, for purposes of a local workforce

development board, means the expertise had by an individual to whom any of the following apply:

- (1) The individual is a workplace learning advisor.
- (2) The individual contributes to the field of workforce development, human resources, training and development, or a core program function.
- (3) The individual has been recognized by the local workforce development board for valuable contributions in education or workforce development-related fields.

7. “*Economic development agency*” includes a local workforce development planning or zoning commission or board, a community development agency, or another local agency or institution responsible for regulating, promoting, or assisting in local economic development.

8. “*Eligible youth*” means an in-school or out-of-school youth, except as provided in subtitles C and D of Tit. I of the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128.

9. a. “*In-demand industry sector or occupation*” means any of the following:

(1) An industry sector that has a substantial current or potential impact, including through jobs that lead to economic self-sufficiency and opportunities for advancement, on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.

(2) An occupation that currently has or is projected to have a number of positions, including positions that lead to economic self-sufficiency and opportunities for advancement, in an industry sector so as to have a significant impact on the state, regional, or local economy, as appropriate.

b. The determination of whether an industry sector or occupation is an “*in-demand industry sector or occupation*” shall be made by the state workforce development board or local workforce development board, as appropriate, using state and regional business and labor market projections, including the use of labor market information.

10. “*Individual with a barrier to employment*” means a member of one or more of the following populations:

- a. Displaced homemakers.
- b. Low-income individuals.
- c. Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §166.
- d. Individuals with disabilities, including youth who are individuals with disabilities.
- e. Individuals fifty-five years of age or older.
- f. Ex-offenders.
- g. Homeless individuals as defined in 34 U.S.C. §12473, or homeless children and youths as defined in 34 U.S.C. §11434a(2).
- h. Youth who are in or have aged out of the foster care system.
- i. Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.
- j. Eligible migrant and seasonal farmworkers, as defined in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §167(i).
- k. Individuals within two years of exhausting lifetime eligibility under part A of Tit. IV of the Social Security Act, as codified in 42 U.S.C. §601 et seq.
- l. Single parents and single pregnant women.
- m. Long-term unemployed individuals.
- n. Such other groups as the governor determines to have a barrier to employment.

11. “*Individual with a disability*” means an individual with a disability as defined in 42 U.S.C. §12102. “*Individuals with disabilities*” means more than one individual with a disability.

12. a. “*Industry or sector partnership*” means a workforce collaborative, convened by or acting in partnership with the state workforce development board or a local workforce development board, that organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership, all of the following:

(1) Representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable.

(2) One or more representatives of a recognized state labor organization or central labor council, or another labor representative, as appropriate.

(3) One or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster.

b. “*Industry or sector partnership*” may include representatives of state or local government, state or local economic development agencies, the state workforce development board, local workforce development boards, the department of workforce development or another entity providing employment services, state or local agencies, business or trade associations, economic development organizations, nonprofit organizations, community-based organizations, philanthropic organizations, industry associations, and other organizations, as determined to be necessary by the members comprising the industry or sector partnership.

13. “*In-school youth*” means youth described in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §129(a)(1)(C).

14. “*Institution of higher education*” means the same as defined in 20 U.S.C. §1001 and 1002(a)(1).

15. “*Offender*” means any of the following:

a. An adult or juvenile who is or has been subject to any stage of the criminal or juvenile justice process, and for whom workforce services may be beneficial.

b. An adult or juvenile who requires assistance overcoming an artificial barrier to employment resulting from a record of arrest or conviction.

16. “*One-stop center*” means a site described in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §121(e)(2).

17. “*One-stop operator*” means one or more entities designated or certified under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §121(d).

18. “*Optimum policymaking authority*” means the authority of an individual who can reasonably be expected to speak affirmatively on behalf of the entity the individual represents and to commit that entity to a chosen course of action.

19. “*Out-of-school youth*” means a youth described in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §129(a)(1)(B).

20. “*Unit of general local government*” means a county or city.

21. “*Workforce investment activity*” means an employment and training activity or a youth workforce investment activity.

22. “*Workforce learning advisor*” means an individual employed by an organization who has the knowledge and skills necessary to advise other employees of that organization about the education, skill development, job training, career counseling services, and credentials, including services provided through the workforce development system, required to progress toward career goals of such employees in order to meet employer requirements related to job openings and career advancements that support economic self-sufficiency.

[2018 Acts, ch 1143, §4, 9](#); [2019 Acts, ch 59, §34](#); [2020 Acts, ch 1063, §41](#); [2021 Acts, ch 80, §32](#)

84A.3 Local workforce development plans.

1. A local workforce development board shall, in partnership with the chief elected official, develop a comprehensive four-year local workforce development plan. The local workforce development board shall submit the workforce development plan to the department of workforce development in the manner and form determined by the department. The local workforce development plan shall support the strategy described in the state workforce development plan in accordance with the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §102(b)(1)(E), and shall otherwise be consistent with the state workforce development plan. If the local workforce development area is part of a planning region as defined in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §3(48), the local workforce development board shall comply with the

federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §106(c), in the preparation and submission of a regional plan.

2. At the end of the first two-year period of the local workforce development plan, a local workforce development board shall review the local workforce development plan and, in partnership with the chief elected official, prepare and submit to the department of workforce development modifications to the local workforce development plan to reflect changes in labor market and economic conditions or in other factors affecting the implementation of the local workforce development plan.

3. The local workforce development plan shall include the contents required by the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §108(b), and such other information as the department of workforce development or the state workforce development board may require.

[2018 Acts, ch 1143, §5, 9](#)

Referred to in [§84A.4](#)

84A.4 Local workforce development boards.

1. *Establishment.* Except as provided in [subsection 3](#), paragraph “a”, the department of workforce development shall establish and certify a local workforce development board in each local workforce development area of the state to carry out the functions described in [subsection 4](#) and any functions specified for the local workforce development board under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, or the provisions establishing a core program for such local workforce development area.

2. Membership.

a. State criteria. The governor, in partnership with the state workforce development board, shall establish criteria for use by chief elected officials in the local workforce development areas for appointment of members of the local workforce development boards in such areas in accordance with the requirements of paragraph “b”.

b. Composition. The membership criteria for a local workforce development board shall include, at a minimum, all of the following:

(1) A majority of the membership of each local workforce development board shall be representatives of business in the local workforce development area appointed from among individuals nominated by local business organizations and business trade associations, to whom all of the following shall apply:

(a) The members shall be owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policymaking authority or hiring authority.

(b) The members shall represent businesses, including small businesses, that provide employment opportunities that, at a minimum, include high-quality, work-relevant training and development in in-demand industry sectors or occupations in the local workforce development area, or organizations representing such businesses.

(2) (a) Not less than twenty percent of the membership of a local workforce development board shall be representatives of the workforce within the local workforce development area, to whom all of the following shall apply:

(i) For a local workforce development area in which employees are represented by labor organizations, the members shall include representatives of labor organizations or persons who have been nominated by local labor federations. For a local workforce development area in which employees are not represented by such organizations, the members shall include other representatives of employees;

(ii) The members shall include a representative who is a member of a labor organization or a training director, a representative from a joint labor-management apprenticeship program, or, if no such joint program exists in the area, a representative of an apprenticeship program in the area, if such a program exists.

(b) The membership of a local workforce development board described in subparagraph division (a) may include one or more of the following:

(i) Representatives of community-based organizations that have demonstrated experience and expertise in addressing the employment needs of individuals with a barrier

to employment, including organizations that serve veterans or that provide or support competitive integrated employment for individuals with disabilities.

(ii) Representatives of organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of eligible youth, including representatives of organizations that serve out-of-school youth.

(3) (a) The membership of a local workforce development board shall include representatives of entities administering education and training activities in the local workforce development area, to whom all of the following apply:

(i) The members shall include a representative of eligible providers administering adult education and literacy activities under Tit. II of the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128.

(ii) The members shall include a representative of institutions of higher education, including community colleges, providing workforce investment activities.

(iii) If multiple eligible providers are serving the local workforce development area by administering adult education and literacy activities under Tit. II of the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, or multiple institutions of higher education serving the local workforce development area by providing workforce investment activities, each representative thereof on the local workforce development board, respectively, shall be appointed from among individuals nominated by local providers representing such providers or institutions, respectively.

(b) The membership may include representatives of local educational agencies and of community-based organizations with demonstrated experience and expertise in addressing the education or training needs of individuals with a barrier to employment.

(4) (a) The membership of a local workforce development board shall include representatives of governmental and economic and community development entities serving the local workforce development area, to whom all of the following apply:

(i) The members shall include a representative of economic and community development entities.

(ii) The members shall include at least one appropriate representative from the state employment service office under the federal Wagner-Peyser Act, as codified at 29 U.S.C. §49 et seq., serving the local workforce development area and nominated by the director of the department of workforce development.

(iii) The members shall include at least one appropriate representative of the programs carried out under Tit. I of the federal Rehabilitation Act of 1973, as codified at 29 U.S.C. §720 et seq., relating to vocational rehabilitation services, excluding 29 U.S.C. §732 and 741, serving the local workforce development area and nominated by the administrator of the division of vocational rehabilitation services of the department of workforce development or director of the department for the blind, as appropriate.

(b) The members may include one or more of the following:

(i) Representatives of agencies or entities administering programs serving the local workforce development area relating to transportation, housing, and public assistance.

(ii) Representatives of philanthropic organizations serving the local workforce development area.

(5) The membership of a local workforce development board may include such other individuals or representatives of entities as the chief elected official in the local workforce development area may determine to be appropriate.

c. *Political affiliation and gender balance.* Sections 69.16 and 69.16A shall apply to the total membership of a local workforce development board excluding members required under paragraph “b”, subparagraph (4), subparagraph division (a), subparagraph subdivisions (ii) and (iii).

d. *Chairperson.* The members of a local workforce development board shall elect a chairperson from among the representatives of business described in paragraph “b”, subparagraph (1).

e. *Standing committees.* A local workforce development board may designate and direct the activities of standing committees to provide information and to assist the local workforce development board in carrying out activities under this section. Such standing

committees shall be chaired by a member of the local workforce development board. Such standing committees may include other members of the local workforce development board and shall include other individuals appointed by the local workforce development board who are not members of the local workforce development board and who the local workforce development board determines have appropriate experience and expertise. At a minimum, the local workforce development board may designate each of the following standing committees:

(1) A standing committee to provide information and assist with operational and other issues relating to the one-stop delivery system, which may include as members representatives of the one-stop partners.

(2) A standing committee to provide information and to assist with planning, operational, and other issues relating to the provision of services to youth, which shall include community-based organizations with a demonstrated record of success in serving eligible youth.

(3) A standing committee to provide information and to assist with operational and other issues relating to the provision of services to individuals with disabilities, including issues relating to compliance with 29 U.S.C. §3248, if applicable, and applicable provisions of the Americans with Disabilities Act of 1990, codified at 42 U.S.C. §12101 et seq., regarding providing programmatic and physical access to the services, programs, and activities of the one-stop delivery system, as well as appropriate training for staff on providing supports for or accommodations to, and finding employment opportunities for, individuals with disabilities.

(4) Additional committees in the discretion of the local workforce development board.

f. Additional membership requirements. Members of the local workforce development board that represent organizations, agencies, or other entities shall be individuals with optimum policymaking authority within the organizations, agencies, or entities. The members of the board shall represent diverse geographic areas within the local workforce development area.

g. Chief elected officials.

(1) The chief elected official in a local workforce development area may appoint the members of the local workforce development board for such area, in accordance with the state criteria established by the governor in partnership with the state workforce development board.

(2) (a) If a local workforce development area includes more than one unit of general local government, the chief elected officials of such units may execute an agreement that specifies the respective roles of the individual chief elected officials relating to all of the following:

(i) Appointing the members of the local workforce development board from the individuals nominated or recommended to be such members in accordance with the criteria established in [this subsection](#).

(ii) Carrying out any other responsibilities assigned to such officials under Tit. I of the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, and [this section](#).

(b) If, after a reasonable effort, the chief elected officials are unable to reach such an agreement, the governor may appoint the members of the local workforce development board from individuals so nominated or recommended.

3. Certification procedures.

a. Certification. Once every two years, the department of workforce development shall certify one local workforce development board for each local workforce development area in the state. Such certification shall be based on the extent to which the local workforce development board has ensured that workforce investment activities carried out in the local workforce development area have enabled the local workforce development area to meet the corresponding performance accountability measures and achieve sustained fiscal integrity, as defined in 29 U.S.C. §3121(e)(2).

b. Failure to achieve certification. Failure of a local workforce development board to achieve certification shall result in appointment and certification of a new local workforce development board for the local workforce development area pursuant to the process described in [subsection 2](#) and [this subsection](#).

c. Decertification.

(1) Notwithstanding paragraph “a”, the department of workforce development may decertify a local workforce development board for any of the following reasons at any time after providing notice and an opportunity for comment:

(a) Fraud or abuse.

(b) Failure to carry out the functions specified for the local workforce development board in [subsection 4](#).

(2) Notwithstanding paragraph “a”, the department of workforce development may decertify a local workforce development board if the local workforce development area fails to meet the local performance accountability measures for the local workforce development area in accordance with 29 U.S.C. §3141(c) for two consecutive program years.

(3) If the department of workforce development decertifies a local workforce development board for a local workforce development area, the department of workforce development may require that a new local workforce development board be appointed and certified for the local workforce development area pursuant to a reorganization plan developed by the governor, in consultation with the chief elected official in the local workforce development area and in accordance with the criteria established under [this section](#) and Tit. I of the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128.

4. *Functions.* Consistent with [section 84A.3](#) and section 108 of the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, the functions of a local workforce development board shall include all of the following:

a. *Local workforce development plan.* The local workforce development board, in partnership with the chief elected official for the local workforce development area, shall develop and submit a local workforce development plan to the department of workforce development that meets the requirements of [section 84A.3](#). If the local workforce development area is part of a planning region that includes other local workforce development areas, the local workforce development board shall collaborate with the other local workforce development boards and chief elected officials from such other local workforce development areas in the preparation and submission of a regional plan as described in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §106(c).

b. *Workforce research and regional labor market analysis.* In order to assist in the development and implementation of the local workforce development plan, the local workforce development board shall do all of the following:

(1) Carry out analyses of the economic conditions in the region, the needed knowledge and skills for the region, the workforce in the region, and workforce development activities, including education and training, in the region described in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §108(b)(1)(D), and regularly update such information.

(2) Assist the department of workforce development in developing the statewide workforce and labor market information system described in 29 U.S.C. §491-2(e), specifically in the collection, analysis, and utilization of workforce and labor market information for the region.

(3) Conduct such other research, data collection, and analysis related to the workforce needs of the regional economy as the board, after receiving input from a wide array of stakeholders, determines to be necessary to carry out its functions.

c. *Convening, brokering, and leveraging.* The local workforce development board shall convene local workforce development system stakeholders to assist in the development of the local workforce development plan under [section 84A.3](#) and in identifying non-federal expertise and resources to leverage support for workforce development activities. The local workforce development board, including its standing committees, may engage such stakeholders in carrying out the functions described in [this subsection](#).

d. *Employer engagement.* The local workforce development board shall lead efforts to engage with a diverse range of employers and with entities in the region involved to do all of the following:

(1) Promote business representation on the local workforce development board, particularly representatives with optimal policymaking authority or hiring authority from

employers whose employment opportunities reflect existing and emerging employment opportunities in the region.

(2) Develop effective linkages, including the use of intermediaries, with employers in the region to support employer utilization of the local workforce development system and to support local workforce investment activities.

(3) Ensure that workforce investment activities meet the needs of employers and support economic growth in the region by enhancing communication, coordination, and collaboration among employers, economic development entities, and service providers.

(4) Develop and implement proven or promising strategies for meeting the employment and skill needs of workers and employers, such as the establishment of industry or sector partnerships. Such strategies shall provide the skilled workforce needed by employers in the region and expand employment and career advancement opportunities for workforce development system participants in in-demand industry sectors or occupations.

e. Career pathways development. The local workforce development board, with representatives of secondary and postsecondary education programs, shall lead efforts in the local workforce development area to develop and implement career pathways within the local workforce development area by aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with a barrier to employment.

f. Proven and promising practices. The local workforce development board shall lead efforts in the local workforce development area to identify and promote proven and promising strategies and initiatives for meeting the needs of employers, workers, and jobseekers, including individuals with a barrier to employment, in the local workforce development system, including providing physical and programmatic accessibility, in accordance with 29 U.S.C. §3248, if applicable, applicable provisions of [chapter 216](#), and applicable provisions of the Americans with Disabilities Act of 1990, codified at 42 U.S.C. §12101 et seq., to the one-stop delivery system.

g. Technology. The local workforce development board shall develop strategies for using technology to maximize the accessibility and effectiveness of the local workforce development system for employers, workers, and jobseekers, by doing all of the following:

(1) Facilitating connections among the intake and case management information systems of the one-stop partner programs to support a comprehensive workforce development system in the local workforce development area.

(2) Facilitating access to services provided through the one-stop delivery system involved, including facilitating the access in remote areas.

(3) Identifying strategies for better meeting the needs of individuals with a barrier to employment, including strategies that augment traditional service delivery and increase access to services and programs of the one-stop delivery system, such as improving digital literacy skills.

(4) Leveraging resources and capacity within the local workforce development system, including resources and capacity for services for individuals with a barrier to employment.

h. Program oversight. The local workforce development board, in partnership with the chief elected official for the local workforce development area, shall do all of the following:

(1) (a) Conduct oversight for local youth workforce investment activities authorized under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §129(c), local employment and training activities authorized under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §134(c) and (d), and the one-stop delivery system in the local workforce development area.

(b) Ensure the appropriate use and management of the funds provided under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, Tit. I, subtitle B, for the activities and system described in subparagraph division (a).

(2) For workforce development activities, ensure the appropriate use, management, and investment of funds to maximize performance outcomes under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §116.

i. Negotiation of local performance accountability measures. The local workforce development board, the chief elected official, and the department of workforce development

shall negotiate and reach agreement on local performance accountability measures as described in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §116(c).

j. Selection of one-stop operators. Consistent with the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §121(d), the local workforce development board, with the agreement of the chief elected official for the local workforce development area, shall designate or certify one-stop operators as described in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §121(d)(2)(A). The local workforce development board, with the agreement of the chief elected official for the local workforce development area, may terminate for cause the eligibility of such operators.

k. Selection of youth providers. Consistent with the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §123, the local workforce development board shall identify eligible providers of youth workforce investment activities in the local workforce development area by awarding grants or contracts on a competitive basis, except as provided in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §123(b), based on the recommendations of the youth standing committee, if such a committee is established for the local workforce development area. When identifying eligible providers, the local workforce development board shall consider community-based and governmental organizations as possible eligible providers. The local workforce development board may terminate for cause the eligibility of such providers.

l. Identification of eligible providers of training services. Consistent with the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §122, the local workforce development board shall identify eligible providers of training services in the local workforce development area.

m. Identification of eligible providers of career services. If the one-stop operator does not provide career services described in the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §134(c)(2), in a local workforce development area, the local workforce development board shall identify eligible providers of those career services in the local workforce development area by awarding contracts. When identifying eligible providers, the local workforce development board shall consider community-based and governmental organizations as possible eligible providers.

n. Consumer choice requirements. Consistent with the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §122 and 134(c)(2) and (3), the local workforce development board shall work with the state to ensure sufficient numbers and types of providers of career services and training services are serving the local workforce development area and providing the services involved in a manner that maximizes consumer choice, as well as providing opportunities that lead to competitive integrated employment for individuals with a disability. Such providers shall include eligible providers with expertise in assisting individuals with a disability and eligible providers with expertise in assisting adults in need of adult education and literacy activities.

o. Coordination with education providers.

(1) The local workforce development board shall coordinate activities with education and training providers in the local workforce development area, including providers of workforce investment activities, providers of adult education and literacy activities under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, Tit. II, providers of career and technical education as defined in 20 U.S.C. §2302, and local agencies administering plans under Tit. I of the federal Rehabilitation Act of 1973, as codified at 29 U.S.C. §720 et seq., relating to vocational rehabilitation services, excluding 29 U.S.C. §732 and 741.

(2) The coordination described in subparagraph (1) shall include, consistent with the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §232, all of the following:

(a) Reviewing the applications to provide adult education and literacy activities under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, Tit. II, for the local workforce development area, submitted under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §232, to the eligible agency by eligible providers, to

determine whether such applications are consistent with the local workforce development plan.

(b) Making recommendations to the eligible agency to promote alignment with such plan.

(3) The coordination described in subparagraph (1) shall also include replicating cooperative agreements in accordance with 29 U.S.C. §721(a)(11)(B), and implementing cooperative agreements in accordance with 29 U.S.C. §721(a)(11) with the local agencies administering plans under Tit. I of the federal Rehabilitation Act of 1973, as codified at 29 U.S.C. §720 et seq., relating to vocational rehabilitation services, excluding 29 U.S.C. §732 and 741, and subject to the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §121(f), with respect to efforts that will enhance the provision of services to individuals with a disability and other individuals, such as cross-training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.

p. Budget and administration.

(1) *Budget.* The local workforce development board shall develop a budget for the activities of the local workforce development board in the local workforce development area, consistent with the local workforce development plan and the duties of the local workforce development board under [this section](#), subject to the approval of the chief elected official.

(2) *Administration.*

(a) The chief elected official in a local workforce development area shall serve as the local grant recipient for, and shall be liable for any misuse of, the grant funds allocated to the local workforce development area under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §128 and 133, unless the chief elected official reaches an agreement with the department of workforce development for the department to act as the local grant recipient and bear such liability. In order to assist in administration of the grant funds, the chief elected official or the department, where the department serves as the local grant recipient for a local workforce development area, may designate an entity to serve as a local grant subrecipient for such funds or as a local fiscal agent. Such designation shall not relieve the chief elected official or the department of the liability for any misuse of grant funds. The local grant recipient or designated entity shall disburse the grant funds for workforce investment activities at the direction of the local workforce development board, pursuant to the requirements of the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, Tit. I. The local grant recipient or designated entity shall disburse the funds immediately upon receiving such direction from the local workforce development board.

(b) The local workforce development board may solicit and accept grants and donations from sources other than federal or state funds.

(c) For purposes of carrying out duties under [this section](#), a local workforce development board may incorporate and may operate as an entity described in section 501(c)(3) of the Internal Revenue Code that is exempt from taxation under section 501(a) of the Internal Revenue Code.

q. Accessibility for individuals with disabilities. The local workforce development board shall annually assess the physical and programmatic accessibility, in accordance with 29 U.S.C. §3248, if applicable, applicable provisions of [chapter 216](#), and applicable provisions of the Americans with Disabilities Act of 1990, codified at 42 U.S.C. §12101 et seq., of all one-stop centers in the local workforce development area.

r. Statewide workforce development initiatives. The local workforce development board shall participate in statewide workforce development initiatives in accordance with guidance and oversight by the state workforce development board or department of workforce development.

5. *Limitations.*

a. Training services.

(1) Except as provided in subparagraph (2), a local workforce development board shall not provide training services.

(2) The department of workforce development may, pursuant to a request from a local workforce development board, grant a written waiver of the prohibition set forth in

subparagraph (1) for a program of training services, if the local workforce development board does all of the following:

(a) Submits to the governor a proposed request for the waiver that includes satisfactory evidence that an insufficient number of eligible providers of such a program of training services is available to meet local demand in the local workforce development area; information demonstrating that the board meets the requirements for an eligible provider of training services under section 122 of the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128; and information demonstrating that the program of training services prepares participants for an in-demand industry sector or occupation in the local workforce development area.

(b) Makes the proposed request available to eligible providers of training services and other interested members of the public for a public comment period of not less than thirty days.

(c) Includes in the final request for the waiver the evidence and information described in subparagraph division (a) and the comments received pursuant to subparagraph division (b).

(3) A waiver granted to a local workforce development board under subparagraph (2) shall apply for a period that shall not exceed the duration of the local workforce development plan. The waiver may be renewed for additional periods under subsequent local plans, not to exceed the durations of such subsequent plans, pursuant to requests from the local workforce development board, if the board meets the requirements of subparagraph (2) in making the requests.

(4) The department of workforce development may revoke the waiver during the appropriate period described in subparagraph (3) if the department determines the waiver is no longer needed or that the local workforce development board involved has engaged in a pattern of inappropriate referrals to training services operated by the local workforce development board.

b. Career services; designation or certification as one-stop operators. A local workforce development board may provide career services described in section 134(c)(2) of the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, through a one-stop delivery system or be designated or certified as a one-stop operator only with the agreement of the chief elected official in the local workforce development area and the department of workforce development.

c. Limitation on authority. This section shall not be construed to provide a local workforce development board with the authority to mandate curricula for schools.

6. Conflict of interest. A member of a local workforce development board, or a member of a standing committee, shall not do any of the following:

a. Vote on a matter under consideration by the board or committee that concerns the provision of services by the member or by an entity that the member represents.

b. Vote on a matter under consideration by the board or committee that would provide direct financial benefit to the member or the immediate family of the member.

c. Engage in any other activity determined by the governor to constitute a conflict of interest as specified in the state workforce development plan.

7. Public information. In addition to meeting the requirements of [chapter 22](#), local workforce development boards shall make available to the public, on a regular basis through electronic means and, if applicable, through open meetings in accordance with [chapter 21](#), information regarding the activities of the board, including all of the following:

a. Information regarding the local workforce development plan, as required under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, prior to submission of the local workforce development plan or modification of the plan.

b. Information regarding local workforce development board membership, including the name and affiliation of each member.

c. The bylaws of the board.

d. Designation and certification of one-stop operators.

e. Award of grants or contracts to eligible training providers of workforce investment activities, including providers of youth investment activities.

96 Acts, ch 1186, §11; 99 Acts, ch 21, §2; 2001 Acts, ch 24, §23; 2002 Acts, ch 1119, §8; 2016 Acts, ch 1011, §12; 2016 Acts, ch 1118, §7 – 9, 21; 2018 Acts, ch 1041, §23; 2018 Acts, ch 1143, §6, 9; 2018 Acts, ch 1172, §17; 2023 Acts, ch 19, §2236

Referred to in §84A.1A, 84A.2, 84A.5, 256.136, 260H.2, 260H.4, 260H.8, 260I.6

Subsection 2, paragraph b, subparagraph (4), subparagraph division (a), subparagraph subdivision (iii) amended

84A.5 Department of workforce development — primary responsibilities.

The department of workforce development, in consultation with the workforce development board and the local workforce development boards, has the primary responsibilities set out in [this section](#).

1. The department of workforce development shall develop and implement a workforce development system which increases the skills of the Iowa workforce, fosters economic growth and the creation of new high skill and high wage jobs through job placement and training services, increases the competitiveness of Iowa businesses by promoting high performance workplaces, and encourages investment in workers.

a. The workforce development system shall strive to provide high quality services to its customers including workers, families, and businesses. The department of workforce development shall maintain a common intake, assessment, and customer tracking system and to the extent practical provide one-stop services to customers at workforce development centers and other service access points. The department of workforce development shall administer a statewide standard skills assessment to assess the employability skills of adult workers statewide and shall instruct appropriate department staff in the administration of the assessment. The assessment shall be included in the one-stop services provided to customers at workforce development centers and other service access points throughout the state.

b. The system shall include an accountability system to measure program performance, identify accomplishments, and evaluate programs to ensure goals and standards are met. The accountability system shall use information obtained from the customer tracking system, the economic development authority, the department of education, and training providers to evaluate the effectiveness of programs. The economic development authority, the department of education, and training providers shall report information concerning the use of any state or federal training or retraining funds to the department of workforce development in a form as required by the department of workforce development. The accountability system shall evaluate all of the following:

(1) The impact of services on wages earned by individuals.

(2) The effectiveness of training services providers in raising the skills of the Iowa workforce.

(3) The impact of placement and training services on Iowa's families, communities, and economy.

2. The department of workforce development shall make information from the customer tracking and accountability system available to the economic development authority, the department of education, and other appropriate public agencies for the purpose of assisting with the evaluation of programs administered by those departments and agencies and for planning and researching public policies relating to education and economic development.

3. The department of workforce development is responsible for administration of unemployment compensation benefits and collection of employer contributions under [chapter 96](#), providing for the delivery of free public employment services established pursuant to [chapter 96](#), other job placement and training programs established pursuant to [section 84A.6](#), employment agencies under [chapter 84I](#), and the delivery of services located throughout the state.

4. The director of the department of workforce development shall form a coordinating committee composed of the director of the department of workforce development and other administrators. The committee shall monitor federal compliance issues relating to coordination of functions within the department.

5. The department of workforce development shall administer the following programs:

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- a. The Iowa conservation corps established under [section 84A.7](#).
 - b. The workforce investment program established under [section 84A.8](#).
 - c. The statewide mentoring program established under [section 84A.9](#).
 - d. The Iowa employer innovation program established under [section 84A.13](#).
 - e. The workforce development centers established under [chapter 84B](#).
 - f. The statewide work-based learning intermediary network program under [section 84A.16](#).
 - g. The new jobs training program under [chapter 260E](#), in consultation with the community colleges.
 - h. The Iowa jobs training act under [chapter 260F](#).
 - i. The workforce development fund program under [chapter 84G](#).
 - j. The accelerated career education program under [chapter 260G](#), in coordination with the community colleges.
 - k. The older American community service employment program under [section 84A.17](#).
 - l. The apprenticeship training program under [chapter 84E](#).
 - m. The future ready Iowa registered apprenticeship development program under [section 84F.1](#).
 - n. The future ready Iowa expanded registered apprenticeship opportunities program under [section 84F.2](#).
 - o. Adult education and literacy programs under [section 84A.19](#).
6. The department of workforce development shall work with the economic development authority to incorporate workforce development as a component of community-based economic development.
7. The department of workforce development, in consultation with the applicable local workforce development board, shall select service providers, subject to approval by the workforce development board for each service delivery area. A service provider in each service delivery area shall be identified to coordinate the services throughout the service delivery area. The department of workforce development shall select service providers that, to the extent possible, meet or have the ability to meet the following criteria:
- a. The capacity to deliver services uniformly throughout the service delivery area.
 - b. The experience to provide workforce development services.
 - c. The capacity to cooperate with other public and private agencies and entities in the delivery of education, workforce training, retraining, and workforce development services throughout the service delivery area.
 - d. The demonstrated capacity to understand and comply with all applicable state and federal laws, rules, ordinances, regulations, and orders, including fiscal requirements.
8. The department of workforce development shall provide access to information and documents necessary for employers and payors of income, as defined in [sections 252D.16](#) and [252G.1](#), to comply with child support reporting and payment requirements. Access to the information and documents shall be provided at the central location of the department of workforce development and at each workforce development center.
9. The director of the department of workforce development may adopt rules pursuant to [chapter 17A](#) to charge and collect fees for enhanced or value-added services provided by the department of workforce development which are not required by law to be provided by the department and are not generally available from the department of workforce development. Fees shall not be charged to provide a free public labor exchange. Fees established by the director of the department of workforce development shall be based upon the costs of administering the service, with due regard to the anticipated time spent, and travel costs incurred, by personnel performing the service. The collection of fees authorized by [this subsection](#) shall be treated as repayment receipts as defined in [section 8.2](#).
10. The department of education, in collaboration with the department of workforce development, is responsible for the development and oversight of industry and sector partnerships in the state.
11. The department of workforce development is responsible for the administration of the state list of eligible providers and programs under the federal Workforce Innovation and Opportunity Act, Pub. L. No. 113-128, §122.

12. The department of workforce development is responsible for the review of local workforce development plans under [section 84A.4](#). The department may approve a local workforce development plan, conditionally approve a local workforce development plan with requests for additional information and recommended changes, or reject a local workforce development plan and request the submission of a new local workforce development plan. The department may create templates, policies, and procedures regarding the submission, format, and contents of local workforce development plans.

13. The department of workforce development shall provide oversight, guidance, and technical assistance to local workforce development areas, including but not limited to local workforce development boards, local fiscal agents, youth providers, and eligible providers of career services.

[86 Acts, ch 1245, §902](#)

C87, §84A.2

[93 Acts, ch 180, §53](#); [96 Acts, ch 1186, §12](#)

C97, §84A.5

[98 Acts, ch 1061, §2, 11](#); [98 Acts, ch 1170, §19](#); [99 Acts, ch 21, §3](#); [99 Acts, ch 68, §1](#); [99 Acts, ch 130, §7](#); [2001 Acts, ch 61, §13](#); [2002 Acts, ch 1050, §11](#); [2007 Acts, ch 211, §33](#); [2008 Acts, ch 1191, §43](#); [2011 Acts, ch 118, §85, 89](#); [2016 Acts, ch 1118, §10, 11, 21](#); [2018 Acts, ch 1026, §29](#); [2018 Acts, ch 1067, §8, 15](#); [2018 Acts, ch 1143, §7, 9](#); [2023 Acts, ch 19, §1441, 1739, 2192, 2193](#)

Referred to in [§84G.5, 260G.5](#)

Subsection 3 amended

Subsections 4 and 5 stricken

Subsection 6 amended and renumbered as 4

Subsections 7 – 15 renumbered as 5 – 13

Subsection 5, NEW paragraphs f – o

84A.6 Job placement and training programs.

1. The department of workforce development, in consultation with the workforce development board and the local workforce development boards, the department of education, and the economic development authority, shall work together to develop policies encouraging coordination between skill development, labor exchange, and economic development activities.

2. *a.* The director of the department of workforce development, in cooperation with the department of health and human services, shall provide job placement and training to persons referred by the department of health and human services under the promoting independence and self-sufficiency through employment job opportunities and basic skills program established pursuant to [chapter 239B](#) and the supplemental nutrition assistance program employment and training program.

b. The department of workforce development, in consultation with the department of health and human services, shall develop and implement departmental recruitment and employment practices that address the needs of former and current participants in the family investment program under [chapter 239B](#).

3. The director of the department of workforce development, in cooperation with the department of health and human services and the vocational rehabilitation services division of the department of workforce development, shall establish a program to provide job placement and training to persons with disabilities.

4. *a.* The department of workforce development, in consultation with the department of education, shall establish a system that allows the department of education, school districts, charter schools, area education agencies, and accredited nonpublic schools to post job openings on an internet site. The system must include a mechanism for the electronic submission of job openings for posting on the internet site. The system and each job posting on the internet site must include a statement that an employer submitting a job opening for posting on the internet site will not discriminate in hiring on the basis of race, ethnicity, national origin, gender, age, physical disability, sexual orientation, gender identity, religion, marital status, or status as a veteran.

b. The department of education, school districts, charter schools, and area education agencies shall submit all job openings to the department of workforce development for

posting on the internet site. An accredited nonpublic school may submit job openings to the department of workforce development for posting on the internet site.

c. **This subsection** shall not be construed to do any of the following:

(1) Prohibit any employer from advertising job openings and recruiting employees independently of the internet site.

(2) Prohibit any employer from using another method of advertising job openings or another applicant tracking system in addition to the system.

(3) Provide the department of workforce development with any regulatory authority in the hiring process or hiring decisions of any employer.

86 Acts, ch 1245, §903

C87, §84A.3

96 Acts, ch 1186, §13

C97, §84A.6

97 Acts, ch 41, §32; 2002 Acts, ch 1050, §12; 2005 Acts, ch 175, §58; 2011 Acts, ch 118, §85, 89; 2012 Acts, ch 1132, §16; 2016 Acts, ch 1118, §12, 21; 2018 Acts, ch 1067, §9, 15; 2023 Acts, ch 19, §47; 2023 Acts, ch 111, §40

Referred to in §84A.5

Subsections 2 and 3 amended

NEW subsection 4

84A.7 Iowa conservation corps.

1. *Definitions.* As used in **this section**, unless the context otherwise requires:

a. “*Account*” means the Iowa conservation corps account.

b. “*Corps*” means the Iowa conservation corps.

2. *Iowa conservation corps established.* The Iowa conservation corps is established in this state to provide meaningful and productive public service jobs for youth, unemployed persons, persons with disabilities, disadvantaged persons, and elderly persons, and to provide participants with an opportunity to explore careers, gain work experience, and contribute to the general welfare of their communities and the state. The corps shall provide opportunities in the areas of natural resource and wildlife conservation, park maintenance and restoration, land management, energy savings, community improvement projects, tourism, economic development, and work benefiting human services programs. The department of workforce development shall administer the corps and shall adopt rules pursuant to **chapter 17A** governing its operation, eligibility for participation, cash contributions, and implementation of an incentive program.

3. *Funding.* Corps projects shall be funded by appropriations to the Iowa conservation corps account and by cash, services, and material contributions made by other state agencies or local public and private agencies. Public and private entities who benefit from a corps project shall contribute at least thirty-five percent of the total project budget. The contributions may be in the form of cash, materials, or services. Materials and services shall be intended for the project and acceptable to the department of workforce development. Minimum levels of contributions shall be prescribed in rules adopted by the department of workforce development pursuant to **chapter 17A**.

4. *Account created.* The Iowa conservation corps account is established within and administered by the department of workforce development. The account shall include all appropriations made to programs administered by the corps, and may also include moneys contributed by a private individual or organization, or a public entity for the purpose of implementing corps programs and projects. The department of workforce development may establish an escrow account within the department and obligate moneys within that escrow account for tuition payments to be made beyond the term of any fiscal year. Interest earned on moneys in the Iowa conservation corps account shall be credited to the account.

5. *Participant eligibility.* Notwithstanding any contrary provision of **chapter 8A, subchapter IV**, and **chapter 96**, a person employed through an Iowa conservation corps

program shall be exempt from merit system requirements and shall not be eligible to receive unemployment compensation benefits.

96 Acts, ch 1186, §14; 97 Acts, ch 23, §8; 99 Acts, ch 21, §4; 2002 Acts, ch 1050, §13; 2003 Acts, ch 145, §157; 2018 Acts, ch 1041, §24

Referred to in §15H.9, 84A.5, 97B.1A

84A.8 Workforce investment program.

A workforce investment program is established to enable more Iowans to enter or reenter the workforce. The workforce investment program shall provide training and support services to population groups that have historically faced barriers to employment. The department of workforce development shall administer the workforce investment program and shall adopt rules pursuant to [chapter 17A](#) governing its operation and eligibility guidelines for participation.

96 Acts, ch 1186, §15; 2018 Acts, ch 1041, §25

Referred to in §84A.5

84A.9 Statewide mentoring program.

A statewide mentoring program is established to recruit, screen, train, and match individuals in a mentoring relationship. The department of workforce development shall administer the program in collaboration with the departments of health and human services and education. The availability of the program is subject to the funding appropriated for the purposes of the program.

96 Acts, ch 1186, §16; 2023 Acts, ch 19, §48

Referred to in §84A.5

Section amended

84A.10 New employment opportunity program.

The department of workforce development shall implement and administer a new employment opportunity program to assist individuals in underutilized segments of Iowa's workforce, including but not limited to the persons with physical or mental disabilities, persons convicted of a crime, or minority persons between the ages of twelve and twenty-five, to gain and retain employment. The program shall be designed to complement existing employment and training programs by providing additional flexibility and services that are often needed by individuals in underutilized segments of the workforce to gain and retain employment. Services provided under the program may include, but are not limited to, transportation costs, child care, health care, health care insurance, on-the-job training, career interest inventory assessments, employability skills assessment, short-term basic education, internships, mentoring, assisting businesses with compliance issues related to the federal Americans With Disabilities Act of 1990, and reducing perceived risks that cause these populations to be underutilized. The department shall adopt rules pursuant to [chapter 17A](#) to administer the program, including rules relating to eligibility criteria, eligible populations, and services to implement the intent of [this section](#).

2000 Acts, ch 1230, §20

84A.11 Nursing workforce data clearinghouse.

1. a. The department of workforce development shall establish a nursing workforce data clearinghouse for the purpose of collecting and maintaining data from all available and appropriate sources regarding Iowa's nursing workforce.

b. The department of workforce development shall have access to all data regarding Iowa's nursing workforce collected or maintained by any state department or agency to support the data clearinghouse.

c. Information maintained in the nursing workforce data clearinghouse shall be available to any state department or agency.

2. The department of workforce development shall consult with the board of nursing, the department of health and human services, the department of education, and other appropriate entities in developing recommendations to determine options for additional data collection.

3. The department of workforce development, in consultation with the board of nursing, shall adopt rules pursuant to [chapter 17A](#) to administer the data clearinghouse.

4. The nursing workforce data clearinghouse shall be established and maintained in a manner consistent with the health care delivery infrastructure and health care workforce resources strategic plan developed pursuant to [section 135.163](#).

5. The department of workforce development shall submit a report to the governor and the general assembly, annually by January 15, regarding the nursing workforce data clearinghouse, and, following establishment of the data clearinghouse, the status of the nursing workforce in Iowa.

[2010 Acts, ch 1147, §1, 13; 2017 Acts, ch 148, §12; 2023 Acts, ch 19, §49](#)

Subsection 2 amended

84A.12 Summer youth intern pilot program.

1. A summer youth intern pilot program is established within the department of workforce development to provide youths who are at risk of not graduating from high school, who are from low-income households, who are from communities underrepresented in the Iowa workforce, or who otherwise face barriers to success and upward mobility in the labor market, with internship opportunities that allow these youths to explore and prepare for high-demand careers, to gain work experience, and to develop personal attributes necessary to succeed in the workplace.

2. Subject to an appropriation of funds by the general assembly for this purpose, the department of workforce development shall award grants for summer youth intern pilot projects on a competitive basis as provided in [this section](#). The department shall work with employers, nonprofit organizations, and educational institutions to place youth in internships primarily in high-demand career fields.

3. The department of workforce development shall annually issue a request for proposals to the public, specifying the expectations and requirements for summer youth intern pilot project grant qualification, including but not limited to the provision of facilities, programming, staffing, and outcomes.

4. The department of workforce development shall give full and fair consideration to each proposal submitted under [subsection 3](#), and shall award grants after considering, at a minimum, the following:

- a. The bidder's history and experience in the community.
- b. The capacity to serve a substantial number of youth.
- c. The suitability of the available facilities.
- d. The bidder's contacts and partnerships in the community that can be leveraged to maximize opportunity for project participants.
- e. The capacity to provide employability skills, including but not limited to training relating to soft skills, financial literacy, and career development.

[2018 Acts, ch 1067, §10, 15](#)

Referred to in [§84A.1B](#)

84A.13 Iowa employer innovation program — fund.

1. For purposes of [this section](#), “*high-demand job*” means a job identified by the workforce development board or a community college pursuant to [section 84A.1B](#), [subsection 14](#), as a high-demand job.

2. Subject to an appropriation of funds by the general assembly for this purpose, the Iowa employer innovation program is established in the department of workforce development. The department shall administer the program in consultation with the workforce development board. The purpose of the Iowa employer innovation program is to expand opportunities for credit and noncredit education and training leading to high-demand jobs for the residents of Iowa and to encourage Iowa employers, community leaders, and others to provide leadership and support for regional workforce talent pools throughout the state.

3. The department of workforce development shall adopt rules under [chapter 17A](#) establishing a program application and award process to match employer moneys and the criteria for the allocation of moneys in the fund established pursuant to [subsection 4](#). An

employer, employer consortium, community organization, or other entity seeking matching moneys shall submit an application and a proposal to the department. In awarding matching moneys, the department shall take into account various factors, including but not limited to all of the following:

a. The range of high-demand jobs, innovative measures, and geographic fairness and equity included in the proposal.

b. Whether the proposal increases the number of eligible students receiving financial assistance under the future ready Iowa skilled workforce last-dollar scholarship or future ready Iowa skilled workforce grant programs established under sections 256.228 and 256.229; or increases the donation of books, transportation, child care, and other wrap-around support to assist eligible students receiving financial assistance under section 256.228 or 256.229.

c. Whether the proposal includes performance-based bonuses paid when high school students earn national industry-recognized credentials aligned with high-demand jobs that meet regional workforce needs.

d. Whether the proposal expands internships leading to high-demand jobs.

e. Whether the proposal offers innovative ways of expanding opportunities for credit and noncredit education and training leading to high-demand jobs.

f. Whether the proposal addresses areas of workforce need throughout the region.

4. An Iowa employer innovation fund is created in the state treasury as a separate fund under the control of the department of workforce development, in consultation with the workforce development board. The fund shall consist of any moneys appropriated by the general assembly and any other moneys available to and obtained or accepted by the department from the federal government. A portion of the moneys deposited in the fund, in an amount to be determined annually by the department of workforce development in consultation with the workforce development board, shall be transferred annually to the Iowa child care challenge fund created pursuant to section 84A.13A. The assets of the Iowa employer innovation fund shall be used by the department in accordance with this section. All moneys deposited or paid into the fund are appropriated and made available to the board to be used in accordance with this section. Notwithstanding section 8.33, any balance in the fund on June 30 of each fiscal year shall not revert to the general fund of the state, but shall be available for purposes of this section and for transfer in accordance with this section in subsequent fiscal years.

2018 Acts, ch 1067, §11, 15; 2020 Acts, ch 1117, §5; 2021 Acts, ch 76, §16

Referred to in §84A.1B, 84A.5, 84A.13A

Section not amended; internal reference changes applied

84A.13A Iowa child care challenge program — fund.

1. For purposes of this section, “consortium” means a consortium of two or more employers or businesses, at least one of which must be a private employer.

2. The Iowa child care challenge program is established in the department of workforce development. The department shall administer the program in consultation with the workforce development board. The purpose of the Iowa child care challenge program is to encourage and enable businesses, nonprofit organizations, and consortiums to establish local child care facilities and increase the availability of quality, affordable child care for working Iowans.

3. The department of workforce development shall adopt rules under chapter 17A establishing a program application and award process to match business, nonprofit organization, or consortium moneys and the criteria for the allocation of moneys in the fund established pursuant to subsection 4. A business, nonprofit organization, or consortium seeking matching moneys shall submit an application and a proposal for the new construction of a child care facility, rehabilitation of an existing structure as a child care facility, or the retrofitting and repurposing of an existing structure for use as a child care facility to the department. Proposals shall include a financial statement and a description of funds to be provided by the business, nonprofit organization, or consortium, including in-kind

donations, and a plan for sustainability. Match amount awards made by the department that are unclaimed or unused as of June 1 of the fiscal year shall be canceled by the department.

4. An Iowa child care challenge fund is created in the state treasury as a separate fund under the control of the department of workforce development, in consultation with the workforce development board. The fund shall consist of appropriations made to the fund, any other moneys available to and obtained or accepted by the department from the federal government or private sources for placement in the fund, and transfers of interest, earnings, and moneys from other funds as provided by law. The assets of the fund shall be used by the department only for purposes of [this section](#). All moneys deposited, transferred to, or paid into the fund are appropriated and made available to the department to be used for purposes of [this section](#). Any unclaimed moneys in the fund by June 1 annually shall be transferred to the Iowa employer innovation fund, created pursuant to [section 84A.13](#), to be used only for purposes of the Iowa employer innovation program established pursuant to [section 84A.13](#). Notwithstanding [section 8.33](#), moneys deposited after May 1 annually in the Iowa child care challenge fund that remain unencumbered or unobligated at the close of a fiscal year shall not revert to the general fund of the state but shall be transferred to the Iowa employer innovation fund created pursuant to [section 84A.13](#) to be used for purposes of the Iowa employer innovation program established pursuant to [section 84A.13](#).

[2020 Acts, ch 1117, §6](#)

Referred to in [§84A.13](#)

84A.14 Criminal history checks.

A current or prospective contractor, vendor, employee, or any other individual performing work for the department of workforce development who will have access to federal tax information shall be subject to a national criminal history check through the federal bureau of investigation at least once every ten years if such a check is required pursuant to guidance from the federal internal revenue service. The department of workforce development shall request the national criminal history check and shall provide the individual's fingerprints to the department of public safety for submission through the state criminal history repository to the federal bureau of investigation. The individual shall authorize release of the results of the national criminal history check to the department of workforce development. The department of workforce development shall pay the actual cost of the fingerprinting and national criminal history check, if any. The results of a criminal history check conducted pursuant to [this section](#) shall not be considered a public record under [chapter 22](#).

[2018 Acts, ch 1080, §1](#)

84A.15 Regional industry sector partnerships.

1. A community college and the department of workforce development may use moneys for the pathways for academic career and employment program to provide staff and support for the development and implementation of a regional industry sector partnership within each region served by each community college. For purposes of [this section](#), "community college" means the same as defined in [section 260C.2](#).

2. A regional industry sector partnership may engage in but is not limited to the following activities:

a. Collaborating with representatives from industry sectors, government, education, local workforce boards, community-based organizations, labor, economic development organizations, and other stakeholders within the regional labor market to determine how pathways for academic career and employment projects should address workforce skills gaps, occupational shortages, and wage gaps.

b. Integrating pathways for academic career and employment projects and other existing supply-side strategies with workforce needs within the region served by the community college in that region.

c. Developing pathways for academic career and employment projects that focus on the workforce skills, from entry level to advanced, required by industry sectors within the region served by the community college.

d. Structuring pathways so that instruction and learning workforce skills are aligned with industry-recognized standards where such standards exist.

3. The department of workforce development shall adopt rules pursuant to [chapter 17A](#) to implement [this section](#).

[2013 Acts, ch 141, §47](#)

[C2014, §260H.7B](#)

[2023 Acts, ch 19, §2195, 2197; 2023 Acts, ch 110, §19](#)

[C2024, §84A.15](#)

Referred to in [§256.125, 256.136](#)

A regional industry sector partnership entered into by a community college under former section 260H.7B on or before June 30, 2023, shall be valid and continue per the agreement between the community college and the partnership; [2023 Acts, ch 19, §2198](#)

Section transferred from [§260H.7B](#) in Code 2024 pursuant to directive in [2023 Acts, ch 19, §2197](#)

Section amended

84A.16 Statewide work-based learning intermediary network — fund — steering committee — regional networks.

1. A statewide work-based learning intermediary network program is established in the department of workforce development and shall be administered by the department. A separate, statewide work-based learning intermediary network fund is created in the state treasury under the control of the department of workforce development. The fund shall consist of all moneys deposited in the fund, including any moneys appropriated by the general assembly and any other moneys available to and obtained or accepted by the department of workforce development from federal or private sources for purposes of the program. Notwithstanding [section 8.33](#), moneys in the fund at the end of a fiscal year shall not revert to the general fund of the state. Notwithstanding [section 12C.7, subsection 2](#), interest or earnings on moneys in the fund shall be credited to the fund.

2. The purpose of the program shall be to prepare students for the workforce by facilitating cooperation and collaboration between businesses and entities within the state system of education, as that state system of education is described in [section 256.1, subsection 1](#), and to offer relevant, work-based learning activities to students and teachers. The program shall do all of the following:

a. Prepare students to make informed postsecondary education and career decisions.

b. Provide communication and coordination in order to build and sustain relationships between employers and local youth, the state system of education, and the community at large.

c. Connect students to career opportunities within the state, creating economic capital for the state using a skilled and available workforce.

d. Provide a one-stop contact point for information useful to both educators and employers, including information related to internships, job shadowing experiences, apprenticeable occupations as defined in [section 84E.2](#), and other workplace learning opportunities for students including those related to occupations in science, technology, engineering, mathematics, critical infrastructure, commercial and residential construction, and targeted industries as defined in [section 15.102](#).

e. Integrate services provided through the program with other career exploration-related activities, which may include but are not limited to a student's career and academic plans and career information and decision-making systems under [section 279.61](#).

f. Facilitate the attainment of portable credentials of value to employers such as the national career readiness certificate, where appropriate.

g. Develop work-based capacity with employers.

h. Provide core services, which may include student job shadowing, student internships, and teacher or student tours.

3. a. The department of workforce development shall establish and facilitate a steering committee comprised of representatives from the department of education, the economic development authority, the community colleges, the institutions under the control of the state board of regents, accredited private institutions, area education agencies, school districts, the workplace learning connection, and an apprenticeship sponsor as defined in [section 84E.2](#).

The steering committee shall be responsible for the development and implementation of the statewide work-based learning intermediary network.

b. The steering committee shall develop a design for a statewide network comprised of fifteen regional work-based learning intermediary networks. The design shall include network specifications, strategic functions, and desired outcomes. The steering committee shall recommend program parameters and reporting requirements to the department of workforce development.

4. Each regional network shall establish an advisory council to provide advice and assistance to the regional network. The advisory council shall include representatives of business and industry, including construction trade industry professionals, and shall meet at least annually.

5. Each regional network or consortium of networks shall annually submit a work-based learning plan to the department of workforce development. Each plan shall include provisions to provide core services referred to in [subsection 2](#), paragraph “h”, to all school districts within the region and for the integration of job shadowing and other work-based learning activities into secondary career and technical education programs.

6. a. Upon approval by the department of workforce development of a region’s work-based learning plan submitted pursuant to [subsection 5](#), moneys deposited in the statewide work-based learning intermediary network fund created in [subsection 1](#) shall be distributed annually by the department of workforce development to each region for the implementation of the statewide work-based learning intermediary network.

b. If the balance in the statewide work-based learning intermediary network fund on July 1 of a fiscal year is one million five hundred thousand dollars or less, the department of workforce development shall distribute moneys in the fund to regions or consortiums of regions on a competitive basis. If the balance in the statewide work-based learning intermediary network fund on July 1 of a fiscal year is greater than one million five hundred thousand dollars, the department of workforce development shall distribute one hundred thousand dollars to each region and distribute the remaining moneys pursuant to the same formula established for distribution of funds by the department of education in [section 260C.18C](#).

7. The department of workforce development shall provide oversight of the statewide work-based learning intermediary network. The department of workforce development shall require each region to submit an annual report on the region’s ongoing implementation of the statewide work-based learning intermediary network program.

8. Each regional network shall match the moneys received pursuant to [subsection 6](#) with financial resources equal to at least twenty-five percent of the amount of the moneys received pursuant to [subsection 6](#). The financial resources used to provide the match may include private donations, in-kind contributions, or public moneys other than the moneys received pursuant to [subsection 6](#).

9. The department of workforce development shall adopt rules under [chapter 17A](#) for the administration of [this section](#).

[2005 Acts, ch 154, §1](#)

[C2006, §256.40](#)

[2006 Acts, ch 1030, §31](#); [2011 Acts, ch 118, §85, 89](#); [2013 Acts, ch 141, §34](#); [2016 Acts, ch 1108, §1, 9, 33, 34](#); [2023 Acts, ch 19, §2199, 2200](#)

[C2024, §84A.16](#)

Referred to in [§84A.5, 85.61, 256.125, 256.133](#)

Section transferred from [§256.40](#) in Code 2024 pursuant to directive in [2023 Acts, ch 19, §2200](#)

Section amended

84A.17 Older American community service employment program.

1. The department of workforce development shall direct and administer the older American community service employment program as authorized by the federal Older Americans Act of 1965, 42 U.S.C. §3001 et seq., as amended.

2. The purpose of the program is to foster individual economic self-sufficiency and to increase the number of participants placed in unsubsidized employment in the public and private sectors while maintaining the community service focus of the program.

3. Funds appropriated to the department of workforce development from the United States department of labor shall be distributed to subgrantees in accordance with federal requirements.

4. The department of workforce development shall require such uniform reporting and financial accounting by subgrantees as may be necessary to fulfill the purposes of [this section](#).

5. The older American community service employment program shall be coordinated with the federal Workforce Innovation and Opportunity Act administered by the department of workforce development.

[86 Acts, ch 1245, §1019](#)

C87, §249D.51

C93, §231.51

[96 Acts, ch 1186, §23](#); [2002 Acts, ch 1058, §1](#); [2005 Acts, ch 45, §13](#); [2011 Acts, ch 118, §85, 89](#); [2013 Acts, ch 18, §26](#); [2023 Acts, ch 19, §2229, 2231](#)

C2024, §84A.17

Referred to in [§84A.5](#)

Section transferred from §231.51 in Code 2024 pursuant to directive in [2023 Acts, ch 19, §2231](#)

Section amended

84A.18 Reports and records — penalties.

1. An owner, operator, or manager of every factory, mill, workshop, mine, store, railway, business house, public or private work, or any other establishment where labor is employed, shall submit to the department of workforce development reports in the form and manner prescribed by the director of the department of workforce development by rule, for the purpose of compiling labor statistics. The owner, operator, or business manager shall submit the reports within sixty days from receipt of notice, and shall certify under oath the accuracy of the reports. For purposes of [this section](#), “factory”, “mill”, “workshop”, “mine”, “store”, “railway”, “business house”, and “public or private work” shall mean any factory, mill, workshop, mine, store, railway, business house, or public or private work where wage earners are employed for compensation.

2. Notwithstanding [chapter 22](#), records submitted under [subsection 1](#) that contain identifiable financial institution or credit card account numbers shall be kept confidential.

3. a. Any officer or employee of the department of workforce development who makes unlawful use of a report submitted under [subsection 1](#) shall be guilty of a serious misdemeanor.

b. Any person who has access to a report submitted under [subsection 1](#) who makes unlawful use of the report shall be guilty of a serious misdemeanor.

c. Any owner, operator, or manager of a factory, mill, workshop, mine, store, railway, business house, or public or private work who fails to submit the report required under [subsection 1](#) shall be guilty of a simple misdemeanor.

4. The director of the department of workforce development shall adopt rules pursuant to [chapter 17A](#) to administer [this section](#).

[C97, §2474; S13, §2474; C24, 27, 31, 35, 39, §1521; C46, 50, 54, 58, 62, 66, 71, 73, 75, 77, 79, 81, §91.12]

[98 Acts, ch 1105, §4](#); [2023 Acts, ch 19, §2289, 2290](#)

C2024, §84A.18

Section transferred from §91.12 in Code 2024 pursuant to directive in [2023 Acts, ch 19, §2290](#)

Section amended

84A.19 Adult education and literacy programs.

1. For purposes of [this section](#), unless the context otherwise requires:

a. “Adult education and literacy programs” means adult basic education, adult education leading to a high school equivalency diploma under [chapter 259A](#), English as a second language instruction, and workplace and family literacy instruction.

b. “Community colleges” means the same as defined in [section 260C.2](#).

2. The department of workforce development and community colleges shall jointly implement adult education and literacy programs to assist adults and youths sixteen years

of age and older who are not in school in obtaining the knowledge and skills necessary for further education, work, and community involvement.


3. The department of workforce development, in consultation with community colleges, shall prescribe standards for adult education and literacy programs including but not limited to contextualized and integrated instruction, assessments, instructor qualification and professional development, data collection and reporting, and performance benchmarks.

4. The department of workforce development, in consultation with community colleges, shall adopt rules pursuant to [chapter 17A](#) to administer [this section](#).

[2023 Acts, ch 19, §2291](#)

Referred to in [§84A.5](#)

NEW section


State of Iowa
Executive Department

IN THE NAME AND BY THE AUTHORITY OF THE STATE OF IOWA

EXECUTIVE ORDER NUMBER TEN

- WHEREAS,** over several decades the proliferation of administrative rules and regulations at all levels of government has imposed high costs on employers, inhibited job growth, impeded private sector investment, and increased the complexity and expense of economic life;
- WHEREAS,** reducing this regulatory burden on Iowans will promote citizens' freedom to engage in individual, family, and business pursuits;
- WHEREAS,** the Iowa Administrative Code contains over 20,000 pages and 190,000 restrictive terms;
- WHEREAS,** a comprehensive evaluation of existing administrative rules is essential to determine the necessity and effectiveness of those rules in light of national economic headwinds facing Iowans;
- WHEREAS,** obsolete, ineffective, excessively burdensome, or redundant administrative rules and regulations should be repealed;
- WHEREAS,** rulemaking authority is derived from and limited by the authority delegated to executive agencies by the general assembly;
- WHEREAS,** an administrative rulemaking moratorium will permit the Administrative Rules Coordinator and executive agencies to devote resources to a comprehensive evaluation and rigorous cost-benefit analysis of existing administrative rules; and
- WHEREAS,** wherever possible, and without compromising the health and safety of Iowans, this review should result in the elimination or simplification of unnecessary or unduly burdensome rules and regulations.

NOW, THEREFORE, I, Kim Reynolds, Governor of the State of Iowa, by virtue of the authority vested in me by the Constitution and laws of this state, do hereby order the following:

PROCESS FOR REVIEW OF EXISTING RULES

- I.** Each rule chapter of the Iowa Administrative Code effective on January 1, 2023 shall be reviewed by the agency, board, or commission that promulgated the rule according to a schedule established by the Administrative Rules Coordinator (ARC) as follows:
 - A.** All rule chapters shall be reviewed and, if applicable, be promulgated as specified in this Executive Order no later than December 31, 2026;
 - B.** The agency review schedule shall be staggered across agencies. The ARC shall ensure the volume of rules that are reviewed by the agencies in any given year is such that the public can engage and provide meaningful input in any individual rulemaking; and
 - C.** The agency review schedule shall be posted on the Governor's website as well as the agency's website no later than March 1, 2023.
- II.** After issuing the rule report under Part III of this Executive Order, each agency must publish a notice of intended action in accordance with the provisions of the Iowa Administrative Procedure Act to repeal the existing rule chapter by the agency review date.

- III.** An agency wishing to renew a rule chapter beyond the agency review date must promulgate a new rulemaking in accordance with the following requirements in addition to the provisions of the Iowa Administrative Procedure Act:
- A.** The agency, board, or commission must perform a retrospective analysis that includes a comprehensive evaluation and rigorous cost-benefit analysis of each existing administrative rule to determine whether the benefits the rule is intended to achieve are being realized, whether those benefits justify the costs of the rule, and whether there are less restrictive alternatives to accomplish those benefits. This analysis should be guided by the statutory language giving the agency, board, or commission the authority to promulgate the rule.
 - i.** The ARC, with the assistance of the Department of Management (DOM), shall develop a standardized process for the required retrospective analysis. Any such forms shall be posted on the website of DOM no later than March 1, 2023.
 - ii.** Agencies, boards, and commissions should start the new rulemaking from a zero-base and not seek to reauthorize an existing rule chapter without a critical and comprehensive review. Agencies, boards, and commissions must use the retrospective analysis to guide which regulations, if any, should be re-promulgated in order to carry out the statutory language giving the agency, board, or commission the authority to promulgate the rulemaking. The agency, board, or commission shall remove obsolete, outdated, inconsistent, incompatible, redundant, or unnecessary language, including instances where rule language is duplicative of statutory language.
 - iii.** The agency, board, or commission shall submit a rule report to the ARC by September 1 of the year of the agency review date. The rule report shall contain the retrospective analysis of the rule chapter, a list of rules the agency, board, or commission proposes to repeal and not re-promulgate, and a list of rules the agency, board, or commission proposes to re-promulgate.
 - B.** The agency, board, or commission must publish a notice of intended action and hold at least two public hearings designed to maximize public participation in the rulemaking process. A copy of the retrospective analysis must be published on the agency's website prior to the public hearings.
 - C.** Each new rule chapter finalized by the agency must reduce the overall regulatory burden, or remain neutral, as compared to the previous rule chapter.
 - D.** All proposed amendments to an existing chapter must be contained within a single rulemaking.

PROCESS FOR NEW AND AMENDED RULES

- IV.** To create a more stable regulatory environment and provide businesses with certainty, there is a moratorium on rulemaking. State agencies shall not initiate, by filing a notice of intended action or an adopted and filed emergency, any new rulemaking from February 1, 2023 through the agency review date established by the ARC, unless the agency is directed by the ARC to take a rulemaking action or all of the following conditions apply and the rulemaking is precleared by the ARC:
- A.** The rulemaking is narrowly-tailored to achieve one or more of the following objectives:
 - i.** To reduce or remove a regulatory burden, including reducing restrictive terms;
 - ii.** To remove obsolete, outdated, inconsistent, incompatible, redundant, or unnecessary regulations, including instances where rule language is duplicative of statutory language;
 - iii.** To comply with a new statutory requirement, court order, or federal mandate where no waiver is permitted;
 - iv.** To prevent a substantiated and well-documented threat to public health, peace, or safety;

- v. To reduce state spending;
- vi. To repeal a rule chapter as specified in Part II of this Executive Order; or
- vii. To re-promulgate a rule chapter as specified in Part III of this Executive Order.

B. The agency completes a regulatory analysis of the new or amended rulemaking containing the items listed in section 17A.4A(2) of the Iowa Code and complies with the following:

- i. At least one public hearing is conducted on the regulatory analysis prior to final publication on the agency's website.
- ii. A copy of the final regulatory analysis must be published on the agency's website prior to submission of the rulemaking to the ARC for preclearance.

V. Emergency rules shall be limited to those that are intended to avoid an immediate danger or are required to meet a specific deadline specified in statute, a court order, or by this Executive Order or the ARC.

IMPLEMENTATION AND INTERPRETATION

VI. This Executive Order applies to all departments, agencies, boards, or commissions that have promulgated rules contained within the Iowa Administrative Code but does not apply to statewide constitutional officers or rules promulgated under the authority of those officers.

VII. This Executive Order shall be interpreted in accordance with all applicable laws and regulations and shall not supersede any laws or regulations in place as of its effective date. If any provision of this Executive Order is found to be invalid, unenforceable, or otherwise contrary to applicable law, then the remaining provisions of this Executive Order, as applied to any person or circumstance, shall continue in full force and effect and shall not be affected by such finding of invalidity or unenforceability.

VIII. This Executive Order does not create any right or benefit, substantive or procedural, enforceable at law or in equity, by any party against the State of Iowa, its departments, agencies, or political subdivisions, or its officers, employees, agents, or any other persons.

IX. This Executive Order shall apply prospectively only as of its effective date.



IN TESTIMONY WHEREOF, I HAVE HEREUNTO SUBSCRIBED MY NAME AND CAUSED THE GREAT SEAL OF THE STATE OF IOWA TO BE AFFIXED AT DES MOINES, IOWA THIS TENTH DAY OF JANUARY IN THE YEAR OF OUR LORD TWO THOUSAND TWENTY-THREE.

Kimberly K. Reynolds

 KIMBERLY K. REYNOLDS
 GOVERNOR

ATTEST:

Paul D. Pate

 PAUL D. PATE
 SECRETARY OF STATE

One-Stop Center Certification Standards: Physical and Programmatic Accessibility

The One-Stop Center certification standards for physical and programmatic accessibility draw from existing materials (e.g., Iowa’s WIOA state plan, Disability Access Committee materials, WINTAC integration continuum materials), SWDB input (February 2021 meeting and May/June 2021 online survey responses), and accessibility standards established by other states.

The standards align with the One-Stop certification requirements described at [20 CFR 678.800](#) (as well as [34 CFR 361.800](#) and [34 CFR 463.800](#)) and in [USDOL-ETA’s Training and Employment Guidance Letter \(TEGL\) No. 16-16](#), “One-Stop Operations Guidance for the American Job Center Network.” Per these requirements, certification standards related to physical and programmatic accessibility must include evaluations of how well the Center ensures equal opportunity for individuals with disabilities to participate in or benefit from Center services. Evaluations must include criteria evaluating how well the Centers and delivery systems take actions to comply with the disability-related regulations implementing [WIOA sec. 188](#), set forth at [29 CFR part 38](#), including:

- Providing reasonable accommodations for individuals with disabilities;
- Making reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination against persons with disabilities;
- Administering programs in the most integrated setting appropriate;
- Communicating with persons with disabilities as effectively as with others;
- Providing appropriate auxiliary aids and services, including assistive technology devices and services, where necessary to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of, the program or activity; and
- Providing for the physical accessibility of the Center to individuals with disabilities.

The accessibility certification standards also address Center program, service, and resource accessibility for individuals whose first language is not English and individuals with lower literacy levels.

Note: The table below includes accessibility standards for both comprehensive and affiliate Centers, in separate columns. In most cases, the same standard applies to both comprehensive and affiliate Centers. However, in one case, standard #8, the standard for affiliate Centers has been adjusted from the standard for comprehensive Centers to reflect different statutory, regulatory, and policy requirements as well as typical partner presence, staffing, operations, and service delivery in affiliate Centers.

Certification Standards – Comprehensive Standards	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>1. The Center supports knowledge development and capacity building of all partners and staff providing services in the Center by providing onboarding and regular refresher training on applicable laws, regulations, and policies regarding providing equal opportunity to all customers and ensuring nondiscrimination in service delivery.</p>	<p><i>1. Same as comprehensive Center standard.</i></p>	<ul style="list-style-type: none"> ▪ Staff training agendas/training content and training schedules ▪ Training records ▪ Staff demonstrate knowledge/familiarity when asked ▪ Job descriptions and professional development plans include this focus
<p>2. The location and internal and external physical layout of the Center is accessible to and inclusive of individuals with disabilities and provides suitable space for service delivery.</p>	<p><i>2. Same as comprehensive Center standard.</i></p>	<ul style="list-style-type: none"> ▪ Monitoring documents to attest to the Center’s compliance with ADA standards ▪ External: Center is on an accessible public transport line or other transport mode (e.g., van service) that is accessible to individuals with disabilities; parking lot spaces closest to the door are dedicated and marked for individuals with disabilities; the Center features ramps for wheelchair access, automatic doors, and wide paths and doorways ▪ Internal: The Center interior includes ramps as necessary; automatic doors; wide doorways; adjustable workstations; wide and easily navigable corridors; adjustable seating; and accessible restrooms

Certification Standards – Comprehensive Standards	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>3. The Center’s programs and services are accessible to and inclusive of individuals with disabilities.</p>	<p>3. <i>Same as comprehensive Center standard.</i></p>	<ul style="list-style-type: none"> ▪ The Disability Access Committee (DAC) is consulted to identify and address gaps in accessibility within the Centers. The DAC documents steps taken to address identified deficiencies ▪ Software programs meet the Web Content Accessibility Guidelines 2.0, AA (WCAG) standards for accessibility ▪ Vital information is 508c-compliant, as verified by a sample of documents

Certification Standards – Comprehensive Standards	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>4. The Center and its programs and services are accessible to and inclusive of individuals whose first language is not English and who have lower literacy levels. Language assistance services (e.g., oral interpretation, written translation, online translation tools) are available as appropriate based on the needs of the local population and are provided in a timely manner and free of charge.</p>	<p>4. <i>Same as comprehensive Center standard.</i></p>	<ul style="list-style-type: none"> ▪ Review and confirmation of available language assistance services ▪ Review and confirmation of availability of limited literacy/“plain language”-format materials ▪ Review and confirmation of vital information available in translation or availability of staff assistance and/or online or other tools to assist with translation needs as needed ▪ Materials containing vital information that are produced by the Center only in English include a “Babel notice” provided in the predominant languages, or likely to be encountered in the community, that informs readers that the material contains vital information and explains how to access language services to have the contents of the communication provided in other languages ▪ A written language access plan is being developed or updated to ensure that LEP individuals have meaningful access as outlined by the appendix in 29 CFR § 38.9

Certification Standards – Comprehensive Standards	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>5. The Center has trained staff who can proficiently use available assistive technology and aids for individuals with disabilities (e.g., visual, hearing, physical, mental, and intellectual) and help customers use it. Assistive technology and aids provided by the Center are adequate and up-to-date to ensure access to computers, software, and other Center resources and services for customers with disabilities. Center staff know which assistive technologies and aids are available and where they are located.</p>	<p>5. <i>Same as comprehensive Center standard.</i></p>	<ul style="list-style-type: none"> ▪ Confirmation of available and functioning assistive technology and aids ▪ Staff training agendas/training content and training schedules ▪ Training records ▪ Staff demonstrate their knowledge/familiarity with using assistive technology and aids ▪ Documentation of consultation with the Disability Access Committee around provision of assistive technology and aids and staff training on their use
<p>6. In compliance with WIOA sec. 188, the Center and/or the LWDB has policies, procedures, or other guidance in place regarding nondiscrimination and ensures equal physical and programmatic opportunity, accessibility, and inclusiveness for all customers.</p>	<p>6. <i>Same as comprehensive Center standard.</i></p>	<ul style="list-style-type: none"> ▪ Published local policies, procedures, or other guidance ▪ Disability Access Committee and/or WINTAC integration continuum materials ▪ Center operational plan ▪ Center service delivery process flow/guidance

Certification Standards – Comprehensive Standards	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>7. Services are provided in an integrated and inclusive setting, as appropriate for the individual customer and in accordance with applicable laws, regulations, and policies.</p>	<p>7. <i>Same as comprehensive Center standard.</i></p>	<ul style="list-style-type: none"> ▪ Confirmation with staff that services for individuals with disabilities are not segregated/that individuals with disabilities are not automatically routed to providers of service for individuals with disabilities ▪ Published local policies, procedures, or other guidance ▪ Disability Access Committee and/or WINTAC integration continuum materials ▪ Center operational plan ▪ Center service delivery process flow/guidance

Certification Standards – Comprehensive Standards	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>8. All customers have equal opportunity and are provided basic career services and access to other services provided by all WIOA core, required, and locally-included/non-mandatory partners in a timely manner, either on-site at the Center, through on-demand technology/direct linkage¹, or through trained staff from another partner program².</p>	<p>8. The Center maximizes customers’ equal opportunity and timely access to the programs and services of non-co-located One-Stop core and required partners through methods such as trained staff from on-site partner programs, direct linkage, “warm” referral³, and/or other methods.</p>	<ul style="list-style-type: none"> ▪ The local MOU reflects the coordinated service delivery method and approach for all customers, including those with disabilities ▪ If not described in the MOU, there is documentation in place that describes how all customers, including those with disabilities, have access to all of the services provided by core and required WIOA partners

¹ See [USDOL-ETA TEGL No. 16-16](#). In the TEGL, “direct linkage” is defined as “providing a direct connection at the American Job Center within a reasonable time, by phone or through a real-time Web-based communication, to a program staff member who can provide program information or services, including career services, to the customer. Solely providing a phone number, Web site, information, pamphlets, or materials does not constitute a ‘direct linkage.’”

² [TEGL No. 16-16](#) describes “trained staff” as “having a staff member from a different partner program physically present at the American Job Center and *appropriately trained* [emphasis in the original] to provide information to customers about the programs, services, and activities available through all partner programs.”

³ “Warm referral” means that Center staff make direct contact with other programs on behalf of the customer to schedule necessary appointments and follow-up in a timely manner, rather than requiring the customer to manage his/her own referral.

Certification Standards – Comprehensive Standards	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>9. Center partner staff provide opportunities for competitive, integrated employment for individuals with disabilities. Competitive, integrated employment is non-segregated, community-based employment with employers that also employ individuals without disabilities, in occupations comparable to those held by employees who do not have disabilities.</p>	<p>9. <i>Same as comprehensive Center standard.</i></p>	<ul style="list-style-type: none"> ▪ Published local policies, procedures, or other guidance ▪ Disability Access Committee and/or WINTAC integration continuum materials ▪ Center operational plan ▪ Center service delivery process flow/guidance ▪ Data on the types of jobs the Center is referring individuals with disabilities to and placing them in ▪ Documentation of business service team outreach to employers related to competitive, integrated employment opportunities for candidates with disabilities

One-Stop Center Certification Standards: Effectiveness

The One-Stop Center certification standards for effectiveness draw from existing materials (e.g., Iowa’s WIOA state plan), SWDB input (February 2021 meeting and May/June 2021 online survey responses), and effectiveness standards established by other states. The standards align with the One-Stop certification requirements described at [20 CFR 678.800](#) (as well as [34 CFR 361.800](#) and [34 CFR 463.800](#)) and in [USDOL-ETA’s Training and Employment Guidance Letter \(TEGL\) No. 16-16](#), “One-Stop Operations Guidance for the American Job Center Network.” Per these requirements, certification standards related to effectiveness must include evaluations of how well the Center:

- Integrates available services for participants and businesses.
- Meets the workforce development needs of participants and the employment needs of local employers.
- Operates in a cost-efficient manner.
- Coordinates services among the One-Stop partner programs.
- Provides access to partner program services to the maximum extent practicable; and
- Takes feedback from One-Stop customers into account in evaluation of the elements above.

Note: The table below includes effectiveness standards for both comprehensive and affiliate Centers, in separate columns. In some cases, the same standard applies to both comprehensive and affiliate Centers. In others, the standards for comprehensive Centers have been adjusted to reflect different statutory, regulatory, and policy requirements as well as typical staffing, partner presence, operations, and service delivery in affiliate Centers. Finally, in one case (standard #4), there is only a standard for comprehensive Centers. However, local workforce development boards may choose to set a related standard for affiliate Centers, as appropriate to the situation in their local workforce areas.

Certification Standards – Comprehensive Centers	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
1. Center staff who perform the Welcome and Exploratory Services functions are cross trained to be knowledgeable with the functions and basic eligibility requirements of each program.	1. <i>Same as comprehensive Center standard.</i>	<ul style="list-style-type: none"> • Agendas, training materials, meeting notes which document the partners sharing services and resources • Memorandum of Understanding • Customer satisfaction surveys • Job descriptions/documents outlining job duties

Certification Standards – Comprehensive Centers	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>2. The Center ensures that customers have access to all One-Stop programs and services through co-located on-site staff, the use of appropriately trained on-site partner staff⁴, or direct technology linkage⁵. In addition, the Center has a process in place to ensure that referrals to One-Stop or other partners that are not co-located in the Center are “warm”⁶ and facilitated.</p>	<p>2. The Center maximizes customers’ timely access to the programs and services of non-co-located One-Stop core and required partners through “warm” and facilitated referrals and/or other methods, such as using trained staff from on-site partner programs or direct technology linkage.</p>	<ul style="list-style-type: none"> • Memorandum of Understanding • Policy and procedure documents • SOPs • Case notes
<p>3. The Center has a documented, seamless customer flow process that is integrated and inclusive of the following activities:</p> <ul style="list-style-type: none"> • Welcome, intake, and orientation • Management of the Exploratory Services Area • Workshops • Development of the Individual Employment Plan (IEP) or service plan • Assessment – informal and/or formal • Referrals • Any other activities as defined by the local workforce development board 	<p>3. The Center has a documented, seamless customer flow process that is integrated and inclusive of the following activities:</p> <ul style="list-style-type: none"> • Welcome, intake, and orientation • Management of the Exploratory Services Area • Development of the Individual Employment Plan (IEP) or service plan • Assessment – informal and/or formal • Referrals • Any other activities as defined by the local workforce development board 	<ul style="list-style-type: none"> • Customer flow chart or similar document • WIOA service integration continuum self-assessment results and next steps template document • SOPs • Memorandum of Understanding

⁴ USDOL-ETA [TEGL No. 16-16](#) describes “trained staff” as “having a staff member from a different partner program physically present at the American Job Center and *appropriately trained* [emphasis in the original] to provide information to customers about the programs, services, and activities available through all partner programs.”

⁵ [USDOL-ETA TEGL No. 16-16](#) defines “direct linkage” as “providing a direct connection at the American Job Center within a reasonable time, by phone or through a real-time Web-based communication, to a program staff member who can provide program information or services, including career services, to the customer. Solely providing a phone number, Web site, information, pamphlets, or materials does not constitute a ‘direct linkage.’”

⁶ “Warm referral” means that Center staff make direct contact with other programs on behalf of the customer to schedule necessary appointments and follow-up in a timely manner, rather than requiring the customer to manage his/her own referral.

Certification Standards – Comprehensive Centers	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>4. Center staff are organized on functional teams that are intuitive to customers, rather than organized by program or partners. Centers must include one or more Teams that provide Welcoming, Exploratory Services, Career Services, Business Engagement and any others determined by the local workforce development board or the Center, and each team has an organized team structure (Iowa WIOA Policy Chapter 1, Section 4.9, “Characteristics of the One-Stop Delivery System”).</p>	<p><i>No corresponding standard for affiliate Centers. However, local workforce development boards may choose to set a related standard for affiliate Centers, as appropriate to the situation in their local workforce areas.</i></p>	<ul style="list-style-type: none"> • Organizational chart that outlines the functional teams and their roles • Memorandum of Understanding • Meeting summaries/notes from internal team meetings
<p>5. Through coordination by the One-Stop Operator, leadership staff of on-site partners collaborate to manage the functions of the Center.</p>	<p>4. Leadership staff of on-site partners collaborate to manage the functions of the Center. Management of Center functions may be coordinated by the One-Stop Operator if the local workforce development board had given the Operator this role in affiliate Centers.</p>	<ul style="list-style-type: none"> • Center organizational chart • Agendas and meeting notes documentation • SOPs
<p>6. The Center uses a team-based case management approach for customers who are receiving services from multiple partners based on their individual needs, with appropriate processes and methods in place for partners to share customer information to meet the full range of customer needs.</p>	<p>5. Affiliate Center staff use a team-based case management approach for customers who are receiving services from multiple partners in the affiliate Center. For customers who are receiving services from both affiliate and comprehensive Center partners, there is a process in place to coordinate case management with the comprehensive Center in the local area.</p>	<ul style="list-style-type: none"> • Center SOPs • Memorandum of Understanding • Documentation of the Center’s use of the Integrated Resource Team model • Minutes of service planning/case management team meetings • Case notes • Confidentiality agreements and/or other information sharing agreements

Certification Standards – Comprehensive Centers	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
7. The Center uses customer feedback and data to assess and improve job seeker and employer satisfaction and the quality of services at the Center.	6. <i>Same as comprehensive Center standard.</i>	<ul style="list-style-type: none"> • Documentation of the Center’s review of and response to customer feedback gathered through surveys, interviews or focus groups, customer suggestions, VOS greeter, etc. • Notes/summaries of Center management team, functional team, and partner meetings
8. The Center uses demographic data to support customer outreach and service strategies to ensure equitable access and quality services for all customers.	7. <i>Same as comprehensive Center standard.</i>	<ul style="list-style-type: none"> • Documentation of the Center’s review of demographic and/or other available data • Notes/summaries of Center management team, functional team, and partner meetings
9. The Center operates in a cost-effective manner. Center partners share Center costs as required by and in alignment with the Infrastructure Funding Agreement.	8. <i>Same as comprehensive Center standard.</i>	<ul style="list-style-type: none"> • One-Stop operating budget that is reconciled in accordance with policy and Infrastructure Funding Agreement that outlines costs shared by partners • Memorandum of Understanding
10. The Center’s integrated business services team shares information across partners to better serve business customers, streamlines outreach to and communications with businesses, and utilizes a single point of contact approach with business customers to represent the integrated business services team.	9. The Center coordinates any business customer-facing activity with the comprehensive Center’s integrated business services team.	<ul style="list-style-type: none"> • Organizational chart of Center • Written documentation of business services team and approach • SOPs • LWDB policy • Integrated informational and marketing materials

Certification Standards – Comprehensive Centers	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>11. The Center’s floorplan/design includes adequate space and capacity to appropriately meet customers’ needs and includes:</p> <ul style="list-style-type: none"> • Organization and signage by function (as listed in standard #4) rather than by program • A welcoming and comfortable “front of the Center” space • Adequate office space for privacy and confidentiality, when needed • Adequate classroom/workshop space • Adequate technology, computer resources, or lab space • Sufficient multi-purpose space adaptable to meet changing needs <p>In addition, Center hours of operation accommodate the schedules of individuals who are not able to access the Center during regular business hours, as needed.</p>	<p>10. The Center’s floorplan/design includes adequate space and capacity to appropriately meet customers’ needs and includes, as feasible and as appropriate:</p> <ul style="list-style-type: none"> • Organization and signage by function rather than by program • A welcoming and comfortable “front of the Center” space • Adequate office space for privacy and confidentiality, when needed • Adequate classroom/workshop space • Adequate technology and computer resources • Sufficient multi-purpose space adaptable to meet changing needs <p>In addition, Center hours of operation accommodate the schedules of individuals who are not able to access the Center during regular business hours, as needed.</p>	<ul style="list-style-type: none"> • Assessment of Center design and physical space related to the elements listed in the standard • Floorplans/Center layout • Center physical space signage/labeling • Center operating schedule
<p>12. The Center has a formal communication plan to share information and coordinate with all partner staff, including staff housed at affiliate Centers. The Center also holds regular meetings of on-site partners and includes other partners as needed.</p>	<p>11. The Center has a process in place to share information among on-site partner staff. The Center also has a process in place to share information and coordinate with partner staff housed in the comprehensive Center(s).</p>	<ul style="list-style-type: none"> • Communications plan • Agendas and notes from Center, functional team, and partner meetings • Communication/organizational chart • MOU • Local Plan

Certification Standards – Comprehensive Centers	Certification Standards – Affiliate Centers	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>13. The Center management team or One-Stop Operator provides regular reports to the local workforce development board regarding Center operations, performance/outcomes metrics, and customer satisfaction/quality of services to customers.</p>	<p>12. The Center management team provides regular reports to the local workforce development board regarding Center operations, performance/outcomes metrics, and customer satisfaction/quality of services to customers. Preparation and submission of these reports may be coordinated by the One-Stop Operator if the local workforce development board had given the Operator this role in affiliate Centers.</p>	<ul style="list-style-type: none"> • Board minutes, meeting notes • Center management team reports
<p>14. Center signage, Center staff identifiers (including nametags, badges, email signatures, and voicemail greetings), and Center promotional materials, educational materials, fliers, pamphlets, social media posts, etc. reflect the IowaWORKS brand and appropriate use of American Job Center branding, not solely the branding of individual agencies, boards, or programs.</p>	<p>13. <i>Same as comprehensive Center standard.</i></p>	<ul style="list-style-type: none"> • Review of Center signage, staff identifiers, materials, etc. • Policies and procedures • Communications plan • Social media policies

One-Stop Center Certification Standards: Continuous Improvement

The One-Stop Center certification standards for continuous improvement draw from existing materials (e.g., Iowa’s WIOA state plan), SWDB input (February 2021 meeting and May/June 2021 online survey responses), and continuous improvement standards established by other states. The standards align with the One-Stop certification requirements described at [20 CFR 678.800](#) (as well as [34 CFR 361.800](#) and [34 CFR 463.800](#)) and in [USDOL-ETA’s Training and Employment Guidance Letter \(TEGL\) No. 16-16](#), “One-Stop Operations Guidance for the American Job Center Network.” Per these requirements, certification standards related to continuous improvement include evaluations of how well the Center:

- Supports the achievement of the negotiated local levels of performance for the indicators of performance for the local area;
- Establishes a regular process for identifying and responding to technical assistance needs;
- Establishes a regular system for continuing staff professional development; and
- Has systems in place to capture and respond to specific customer feedback.

Continuous improvement, in the context of the public workforce system, is the ongoing assessment and improvement of services and processes to achieve maximum benefit and value for the customer. To continually improve the system, decision makers must have data that provides insight into Center performance relative to local area-wide performance targets; staff support, technical assistance, and training needs; and customer experience of the service process and results. One-stop certification standards require not just that this data is collected and analyzed, but also that it is actively and ongoingly used to improve and enhance decisions and investments, system coordination, processes and operations, and service delivery.

Note: All continuous improvement standards apply to both comprehensive and affiliate Centers.

Certification Standards	Example Certification Indicators (i.e., bases for determining that the standards have been met)
1. A method or process exists to identify professional development needs of center staff.	<ul style="list-style-type: none"> • Written process/method • Professional development schedule • Staff interviews • Observation
2. Center staff are provided on-going training and cross-training to ensure they have the knowledge necessary to appropriately and effectively serve and/or refer customers.	<ul style="list-style-type: none"> • Training schedule, attendance rosters • Staff interviews • Training certificates

Certification Standards	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>3. Each partner agency providing service in the center commits to supporting and making available professional learning opportunities for their staff.</p>	<ul style="list-style-type: none"> • Training schedule • Meeting notes • Charter or another organizing document • Training certificates • MOU
<p>4. Methods are in place to track customer satisfaction and feedback. These results are reported regularly to the local workforce development board and are used to refine service delivery within the center.</p>	<ul style="list-style-type: none"> • Policy and/or process documents • Customer satisfaction data (collected locally or at the state level) • Data from customer interviews, focus groups, surveys, etc. • Data analysis • Meeting summaries where information was discussed • Local WDB meeting minutes
<p>5. The center has demonstrated high customer satisfaction from job seeking customers as determined by the Local WDB.</p>	<ul style="list-style-type: none"> • Customer satisfaction data (collected locally or at the state level) • Data from customer interviews, focus groups, surveys, etc.
<p>6. The center has demonstrated high customer satisfaction from business customers as determined by the Local WDB.</p>	<ul style="list-style-type: none"> • Customer satisfaction data (collected locally or at the state level) • Data from customer interviews, focus groups, surveys, etc.

Certification Standards	Example Certification Indicators (i.e., bases for determining that the standards have been met)
<p>7. Center partners demonstrate a shared commitment to providing customers with high-quality, impactful service experiences⁷.</p>	<ul style="list-style-type: none"> • Center service delivery vision, mission, and/or values • Customer-centered design work documents/materials • MOU • Charter • Meeting notes • Staff interviews • Observation
<p>8. The center has robust internal processes in place to assess and improve operational efficiency and effectiveness, including but not limited to the level and effectiveness of partner integration, service planning and delivery coordination, center processes (e.g., welcome, referral, and other processes), review of WIOA key performance measures, etc.</p>	<ul style="list-style-type: none"> • Written assessment process/method and results • Meeting notes • Process improvement documents • Customer survey results • Staff interviews • WINTAC integration continuum materials • Analysis of performance data/reports
<p>9. The center tracks progress of partner integration efforts through the use of the WINTAC integration model, or another model approved by the SWDB, to positively impact system integration across multiple center services, including outreach and intake, assessment, career services, case management, career pathways, and business engagement.</p>	<ul style="list-style-type: none"> • Written process/method • Meeting notes • Process improvement documents • WINTAC integration continuum materials • Integration Continuum Major Processes Desk Aid • Disability Access Committee meeting notes/reports

⁷ See [USDOL-ETA TEGL No. 04-15](#), “Vision for the One-Stop Delivery System under the Workforce Innovation and Opportunity Act (WIOA).”

Approved Date:

Effective Date: July 1, 2023

Subject: Dislocated Worker Program Policy

Purpose

The purpose of this policy is to provide guidance on participant eligibility for enrollment as a Dislocated Worker in the Workforce Innovation and Opportunity Act (WIOA) Title I Program.

Minimum Eligibility Requirements

- I. Individuals are eligible to receive career services under the WIOA Title I Dislocated Worker program if they meet all of the requirements listed below:
 - A. 18 years of age or older
 - B. A citizen of the United States or U.S. Territory, a U.S. permanent resident, or an alien/refugee lawfully admitted to the U.S.
 - C. Registered with Selective Service if applicable
 - D. Meet the requirements of at least one of the additional eligibility categories

Additional Eligibility Categories

- I. An individual who has been terminated or laid off, or who has received a notice of termination or layoff-from employment, including separation from active military service (other than dishonorable discharge) and;
 - A. is eligible for or has exhausted entitlement to unemployment compensation and is unlikely to return to a previous industry or occupation; or
 - B. has been employed for a duration sufficient to demonstrate attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law and is unlikely to return to a previous industry or occupation.
- II. An individual who:
 - A. has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantiation layoff at, a plant, facility, military installation or enterprise;
 - B. is employed at a facility at which the employer has made a general announcement that such facility or military installation will close within 180 days; or
 - C. for purposes of eligibility to receive services other than training services, individualized career services or support services, is employed at a facility at which the employer has made a general announcement that such facility will close.

- III. An individual who was self-employed (including employment as a farmer, rancher, or fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters, as defined by Local Workforce Development Boards (WDBs). This includes family members and farm workers or ranch hands.
 - A. Is a displaced homemaker
 - B. Is the spouse of:
 - 1. a member of the Armed Forces on active duty who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or
 - 2. a member of the Armed Forces on active duty and who meets the criteria for displaced homemaker.

Dislocation Designation

- I. In determining the initial eligibility for dislocated workers, an individual may continue to be considered to be dislocated from a previous employer until:
 - A. The individual works in a permanent, full-time job (minimum of 30 hours per week) for four weeks;
 - B. After an individual works for four weeks and is laid off again or subject to a plant closure, this employer becomes their new employer of dislocation; or
 - C. If there is a National Dislocated Worker Grant (NDWG) or a certified Trade Adjustment Assistance (TAA) petition for the original employer of dislocation and the individual was part of the target group, the individual may be served by the NDWG or TAA funds if they are still available and the individual meets the definition of a dislocated worker. This is true even though the individual has worked for a new employer since the original dislocation.

Funding Eligibility upon Employment

- I. If a dislocated worker is enrolled in a training service and works in a permanent, full-time job that leads to self-sufficiency, career planners must determine if WIOA Title I services can continue to fund the training service based on the following criteria:
 - A. If the individual has accepted full-time permanent employment to meet basic needs of the individual or family to meet their immediate employment goal, training services can continue.
 - B. If the job that the individual has taken requires the training he or she is currently receiving, training services can continue. For example, a participant must obtain a teaching certificate to get or keep a teaching job.
 - C. If the participant has obtained full-time permanent employment and is no longer pursuing the career goal in the Individualized Employment Plan (IEP) but simply wants to complete the training services, funding for the training services should cease. In the event this precludes the participant from completing the training program, consideration to continue funding the training is at the discretion of the Local WDB.

- II. The WIOA Title I Dislocated Worker program does not require an individual to return to the employer of dislocation. A description of their employment must be documented in the data management system.

Equal Opportunity Program / Employer – Auxiliary aids and services available upon request for individuals with disabilities

Approved Date:

Effective Date: July 1, 2023

Subject: Youth Program Policy

Purpose

- I. The purpose of this policy is to provide guidance on participant eligibility and participation in the Workforce Innovation and Opportunity Act (WIOA) Title I Youth Program.
- II. WIOA Title I Program is based on eligibility and is not an entitlement program. Meeting the requisite eligibility criteria for potential enrollment does not guarantee any individual to receive employment and training services. Factors such as funding availability, labor market information, and other factors will also apply.

Minimum Eligibility Requirements

- I. To be eligible to receive WIOA Title I Youth services, at the time of eligibility determination an individual must meet all the following criteria:
 - A. A citizen of the United States or U.S. Territory, a U.S. permanent resident, or an alien/refugee lawfully admitted to the U.S.
 - B. Meet Military Selective Service Act registration requirements (males 18 years and older only). If an individual who is required to register at age 18 turns 18 during his period of youth program enrollment, he must register to remain enrolled in the program. Failure to register will result in immediate termination from the youth program.
 - C. Be an out-of-school youth (OSY) or an in-school youth (ISY).

Veterans Priority of Service

- I. Youth eligibility determination must comply with the Veterans Priority of Service policy for employment and training programs, as applicable to youth aged 18 and older.

Eligibility Determination

- I. Determination of eligibility for WIOA Title I programs must be based on information gathered at, or prior to, the time of enrollment. All individuals must be determined eligible before they can participate in any Title I activities. The State Workforce Development Board is ultimately responsible for all eligibility determinations within each local area. They may delegate the execution of that responsibility to the applicable service provider.

Low-Income Defined

- I. Individuals who receive or are eligible to receive free or reduced lunch, foster youth, homeless youth, and youth living in a high-poverty area to automatically be considered low-income.

In-School Youth (ISY) Eligibility

- I. To be provided services under the youth funding stream as an in-school youth (ISY), the individual must be:
 - A. Attending school (as defined by State law)
 - B. Not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21
 - C. A low-income individual; and
 - D. One or more of the following:
 1. basic skills deficient
 2. English Language Learner
 3. offender
 4. homeless individual, a homeless child or youth aged 14 to 21, or a runaway
 5. individual in foster care or has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child who is likely to remain in foster care until 18 years of age, or in an out-of-home placement
 6. pregnant or parenting
 7. individual with a disability
 8. an individual who requires additional assistance to complete an educational program or to secure or hold employment
 - a) Not more than 5% of total in-school youth enrolled in the youth program can be enrolled under the “individual who requires additional assistance” component. Calculation is based on all in-school youth served within the given program year.

Out-of-School Youth (OSY) Eligibility

- I. To be provided services under the youth funding stream as an out-of-school youth (OSY) the individual must be:
 - A. Not attending any school as defined under State law. Individuals attending Adult Education provided under WIOA Title II, YouthBuild or Job Corps are also classified as out-of-school youth
 - B. Not younger than age 16 or older than age 24; and
 - C. One or more of the following:
 1. school dropout
 2. within the age of compulsory school attendance, but has not attended school for at least the most recently completed school year calendar quarter
 3. a recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is also either one of the following:
 - a) Basic Skills Deficient, or
 - b) An English Language Learner
 4. offender
 5. homeless individual, a homeless child or youth aged 16 to 24, or a runaway
 6. individual in foster care or has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship, guardianship or adoption, a child who is likely to remain in foster care until 18 years of age, or in an out-of-home placement
 7. pregnant or parenting
 8. individual with a disability
 9. low-income individual or person living in a high-poverty area, requiring additional assistance to enter or complete an educational program, or to secure or hold employment

Out-of-School Youth (OSY) Youth Funds 75% Requirement

- I. At a minimum, 75% of the WIOA Title I Youth funds available to a local area for youth programs must be used to provide services to out-of-school youth (OSY). This requirement will be considered met if at least 75% of the youth program services expenditures are for OSY.
- II. For local area funds, the administrative costs of carrying out local workforce investment activities are not subject to the OSY expenditure requirement. All other local area youth funds beyond the administrative costs are subject to the OSY expenditure requirement.

Self-Attestation

- I. There are limited circumstances that may warrant self-attestation. Self-attestation should only be used in circumstances where alternative documentation is unavailable. Self-attestation occurs when a participant states their status for a particular eligibility criterion, such as pregnant or parenting youth
- II. The key elements for self-attestation are:
 - A. The participant identifying his or her status for permitted criteria, and
 - B. Signing and dating the WIOA application.
- III. Electronic signatures are allowable on the application in the data management system or may be on paper and uploaded to the data management system, as applicable.

Authorization for Program Participation of Minors

- I. For purposes of authorizing a minor to participate in the WIOA Title I youth program, the signature of a parent, guardian, or other responsible adult is required.
- II. Another responsible adult may include:
 - A. A relative with whom the individual resides,
 - B. An adult who has been delegated custodial or administrative responsibilities in writing, either temporarily or permanently, by parents or by an appropriate agency,
 - C. An agency or organization representative who is in a position to know the individual's circumstances (i.e., that they could not get a parent's or guardian's signature authorizing participation), for example, a clergy person, a schoolteacher or other school official, a probation or other officer of the court, a foster parent,
 - D. A representative of an agency which provided support services to the individual and who is aware of the individual's circumstances (i.e., that they cannot get a parent's or guardian's signature authorizing participation), for example, a social worker, a homeless shelter official, a child protective worker, a health clinic official; or
 - E. Other responsible adults to be appropriate to authorize the individual's participation, as defined in policy by the State Workforce Development Board.

- III. Eligibility documents which a minor presents on behalf of a parent or guardian (e.g., income in regard to family income) must be verified by a parent or guardian. Verification by another responsible adult would not be acceptable.

Youth Requiring Additional Assistance

- I. Youth who require additional assistance to complete an educational program or to secure or hold employment, includes:
 - A. Migrant youth
 - B. Incarcerated parent
 - C. Behavior problems at school
 - D. Family literacy problems
 - E. Domestic violence
 - F. Substance abuse
 - G. Chronic health conditions
 - H. One or more grade levels below appropriate for age
 - I. Cultural barriers that may be a hindrance to employment
 - J. American Indian, Alaska Native or Native Hawaiian
 - K. Refugee; or
 - L. Locally defined as needing “additional assistance” within local policy

Low Income Exception

- I. 5% of youth per region, may be exempted from the low-income* requirement based on the number of youths enrolled in a given program year who would ordinarily be required to meet the low-income criteria. Individuals who may go into this exception include:
 - A. All in-school youth (ISY), and
 - B. Out-of-school youth (OSY) who only meet the criteria of:
 - 1. Basic Skills Deficient
 - 2. English Language Learner, or
 - 3. Require additional assistance to complete an educational program or to secure or hold employment.
- II. This percent is calculated at the end of a program year based on new enrollees in that program year. Documentation for this exception must be maintained by the Title I Youth service provider.

Special Populations

- I. Individuals with disabilities
- II. Individuals from economically disadvantaged families, including low-income youth and adults
- III. Individuals preparing for non- traditional fields
- IV. Single parents, including single pregnant women
- V. Out-of-work-individuals
- VI. English-language learners
- VII. Homeless individuals described in section 725 of the McKinney-Vento Act
- VIII. Youth who are in, or have aged out of, the foster care system
- IX. Youth with a parent who is:
 - A. a member of the armed service
 - B. on active-duty status

Non-Eligible Individuals

- I. Any costs associated with providing WIOA Title I services to non-eligible individuals may be disallowed. If individuals are found ineligible for WIOA Title I services, a referral to another program that could assist will take place.

Enrollment

- I. In order for a youth to be considered a participant in the WIOA Title I Youth program, all of the following must occur:
 - A. An eligibility determination must be made,
 - B. The provision of an objective assessment,
 - C. Development of an individual service strategy, and
 - D. Participation in any of the 14 WIOA youth program elements.
- II. All information necessary to make a determination of eligibility for the services to be provided must be gathered and documented in IowaWORKS within 30 days of application.

- III. A complete enrollment must be obtained for each individual receiving WIOA Title I services within 30 days of establishing eligibility. The information required for enrollment may be collected using electronic data transfer, personal interview, or an individual application. If the enrollment steps listed above are not completed within 30 days, applicants will not be considered as a program participant and will need to re-enroll in accordance with the re-enrollment policy, if wanting to receive WIOA Title I services.

Program Participation

- I. Local youth programs must provide services to a participant for the amount of time necessary to ensure successful preparation to enter:
 - A. Postsecondary education and/or
 - B. Unsubsidized employment
- II. There is no minimum or maximum time a youth can participate in the WIOA Title I youth program. Local programs must link participation to the individual service strategy (ISS) and not to such things as the timing of youth service provider contracts or program years. For example, for participants who are in school; credential attainment must be the goal. Career planners must continue providing services until the participant has attained their credential.

Program Elements

- I. Local programs must make each of the following 14 elements available to youth participants:
 - A. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential
 - B. Alternative secondary school services, or dropout recovery services, as appropriate
 - C. Experiential learning opportunities, consisting of paid and unpaid work experiences that have, as a component, academic and occupational education, which may include:
 1. summer employment opportunities and other employment opportunities available throughout the school year

- 2. pre-apprenticeship programs
 - 3. internships and job shadowing; and
 - 4. On-the-Job (OJT) training opportunities
- D. Occupational skills training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved
 - E. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
 - F. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate
 - G. Support services
 - H. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months
 - I. Follow-up services for not less than 12 months after the completion of participation, as appropriate
 - J. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate
 - K. Financial literacy education
 - L. Entrepreneurial skills training
 - M. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
 - N. Activities that help youth prepare for and transition to postsecondary education and training.
- II. Local programs determine what services a youth participant receives based on their objective assessment results and individual service strategy. Local programs are not required to provide every element to participants and should partner with other entities to provide program elements that cannot be provided by the local program.

Support Services

- I. A support service may be provided when determined to be reasonable and necessary to address participant barriers and enable their participation in WIOA Title I or partner program career and training services. Participant barriers are identified through the Objective Assessment (OBA) process and must be outlined in the Individual Service Strategy (ISS).

- II. Support service payments are made to or on behalf of eligible participants for temporary assistance required to support the ISS. WIOA Title I funds must only support expenses incurred while a participant is enrolled in the program and actively participating in activities.
 - A. Career planners must follow up with participants to ensure the activity is progressing and ultimately completed. Support service payments may only be made for activities for which the participant participated in.
 - B. As part of the OBA process and development of the ISS, it is important to assess a participant's need for a support service. In assessing the appropriateness of a support service, career planners must utilize and refer participants to partner agencies and community resources first, as available. Documentation of referrals must be within the IowaWORKS system as a referral service and documented in case notes.
 - C. A support service must be justifiable and essential to enable a participant to take part in services and activities related to the ISS. A support service provided by Title I must not duplicate a service a participant could receive from another program.
 - D. Support services are not intended to meet every need of the participant. Rather, they provide temporary assistance. For this reason, career planners must discuss and develop a plan in coordination with the participant regarding how they will cover the supported cost once WIOA Title I funds are no longer appropriate or available. This plan must be documented in case notes and a Financial Literacy (FIN) service recorded in IowaWORKS, as applicable.
 - E. The incorporation of a Financial Literacy (FIN) service must be provided to a participant with the information needed to make informed judgments and effective decisions about the use and management of their money. FIN should be incorporated into career planning for all participants, and must be provided to participants who receive the following support services:
 - 1. Financial Assistance (FAS)
 - F. Any participant who utilizes FAS will be required to be enrolled in a financial literacy activity at the time the support service is provided. Providing FIN in relation to the support services can be determined by the career planner. For example, if a participant is participating in an Occupational Skills Training (OST) and rent is a related support service to support the participant in completing training, it may be most appropriate to provide the FIN towards the planned end of the OST service in order to assist them in exploring how they will pay rent once they are no longer in the OST and no longer receiving support services.
- III. Support service payments may be provided, when necessary, to enable a participant to participate in a WIOA Title I activity or partner activity. Support service payments may be

made to youth participants during the provision of follow-up services based upon their needs.

IV. Following are the allowable types of support service payments and a description of each. Payments may be made directly to vendors on behalf of a participant, or as a reimbursement to the individual unless otherwise noted below.

A. Clothing (CHG)

1. Payments for items such as clothes and shoes (uniforms, safety equipment, etc.) that are necessary for participation in WIOA Title I activities, including interviewing, employment, or work experience are allowable.
2. Itemized invoice or receipt is required.
3. Maximum expenditure is \$300.00 per participant per program year.

B. Dependent Care (DPC)

1. The costs of dependent care from licensed daycare providers or from private sources agreed upon by the participant are an allowable expense.
2. Dependent care assistance may be provided to eligible participants who require such assistance in order to participate in a WIOA activity and whose need has been linked to an activity.
3. Dependent care includes child or adult care for which the participant would normally be responsible.
4. If an unemployed parent of the child resides in the home, no childcare support will be provided.
5. DPC payments are paid directly to the participant after verification by the career planner.
6. The career planner will verify:
 - a) the childcare provider form identifying the person(s) for whom they are providing care
 - b) the provider is not being paid by other sources (or verification of participant co-pay)
 - c) documentation of the days/hours the care is provided, and the attendance/progress form from the training provider verifying that the childcare is necessary.
7. Dependent care support should only be used when the participant is not eligible for, or is pending approval of, childcare assistance through HHS/PROMISE JOBS.
8. Any participant who utilizes Dependent Care, will be required to be enrolled in a financial literacy activity.

9. Maximum of \$50.00 per day for one dependent.
 10. Maximum of \$100.00 per day for two or more dependents.
 11. Maximum of \$500.00 per week for two or more dependents.
 12. Maximum of \$1,500.00 per participant per program year.
- C. Educational Assistance (EST)
1. Assistance with books, fees, school supplies, laptops, internet access, tools, equipment, and other necessary items for students enrolled in high school, alternative high school, high school equivalent, or postsecondary education classes are allowable.
 2. Participants that need laptops, internet service, and other support services must provide written documentation from the training site indicating the need for these services.
 3. The laptop may be retained by the participant after the completion of training and will only be provided one time per participant per program enrollment. If participant does not complete the training, the laptop must be returned.
 4. Services for internet are limited to the time that the individual is in a training activity.
 5. Itemized invoice/receipt, or syllabus is required. Documentation from the instructor is required from training site for laptop and/or internet access.
 6. The participant must submit documentation that the employer or training provider requires the participant to have specific tools or equipment to perform job duties or complete training.
 7. The tools and equipment may be retained by the participant after the completion of training and will only be provided one time per participant per program enrollment. If participant does not complete the training, the tools and equipment must be returned.
 8. Maximum of \$2,500.00 per participant per program year.
- D. Educational Testing (EDT)
1. Assistance with educational testing required for participation in WIOA Title I activities is allowable.
 2. Some examples of educational testing include, but are not limited to, high school equivalency testing and vocational testing.

3. If required for employment, the costs for licenses and application fees are allowable, examples include nursing boards.
 4. Itemized invoice or receipt is required.
 5. Maximum of \$1,000.00 per participant per program enrollment.
- E. Health Care (HLC)
1. Health care assistance can be made available to participants when lack of assistance will affect their ability to obtain or maintain employment, or if it is a requirement of an educational program.
 2. Allowable expenses include but are not limited to:
 - a) physical exams,
 - b) eye exams,
 - c) counseling,
 - d) drug tests.
 3. This support service should be used only when there are no other resources available to the participant.
 4. Itemized invoice or receipt is required.
 5. Maximum expenditure is \$300.00 per participant per program year.
- F. Services for Individuals with Disabilities (SID)
1. The costs of special services, supplies, equipment, and tools necessary to enable a participant with a disability to participate in an education or employment related activity are allowable.
 2. It is not an allowable use of WIOA Title I funds to make capital Improvements to a training or work site for general compliance with the Americans with Disabilities Act requirements. Itemized invoice or receipt is required.
 3. Maximum of \$500.00 per participant per program year.

G. Transportation (TRN)

1. The cost of transportation necessary to participate in WIOA Title I activities and services, including job searching and job interviews, is allowable.
2. Assistance can consist of:
 - a) Per mile reimbursement,
 - b) ride share services, like Uber and Lyft for example,
 - c) bus and/or taxi passes.
 - d) Bicycle and safety equipment purchases capped at \$500
3. Bus passes must not be provided for more than 30 days in advance, 1-day bus passes are also allowable.
4. Mileage will be reimbursed at the Federal rate.
5. Mileage expenses must be supported with a map from a web mapping service.
6. Itemized receipts/invoices are required for other transportation.
7. Maximum of \$2,500.00 per participant per program year.

H. Financial Assistance (FAS)

1. The purpose of a Financial Assistance payment (FAS) is to make a payment to a service provider or vendor on behalf of a participant. This payment is used to cover an emergency financial need that, if unmet, would prevent the participant from participating in WIOA Title I activities. FAS may be used for such things as: housing assistance, auto repair, eyewear repair, and other critical participant needs. FAS may not be used to pay any type of fines or penalties imposed because of failure to comply with any federal, state, local law or statute. Any participant who utilizes FAS will be required to be enrolled in a financial literacy activity at the time the support service is provided.
 - a) Housing/Rent
 - (1) The participant must indicate a need and sign an applicant statement requesting the assistance.
 - (2) Deposits are not allowable since the amount may be reimbursed to a participant at a later date.
 - (3) Payment of late fees or interest fees or charges associated with payments not made on time are not allowable.
 - (4) Required documentation for payment includes a copy of a signed lease with the participant's signature and monthly amount due or proof of a mortgage in the participant's name.

- (5) If the lease is not in the participant's name, an applicant statement must be made explaining the relationship between the participant and person named in the lease.
 - (6) Payments will be based on actual rent expense minus any subsidies.
 - (7) Rent or mortgage assistance is limited to one time per household per program enrollment.
 - (a) Maximum for rent \$850.00, maximum for mortgage \$1,000.00.
 - (8) Utilities are allowed up to \$500.00 per program year and must be supported by actual bills.
- b) Car Repairs/Insurance
- (1) Vehicle repair costs may be provided but must be directly linked to an allowable activity.
 - (2) Required documentation includes:
 - (a) copy of title or registration showing the client or their spouse, parent/guardian legally owns the vehicle
 - (b) proof of car insurance.
 - (3) No cosmetic repairs will be paid using WIOA Title I funds.
 - (4) Vehicle insurance premiums for up to 6 months are also an allowable expense and is a one-time only payment. Two quote for repairs are required unless the vehicle must be towed.
 - (5) The participant cannot receive mileage reimbursement and vehicle repairs during the same week. If vehicle repairs are paid, no transportation will be paid.
 - (6) Maximum per participant is \$500.00 per program year.
- I. Employment Related Expenses
- 1. Employment related expenses include various fees not covered in other categories that are related to education and/or employment, including licensing, bonding, background checks for work-based learning, and application fees.
 - 2. The cost of required identification documents for education or employment is allowed.
 - 3. The cost of a laptop for a participant doing a remote work- based learning activity is allowed.

4. The maximum amount per participant is \$500.00 per program year.
- J. Supported Employment and Training (SET)
1. Supported Employment and Training payments are allowable to provide individuals requiring individualized assistance with the one-to-one instruction and with the support necessary to enable them to complete occupational skill training and/or obtain and retain competitive employment.
 2. SET may only be used in training situations that are designed to prepare the participant for continuing non-supported competitive employment. An example of SET use in conjunction with an occupational skills training would be hiring a tutor to assist with classes.
 3. SET may be conducted in conjunction with experiential learning activities. An example of SET use in this situation would be the hiring of a job coach to assist an individual who has been placed in competitive employment.
 4. The length of a Supported Employment and Training contract may not exceed six months per enrollment.
 5. The service provider must have an established rate for the service and charges must be in the same manner and at the same rate as other entities purchasing similar services.
 6. Itemized invoice or receipt is required.
 7. The maximum amount per participant is \$500.00 per program year.
- K. Needs Related Payments (NRP)
1. Needs Related Payments (NRP) are not authorized in Iowa Plains.
- L. Youth Incentive Payments (YIP)
1. YIP must be tied to the goals of the specific program. The career planner must outline in writing before the commencement of the program, that there may be an opportunity to provide incentive payments. Examples of appropriate YIPs are attendance or achievement of basic education skills; pre-employment/work maturity skills; occupational skills as identified in the Individual Service Strategy (ISS) for the participant, or Incentive payments directly tied to the completion of experiential learning activities.

2. The YIP payment must be a lump sum based on achievement/attendance, For a specific time frame and may not be based on an hourly rate. The YIP policy may be based on a combination of attendance and achievement or one or the other.
 - a) High school diploma attainment - \$100.00
 - b) HiSED attainment - \$100.00
 - c) Achievement of Basic Skills or Benchmark goal as identified on the ISS (per goal) - \$50.00
 - d) Completion of 30 hours leadership activity - \$100.00
 - e) Completion of a Workplace Readiness curriculum - \$100.00
 - f) Achievement of a recognized post-secondary credential in a high demand industry - \$100.00
 - g) One or two-year diploma through post-secondary education in a high demand industry - \$250.00
 - h) Employed at the 2nd quarter after exit - \$100.00
 - i) Employed at the 4th quarter after exit - \$100.00
- M. The following items are prohibited to be purchased with WIOA Title I support service funds. All costs will be considered to be disallowed and WIOA Title I funds utilized to purchase these items must be returned to the funding grant:
1. Support services purchased prior to the participant's program enrollment.
 2. Fines and penalties such as traffic violations, late fees, and interest payments.
 3. Entertainment, including tips.
 4. Contributions or donations.
 5. Vehicle payments.
 6. Refundable deposits.
 7. Alcohol, tobacco, or marijuana products.
 8. Food (meals, groceries)
 9. Items for family members or friends.
 10. Out-of-state job search and relocation expenses that are paid for by the prospective employer.
 11. Needs Related Payments are not authorized.
 12. Any other item that is not required for the participant to successfully complete their training and employment goals.

N. Approval of Support Payments

1. The Title I Manager and a Title I Program Coordinator will be responsible for reviewing and approving support payment request for WIOA Adults, Dislocated Workers, and Youth to ensure all WIOA Title I requirements have been met, and the request is appropriate and to ensure sufficient funds are available.
2. In the event that any support service not previously outlined in this policy is requested or requires more than the allowable maximum amount or cap, as stated in policy a waiver may be submitted to the AJC Division Administrator. In consultation with the appropriate committee chairs and authorization to exceed the maximum will be awarded on a case-by-case basis. Proper justification must be outlined on the waiver. Written justification from the customer is required prior to making the payment.
3. Related Information
 - a) N/A

Approved Date:

Effective Date: July 1, 2023

Subject: Work Experience (WEP) Policy

Purpose

To provide policy direction and guidance for the implementation of the Work Experience Program (WEP) for Adult, Dislocated Worker, and Youth participants enrolled in the WIOA program.

Background

- I. The Work Experience Program (WEP) is crafted to instill positive work habits and foundational skills for individuals with little to no work history, minimal exposure to occupations, or an extended absence from the workforce. WEP is applicable in for-profit, nonprofit, or public sectors, and compensation, if any, adheres to the Fair Labor Standards Act and relevant labor laws. Importantly, WEP does not intend to supplant existing positions or employees.

Participant Eligibility

- I. All WEP participants must meet WIOA program eligibility requirements, be enrolled in the respective WIOA program, and have received an assessment resulting in the development of an Individual Employment Plan/Individual Service Strategy, which documents the participant's needs and benefit for WEP.

Employer Eligibility

- I. WEP may take place in the for-profit, nonprofit, or public sector. A participant cannot be placed in a WEP with an employer where the participant is already employed in an unsubsidized position. A WEP must not be used as a substitute for Public Service Employment (community service) activities as a result of court-adjudication.
- II. WEP must provide a planned and structured learning experience that will contribute to the achievement of the participant's employment goals through a measurable training component. It must be designed to assist participants to establish a work history, demonstrate success in the workplace, and develop the skills that lead to entry into and retention in unsubsidized employment.

- III. The WEP Employer must meet the following criteria:
- A. Must be a legal business/entity in accordance with all federal, state, and local laws
 - B. Every employer of employees subject to Fair Labor Standards Act's minimum wage provisions must post, and keep posted, a notice explaining the Act in a conspicuous place in all of their establishments so as to permit employees to readily read it
 - C. Must have safe and healthy working conditions with no previously reported health and safety violations that have been reported but have been corrected
 - D. Does not illegally discriminate in training or hiring practices because of race, color, sex, national origin, religion, physical or mental disability, political beliefs or affiliations, or age
 - E. Shall not terminate the employment of any of their current employees or otherwise reduce its workforce either fully or partially (such as reduction in hours or benefits) with the intention of filling the vacancy with a WEP participant or as the result of having a WEP participant
 - F. Shall not allow the WEP activity to result in the infringement of promotional opportunities of their current employees
 - G. Shall not allow the participant to be involved in the construction, operation, or maintenance of any part of any facility that is used, or to be used, for religious instruction or as a place for religious worship
 - H. The employer must not currently be involved in a labor dispute or have employees currently in layoff status

Length of Training

- I. A WEP contract at one worksite can be written for the duration of 30-90 days. Participant may extend participation up to a maximum of 120 days. When determining the duration of a WEP activity, the following should be considered:
 - A. Objectives of the WEP
 - B. Length of time necessary for the participant to learn the skills identified in the IEP/ISS
 - C. The employer having sufficient quantity of meaningful work activities for the participant

Compensation

- I. If the WEP participant is paid wages, the wages will be at least the prevailing wage for the classification in which the participant is working. A prevailing wage is the basic hourly rate of wages paid to a number similarly employed workers in the local area. It will be no less than the higher of the federal or state minimum wage.
- II. Wages will be paid by Workforce Innovation & Opportunity Act / WIOA/Title I. If paid, WEP participants must always be paid for time worked and must not be paid for any scheduled hours they failed to attend without good cause. Under certain conditions, participants in a wage paying WEP, may be paid for time spent attending other activities. Such payments may only be made if WEP participation is scheduled for more than fifty percent of the scheduled training time in all activities. Usually, the participant will be enrolled simultaneously in both the WEP activity and the other activity.
- III. WEP wages will go directly to the participant, not the employer, who doesn't receive monetary compensation for involvement in WEP. Labor standards are applicable whenever an employee/employer relationship, as defined by the Fair Labor Standards Act, exists in WEP.
- IV. Each participant in WEP must be covered either by Workers' Compensation in accordance with state law or by adequate on-site medical and accident insurance. Participants in WEP are exempt from Unemployment Compensation Insurance, therefore, unemployment compensation costs are not allowable.
- V. In addition to the guidelines listed here, other State and Federal regulations governing employment situations apply to WEP as well.

Remote or Virtual Option

- I. In specific situations, like during a pandemic, eligible participants may receive remote or virtual work experience, encompassing academic and occupational learning endeavors. The WEP should constitute a well-organized learning opportunity, offering participants substantial and purposeful work activities. Adequate technology and equipment are essential for participants to successfully engage in their WEP training. Approval from the Title I Manager is mandatory for all remote or virtual work experience assignments.

Monitoring Expectations

- I. WIOA program staff must ensure regular and on-going monitoring and oversight of WEP. Monitoring may include on-site visits and phone/email communication with the employer/trainer and participant to review the participant's progress in meeting the training objectives. Any deviations from the WEP agreement should be dealt with promptly. The following are key to ensuring the success of a WEP for the participant and employer:
 - A. The need for work experience aligns with the career pathway and is documented on the IEP/ISS.
 - B. An orientation was provided to the participant and the worksite when placement does not include a direct hire with the employer, direct hires receive onboarding and orientation from the employer
 - C. The length of the work experience is reasonable for the participant to learn the skills identified in the IEP/ISS
 - D. Documentation supports that the employer meets eligibility as outlined in the policy
 - E. Paid and unpaid work experiences for Youth participants must include academic and occupational education that aligns with their career pathway as a component.
 - F. In accordance with WIOA §129(c)(4), a minimum of 20% of WIOA youth funds must be allocated to paid and unpaid work experience initiatives.

Equal Opportunity Program / Employer – Auxiliary aids and services available upon request for individuals with disabilities

Approved Date:

Effective Date: July 1, 2023

Subject: WIOA Title I Eligibility Policy

Purpose

- I. The purpose of this policy is to provide guidance on participant eligibility for enrollment. The Workforce Innovation and Opportunity Act (WIOA) Title I program is designed to provide employment and training opportunities to those who can benefit from, and who are in need of such opportunities.
- II. Meeting the eligibility criteria for a WIOA-funded program does not entitle an Adult, Dislocated Worker, or Youth to receive certain employment and training services.
- III. This policy covers WIOA participants under the funding streams of Adult, Dislocated Workers, and Youth.

Responsibilities

- I. Service providers are responsible for understanding the eligibility criteria for WIOA-Funded programs and for following the eligibility guidance contained in this policy, the WIOA legislation, the WIOA Rules, the Iowa policy, and any other local policies.
- II. Iowa Plains is responsible for the oversight and revision of this policy.

Geographical Preference for Enrollment

- I. Geographical preference for WIOA-funded activities and services will be first given to residents of the counties in the Iowa Plains Workforce Area.
- II. Second preference will be given to those individuals that reside in adjacent counties in neighboring states affected by a mass layoff in the state of Iowa.
- III. Third preference will be given to eligible participants from other Local Workforce Development Areas in the state of Iowa. Must have Director from other Local Workforce Development permission to serve participants from different Local Workforce Development areas.

- IV. Lastly, individuals from other adjacent counties in other states may be served if funding is available and there is documentation that the adjacent county does not have funding to support the individual.
 - A. Informational and basic career services will be available to all individuals regardless of residence.
 - B. Validation that the participant is not receiving services through another Local Area. Documentation of the validation must be documented in IowaWorks.

Under Employed

- I. Less than full-time who are seeking full-time employment.
- II. In a position that is inadequate with respect to their skills and training.
- III. Who meet the definition of a low-income individual but whose current job's earnings are not sufficient compared to their previous job's earnings from their previous employment, per local policy.

Economic Self-Sufficiency

- I. Individuals who are employed full-time, but are not receiving self-sufficiency wages, may be eligible for WIOA individualized career and training services. Iowa Plains establishes the self-sufficiency wage levels that will be used to determine eligibility for services.
- II. Economic self-sufficiency is the minimum level of income an individual must earn in order to meet the most basic expenses without public or private assistance.
- III. Self-sufficiency wage is defined as employment that provides a wage equal to or greater than the following:
 - A. Family of 1
 - B. Family of 2
 - C. Family of 3 or more
 - D. 225% of LLSIL
 - E. 200% of LLSIL
 - F. 150% of LLSIL

Eligibility Determination

- I. Determination of eligibility for WIOA Title I programs must be based on information gathered at, or prior to, the time of enrollment.
- II. All individuals must be determined eligible before they can participate in any Title I activities. Requirements for verification of eligibility through source documentation are outlined in Appendix A: Allowable Source Documentation for WIOA Title I Eligibility located at: [WIOA Policy \(iowa.gov\)](#)
- III. An application for WIOA Title I services is required. Once an application has been completed, career planners must verify and document program eligibility within 30 days. Once an individual has been deemed eligible, they must be enrolled into a program service that triggers inclusion as a participant within 30 days of the date of eligibility determination. If any of these deadlines are not met, the application must be closed as never enrolled and a new application for services is required and the same time requirements outlined apply.

Priority of Service

- I. WIOA Title I eligibility determination must comply with the local Priority of Service policy.

Electronic Signatures

- I. Individuals are eligible for the WIOA Title I Adult program if they meet the following criteria:
 - A. 18 years of age or older; and
 - B. A citizen of the United States or U.S. Territory, a U.S. permanent resident, or an alien/refugee lawfully admitted to the U.S; and
 - C. Registered with Selective Service if applicable

- II. There are no additional eligibility criteria for the Adult program. However, the priority for individualized career and training services funded by and provided through the adult program shall follow the local priority of service policy.
- III. Individuals who meet the definition of an individual with a barrier to employment who are underemployed may also be served in the Adult program; however, unless they are a recipient of public assistance, a low-income individual, basic skills deficient, or are individuals with barriers to employment, they are not eligible for service on a priority basis. Priority must be implemented regardless of the amount of funds available to provide services in the local area.

Dislocated Worker Program Eligibility

- I. Individuals are eligible to receive individualized career services and training under the WIOA Title I Dislocated Worker program if they meet all of the requirements listed below:
 - A. 18 years of age or older; and
 - B. A citizen of the United States or U.S. Territory, a U.S. permanent resident, or an alien/refugee lawfully admitted to the U.S; and
 - C. Registered with Selective Service if applicable; and
 - D. Meet the requirements of at least one of the additional eligibility categories
 - 1. Additional Eligibility Categories
 - a) An individual who has been terminated or laid off, or who has received a notice of termination or layoff from employment, including separation from active military service (other than dishonorable discharge) and;
 - b) is eligible for or has exhausted entitlement to unemployment compensation and is unlikely to return to a previous industry or occupation; or
 - c) has been employed for a duration sufficient to demonstrate attachment to the workforce but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law and is unlikely to return to a previous industry or occupation.

2. An individual who:
 - a) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantiation layoff at, a plant, facility, military installation, or enterprise;
 - b) is employed at a facility at which the employer has made a general announcement that such facility or military installation will close within 180 days; or
 - c) for purposes of eligibility to receive services other than training services, individualized career services, or support services, is employed at a facility at which the employer has made a general announcement that such facility will close.
3. An individual who was self-employed (including employment as a farmer, rancher, or fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters. Iowa Plains follows FEMA's definition of natural natural disasters. This includes:
 - a) family members and farm workers or ranch hands;
 - b) is a displaced homemaker; or
 - c) is the spouse of:
 - (1) a member of the Armed Forces on active duty who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in the duty station of such member; or
 - (2) a member of the Armed Forces on active duty and who meets the criteria for a displaced homemaker.
4. Individuals who are enrolled in the Dislocated Worker program, and have gained employment that causes the individual to meet the definition of an underemployed individual, may continue to receive services under the Dislocated Worker program. For instance, an individual who is dislocated from a full time job, and who has found part-time employment, may still be considered a dislocated worker.

Serving Separating Service Members and Military Spouses with Dislocated Worker Funds

- I. Under 20 CFR 680.660, service members exiting the military, including, but not limited to, those who receive or are eligible for Unemployment Compensation for Ex-service members (UCX), generally qualify as dislocated workers. Dislocated Worker funds under title I can help separating service members to enter or reenter the civilian labor force.
- II. Generally, a separating service member needs a notice of separation, either a DD-214 from the Department of Defense or other appropriate documentation that shows a separation or imminent separation from the Armed Forces.
- III. These documents meet the requirement that the individual has received a notice of termination or layoff, to meet the required dislocated worker definition.
- IV. In the case of separating service members because they may be on a terminal leave from the military, it may make sense to begin providing career services while the service member may still be part of the Active-Duty military but has an imminent separation date.
- V. It is appropriate to provide career services to separating service members who will be imminently separating from the military, provided that their discharge will be anything other than dishonorable. Lastly, ETA policy generally dictates that a separating service member meets the dislocated worker requirement that an individual is unlikely to return to his or her previous industry or occupation in the military.
- VI. Regarding military spouses, 20 CFR 680.630 expands the definition of dislocated workers to include military spouses who have experienced a loss of employment as a direct result of relocation to accommodate a permanent change in the duty station of the spouse. Military spouses also can qualify if they are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment (see WIOA secs. 3(15)(E) and 3(16)(A) and (B)) and 20 CFR 680.630 of the DOL-only Final Regulations). Military spouses may also qualify if they are a dependent spouse of a member of the Armed Forces on active duty whose family income is significantly reduced, as determined by the State or local area, because of a deployment, a call, or order to active duty, a permanent change of station, or the service-connected death or disability of the service member.

Dislocation Designation

- I. In determining the initial eligibility for Dislocated Workers, an individual may continue to be considered to be dislocated from a previous employer until:
 - A. The individual works in a permanent, full-time job (minimum of 30 hours per week) for four weeks; or
 - B. After an individual works for four weeks and is laid off again or subject to a plant closure, this employer becomes their new employer of dislocation; or
 - C. If there is a National Dislocated Worker Grant (NDWG) or Rapid Response Additional Assistance Grant (RRAAG) for the original employer of dislocation and the individual was part of the target group, the individual may be served by the NDWG or RRAAG funds if they are still available, and the individual meets the definition of a Dislocated Worker. This is true even though the individual has worked for a new employer since the original dislocation.

Funding Eligibility upon Employment

- I. If a Dislocated Worker is enrolled in a training service and works in a permanent, full-time job that leads to self-sufficiency, career planners must determine if WIOA Title I services can continue to fund the training service based on the following criteria:
 - A. If the individual has accepted full-time permanent employment to meet the basic needs of the individual or family to meet their immediate employment goal, training services can continue.
 - B. If the job that the individual has taken requires the training he or she is currently receiving, training services can continue. For example, a participant must obtain a teaching certificate to get or keep a teaching job.
 - C. If the participant has obtained full-time permanent employment and is no longer pursuing the career goal in the Individualized Employment Plan (IEP) but simply wants to complete the training services, funding for the training services should cease.
- II. The WIOA Title I Dislocated Worker program does not require an individual to return to the employer of dislocation. A description of their employment must be documented in the IowaWORKS case management system.

General Youth Eligibility

- I. To be eligible to receive WIOA Title I Youth services, at the time of eligibility determination an individual must meet all of the following criteria:
 - A. Be a citizen or non-citizen authorized to work in the United States.
 - B. Meet Military Selective Service Act registration requirements (males 18 years and older only). If an individual who is required to register at age 18 turns 18 during his period of youth program enrollment, he must register in order to remain enrolled in the program. Failure to register must result in immediate termination from the youth program.
 - C. Be an out-of-school youth (OSY) or an in-school youth (ISY).

Out-of-School Youth (OSY) Eligibility

- I. To be provided services under the youth funding stream as an out-of-school youth (OSY), individual must be:
 - A. Not attending any school as defined under State law.
 1. Individuals attending Adult Education provided under WIOA Title II, YouthBuild, or Job Corps are also classified as out-of-school youth
 - B. Not younger than age 16 or older than age 24; and
 - C. One or more of the following:
 1. school dropout
 2. within the age of compulsory school attendance, but has not attended school for at least the most recently completed school year calendar quarter
 3. a recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is also either one of the following:
 - a) Basic Skills Deficient, or
 - b) An English Language Learner
 4. Offender
 5. Homeless individual, a homeless child or youth aged 16 to 24, or a runaway

6. Individual in foster care or has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship, guardianship, or adoption, a child who is likely to remain in foster care until 18 years of age, or in an out-of-home placement
 7. Pregnant or parenting
 8. Individual with a disability
 9. Low-income individual or person living in a high-poverty area, requiring additional assistance to enter or complete an educational program, or to secure or hold employment
- II. Per 20 CFR § 681.250 for OSY, only those youth who are the recipient of a secondary school diploma or its recognized equivalent and are either basic skills deficient or an English language learner, and youth who require additional assistance to enter or complete an educational program or to secure or hold employment, must be low-income. All other OSY meeting OSY eligibility under § 681.210(c)(1), (2), (4), (5), (6), (7), and (8) are not required to be low-income.

In-School Youth Eligibility

- I. To be provided services under the youth funding stream as an in-school youth (ISY), the individual must be:
 - A. Attending school (as defined by State law)
 - B. Not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21
 - C. A low-income individual; and
 - D. One or more of the following:
 1. basic skills deficient
 2. English Language Learner
 3. Offender
 4. homeless individual, a homeless child or youth aged 16 to 24, or a runaway
 5. individual in foster care or has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child who is likely to remain in foster care until 18 years of age, or in an out-of-home placement

6. pregnant or parenting
 7. individual with a disability
 8. an individual who requires additional assistance to complete an educational program or to secure or hold employment
- II. Not more than 5% of total in-school youth enrolled in the youth program can be enrolled under the “individual who requires additional assistance” component. The calculation is based on all in-school youth served within the given program year.

Additional Assistance

- I. Per Iowa policy Chapter: 8 Section: 2.3.4 Youth who require additional assistance to complete an educational program or to secure or hold employment, include:
- A. Migrant youth
 - B. Incarcerated parent
 - C. Behavior problems at school
 - D. Family literacy problems
 - E. Domestic violence
 - F. Substance abuse
 - G. Chronic health conditions
 - H. One or more grade levels below appropriate for age
 - I. Cultural barriers that may be a hindrance to employment
 - J. American Indian, Alaska Native, or Native Hawaiian
 - K. Refugee

Locally Defined Additional Assistance

- I. Client lacks significant work history for age/developmental level
- II. Client lacks family, concrete community supports, and/or social supports.
- III. Caseworker observation and attestation that the client lacks the interpersonal, cognitive, and/or reading/writing skills necessary for job seeking and retention

Low Income Exception

- I. Five percent of Youth per LWDA may be exempted from the low-income requirement based on the number of youths enrolled in a given program year who would ordinarily be required to meet the low-income criteria. Individuals who may go into this exception include:
 - A. All ISY, and
 - B. OSY who only meet the criteria of:
 1. Basic Skills Deficient
 2. English Language Learner, or
 3. Require additional assistance to complete an educational program or to secure or hold employment.
- II. This percent is calculated at the end of a program year based on new enrollees in that program year. Documentation for this exception must be maintained by the Title I Youth service provider.

High Poverty Area

- I. A youth who lives in a high-poverty area is automatically considered to be a low-income individual for purposes of eligibility determination. A high poverty area is defined as one of the following that has a poverty rate of at least 25 percent as set every 5 years using American Community Survey 5-Year data:
 - A. Census tract
 - B. Set of contiguous Census tracts
 - C. An American Indian Reservation
 - D. Oklahoma Tribal Statistical Area, as defined by the U.S. Census Bureau
 - E. Alaska Native Village Statistical Area or Alaska Native Regional Corporation Area
 - F. Native Hawaiian Homeland Area
 - G. Other tribal land, or
 - H. County

Authorization for Program Participation of Minors

- I. For purposes of authorizing a minor to participate in the WIOA Title I youth program, the signature of a parent, guardian, or other responsible adult is required. Another responsible adult may include:

- A. A relative with whom the individual resides,
 - B. An adult who has been delegated custodial or administrative responsibilities in writing, either temporarily or permanently, by parents or by an appropriate agency,
 - C. An agency or organization representative who is in a position to know the individual's circumstances (i.e., that they could not get a parent's or guardian's signature authorizing participation), for example, a clergy person, a schoolteacher or other school official, a probation or other officer of the court, a foster parent,
 - D. A representative of an agency that provided support services to the individual and who is aware of the individual's circumstances (i.e., that they cannot get a parent's or guardian's signature authorizing participation), for example, a social worker, a homeless shelter official, a child protective worker, a health clinic official; or
 - E. Legally emancipated minors to authorize their own participation.
- II. Eligibility documents that a minor presents on behalf of a parent or guardian (e.g., income regarding family income) must be verified by a parent or guardian. Verification by another responsible adult would not be acceptable.

Self-Certification

- I. There are limited circumstances that may warrant self-certification, as detailed in Appendix A Allowable Source Documentation. Self-certification is limited and only available after all other sources of eligibility verification are exhausted (i.e., self-certification is the “last resort” for documenting title I program eligibility). Self-certification occurs when a participant states his or her status for a particular eligibility criterion, and then signs and dates a form acknowledging this status. The key elements for self-certification are:
- A. The participant identifying his or her status for permitted criteria, and
 - B. Signing and dating a form attesting to this self-identification.
 - C. Title I application must be signed.

Ineligibility

- I. If a participant is determined to be ineligible at any time, the individual must be informed of the determination in writing and given 30 days to respond. A hard copy letter to the last known mailing address on file within 10 days of the determination will be sent. The letter will include the participant’s name, date, location of the center, program, reason for ineligibility, and next steps if applicable.

- II. Upon final determination of ineligibility for a program, the participant's activities must be closed. This must occur on the same day that the final determination of ineligibility is made. The reason for the ineligibility, the date of final determination of ineligibility, and the date of discontinuation of services must be documented in the data management system.

Closing services Due to Fraud

- I. If at any time it is found that a participant has committed fraud to receive WIOA Title I assistance or has attempted to defraud a WIOA Title I program, the individual must be informed of the determination in writing and given 30 days to respond.
- II. A hard copy letter will be mailed to the last known mailing address on file within 10 days of the determination. The letter will include the participant's name, date, location of the center, program, the reason for closing services due to fraud, and next steps, if applicable.
- III. If it is found the individual did commit fraud to receive services, the participant's activities must be immediately closed.
- IV. All circumstances related to the fraudulent act or attempt to defraud, along with the last date of services, must be documented and maintained in the data management system.

Non-Eligible Individuals

- I. Any costs associated with providing WIOA Title I services to non-eligible individuals may be disallowed.

Exceptions

- I. Any exception to this policy must be approved by the AJC Division Administrator in consultation with the executive committee LWDA and documented in the IowaWORKS case management system.

Equal Opportunity Program / Employer – Auxiliary aids and services available upon request for individuals with disabilities

Approved Date:

Effective Date: July 1, 2023

Subject: Priority of Service Policy

Purpose

The purpose of this policy is to provide guidance and establish the procedures regarding priority of service for veterans, recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient served with Workforce Innovation and Opportunity Act (WIOA) funds.

Background

- I. WIOA establishes a priority requirement with respect to funds allocated to a local area for adult individualized career services and employment and training activities; there is no priority applied for receipt of basic career services. Funds must give priority to recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and individuals with barriers to employment. Priority must be implemented regardless of the amount of funds available to provide services in the local area.
- II. AJC team members must always prioritize services to these populations, regardless of the amount of funds available to provide services in the local area.

Veterans and Adult Priority of Services

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

Definitions

- I. Priority of Service is defined as the right of eligible covered persons to take precedence over eligible non-covered persons in obtaining DOL-funded services. It is important to understand that Priority of Service does not change the intended function of a program or service. Covered persons must meet all statutory eligibility and program requirements for participation in order to receive priority for a program or service.

Application of Priority

- I. In regards to WIOA Adult funds, priority must be provided in the following order:
 - A. To veterans and eligible spouses who are also included in the groups given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services with WIOA Title I Adult formula funds for individualized career services and training services.
 - B. To non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA Title I Adult formula funds.
 - C. To veterans and eligible spouses who are not included in WIOA's priority groups.
 - D. To priority populations in Iowa Plains LWDA
 1. Individuals that will exhaust unemployment benefits within 4 weeks of application
 - E. To non-covered persons outside the groups given priority under WIOA.
- II. A minimum of 75% of WIOA Adult Title I participants will be served under priority of service categories.

Priority of Service for Adult Program Funds

- I. The below list is used only for applying priority for the individual to receive individualized career services and training services. Certain individualized career services or training services may require pre- and post-test scores to measure skills gain for the specific activity; in this case the determination is made by administering an acceptable skills assessment or by using scores from any partner's previous assessment.
 - A. Recipients of Public Assistance
 1. Temporary Assistance to Needy Families (TANF)
 2. General Assistance (GA)
 3. Refugee Cash Assistance (RCA)
 4. Supplemental Security Income (SSI)
 5. Supplemental Nutrition Assistance Program (SNAP)
 6. Other income based public assistance
 - B. Low-Income Individuals
 1. Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the SNAP, TANF, SSI under Title XVI of the Social Security Act, or state or local income-based public assistance program; or
 2. Receives an income or is a member of a family receiving an income that in relation to family size, is not in excess of the current U.S. DOL 70 percent Lower Living Standard Income Level Guidelines and U.S. Department of Health and Human Services Poverty Guidelines, or
 3. is a homeless individual an individual or family who lacks a regular, adequate nighttime residence, or who is fleeing/attempting to flee domestic violence or other dangerous conditions, who is a runaway or in foster care or in at out of home placement (as defined in Section 41403(6) of the Violence Against Women Act of 1994 (42.S.C. 14043e–2(6))), or a homeless child or youth (as defined under Section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. I 1302(a) and (b)));
 4. is an individual with a disability whose own income meets the income requirement of clause (ii), but who is a member of a family whose income does.

- C. Individuals Who Are Basic-Skills Deficient
1. Lack a high school diploma or equivalency and is not enrolled in secondary education; or
 2. Is enrolled in Title II adult education (including enrolled for English Language Acquisition); or
 3. Has poor English-language skills and would be appropriate for ESL, even if the individual isn't enrolled at the time of WIOA participation; or
 4. The career planner makes observations of deficient functioning, and, as justification, records those observations in the data management system; or
 5. Scores below 9.0 grade level (8.9 or below) on the Test of Adult Basic Education (TABE); Comprehensive Adult Student Assessment Systems (CASAS) or other allowable assessments as per National Reporting System (NRS) developed by the U.S. Department of Education's Division of Adult Education and Literacy; or
 6. Individual does not earn the National Career Readiness Certificate (NCRC) (e.g., one or more of the scores are below a Level 3 on the Workplace Documents, Applied Math, or Graphic Literacy assessments).
- D. Individuals with Barriers to Employment. Individuals with barriers to employment may include:
1. Displaced homemakers
 2. Indians, Alaska Natives, and Native Hawaiians
 3. Individuals with disabilities, including youth who are individuals with disabilities
 4. Older individuals (age 55 and older)
 5. Ex-offenders
 6. Youth who are in or have aged out of the foster care system
 7. Individuals who are:
 - a) English language learners
 - b) Individuals who have low levels of literacy (an individual is unable to compute or solve programs, or read, write, or speak English at a level necessary to function on the job, or in the individual's family, or in society); and
 8. Individuals facing substantial cultural barriers
 9. Eligible migrant and seasonal farmworkers
 10. Individuals within two years of exhausting lifetime TANF eligibility
 11. Single parents (including single pregnant women)

12. Long-term unemployed individuals (unemployed for 27 or more consecutive weeks)
13. Underemployed Individuals. Underemployed individuals may include:
 - a) Individuals employed less than full-time who are seeking full-time employment
 - b) Individuals who are employed in a position that is inadequate with respect to their skills and training
 - c) Individuals who are employed who meet the definition of a low-income individual
 - d) Individuals who are employed, but whose current job's earnings are not sufficient compared to their previous job's earnings from their previous employment, per state and/or local policy

Veteran Qualifications

- I. Priority of service must be applied uniformly across all local systems to veterans and eligible spouses as defined below:
 - A. Veteran - A person who served at least one day in the active military, naval, or air service and who was discharged or released under conditions other than dishonorable
 1. Active service includes full-time service in the National Guard or a Reserve component
 2. Active service does not include full-time duty performed strictly for training purposes (weekend or annual training), nor does it include full-time active duty performed by National Guard personnel who are mobilized by state rather than federal authorities

- B. Eligible Spouse - A spouse to any of the following:
1. Veteran who died of a service-connected disability
 2. Member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
 - a) Missing in action
 - b) Captured in the line of duty by a hostile force
 - c) Forcibly detained or interned in the line of duty by a foreign government or power
 - d) Veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs
 - e) Veteran who died while a disability was in existence

Identifying and Informing Eligible Spouses

- I. The processes for identifying covered persons will not require verification of the status of an individual as a covered person at the point of entry unless they immediately undergo eligibility determination and enrollment in a program.
- II. A covered person may be enrolled and given immediate priority and then be permitted to follow-up subsequently with any required verification of his/her status as a covered person.
- III. Priority of Service will be ensured by:
 - A. Identifying veterans and other covered persons using the acceptable documentation.
 - B. Coordinating service delivery, outreach, employer and all other related activities with Local Veterans Employment Representative (LVER) and Disabled Veterans Outreach Program (DVOP) staff.
 - C. Local Operation Managers will run quarterly report to identify individuals who registered as a Veteran and/or eligible spouse in IowaWORKS. Title I team members will be assigned to conduct outreach to these potential Veterans and eligible spouse to discuss employment, training and placement services.

- D. Identifying employers who are interested in hiring veterans.
- E. Promoting job fairs for veterans and eligible spouses.
- F. Assisting veterans and eligible spouses before other customers.
- G. IowaWORKS allows registered Veterans to view job postings 24 hours before the public.
- H. Service providers will work with the LVER and DVOP specialists to encourage additional referrals to the WIOA programs for veterans.

Applying Priority of Service for Veterans

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

3. Covered persons outside the program-specific mandatory priority or spending requirement or limitation must receive priority for the program or service over non-covered persons outside the program-specific mandatory priority or spending requirement or limitation

IV. Programs with Eligibility Criteria and Discretionary Priorities

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

Equal Opportunity Program / Employer – Auxiliary aids and services available upon request for individuals with disabilities

Approved Date:

Effective Date: July 1, 2023

Subject: Objective Basic Assessment (OBA) Policy

Purpose

To provide policy for the Objective Basic Assessment in Iowa Plains

Background

- I. The Objective Assessment (OBA) process for Adults and Dislocated Workers collects information upon which a participant's Individual Employment Plan (IEP) will be based. The Objective Assessment (OBA) process for Youth collects information upon which a participant's Individual Service Strategy (ISS) will be based. An objective assessment is a mutual exchange of ideas and opinions, discussion and deliberation which includes an examination of the capabilities, needs, and vocational goals of a participant.

Assessment Components

- I. Such assessments are to be participant-centered and a diagnostic evaluation of a participant's employment barriers.
- II. Objective assessment is a short-term activity that may be revisited as needed to determine further service strategies. OBA should not be used as a stand-alone activity unless the participant's employment goals change. The OBA activity must be clearly documented in the data management system including the type of assessment used and the results of that assessment. Documentation of a mutual conversation between the career planner and participant of the results is also required.
- III. The assessment should consider the participant's family situation, general health, work history, education, occupational skills, interests, aptitudes (including interests and aptitudes for nontraditional occupations), attitude towards work, motivation, behavior patterns affecting employment potential, support service needs and personal employment information as it relates to the local labor market.

- IV. The results of the objective assessment must be shared verbally with the participant and must be used to develop the IEP/ISS in partnership with the participant. Participants, working with career planners, will utilize the results from assessments provided in IowaWorks to identify employment and personal skillsets and values. These results will be coupled with a career exploration and job analysis tool such as O*NET to identify current job openings and career forecasts.
- V. An OBA may be completed using a combination of structured interviews, paper and pencil tests, performance tests, work samples, behavioral observations, interest and/or attitude inventories, career guidance instruments, and basic skills measurements. OBA is a process that requires more than one appointment between the participant and the career planner to conduct all of the necessary portions of the assessment.
- VI. The assessment process must utilize generally accepted methodologies and instruments to collect information on each of the following factors for each participant:
 - A. family situation
 - B. work history
 - C. education
 - D. basic literacy skills
 - E. occupational skills
 - F. work readiness skills
 - G. interests and aptitudes
 - H. attitude and motivation
 - I. financial resources
 - J. basic needs
 - K. review of strengths
- VII. For youth, the assessment shall include a review of the following:
 - A. basic skills
 - B. occupational skills
 - C. prior work experience
 - D. employability
 - E. interests
 - F. aptitudes (including interests and aptitudes for non-traditional jobs)
 - G. supportive service needs
 - H. strengths (rather than just focusing on the areas that need improvement); and
 - I. developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants.

VIII. All Title I participants must receive an OBA.

Requirement for Timing of Assessment

- I. Portions of assessments conducted by other American Job Center (AJC) partners, may be used to collect information for the OBA as described in this section. Such assessments must have been completed within one year prior to enrollment. Any tests of reading, writing, and computation skills must have been completed within six months prior to enrollment.
- II. A new assessment of a youth participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program. Such assessments must have been completed within six months prior to enrollment. Previous assessments older than six months may be used if deemed appropriate by the Iowa Plains Executive Committee and if there is a local policy in place that allows for such use of assessments

Assessment Requirements

- I. In assessing basic skills, local programs must:
 - A. use assessment instruments that are valid and appropriate for the target population; and
 - B. provide reasonable accommodation in the assessment process, if necessary, for individuals with disabilities
- II. For purposes of the basic skills assessment portion of the objective assessment, local programs are not required to use assessments approved for use in the Department of Education's National Reporting System (NRS), nor are they required to determine an individual's grade level equivalent or educational functioning level (EFL), although use of these tools is permitted.
- III. Local programs may use other formalized testing instruments designed to measure skills-related gains. It is important that, in addition to being valid and reliable, any formalized testing used be appropriate, fair, cost effective, well-matched to the test administrator's qualifications, and easy to administer and interpret results.

- IV. Skills related gains may also be determined through less formal alternative assessment techniques such as observation, folder reviews, or interviews. The latter may be particularly appropriate for youth with disabilities given accessibility issues related to formalized instruments.
- V. In contrast to the initial assessment described above, if measuring EFL gains after program enrollment under the measurable skill gains indicator, local programs must use a National Reporting System (NRS) approved assessment for both the EFL pre- and post-test to determine an individual's educational functioning level.
- VI. If basic skills goals are set for youth, tests for determining grade level must be given within 30 days of the goal being established.

Career Related Assessments

- I. All youth, including youth with disabilities, can benefit from participation in career assessment activities, including, but not limited to:
 - A. assessments of prior work experience
 - B. employability
 - C. interests
 - D. aptitudes
- II. Multiple assessment tools may be necessary since there is no standard approach that will work for all youth, including youth with disabilities. Career assessments help youth, including those with disabilities, understand how a variety of their personal attributes (e.g., interests, values, preferences, motivations, aptitudes, and skills) affect their potential success and satisfaction with different career options and work environments.
- III. Youth also need access to reliable information about career opportunities (based on labor market information) that provide a living wage, including information about education, entry requirements, and income potential. Youth with disabilities also may need information on benefits planning, workplace supports (e.g., assistive technology), and accommodations, and also may benefit from less formalized career-related assessments such as discovery techniques. These assessments may be provided directly through WIOA Title I youth program career planners, and/or through referrals to national and community-based partners and resources.

Basic Skills Assessment for Timing of Testing

- I. Individuals with disabilities that preclude testing who are obviously at or below the eighth grade level may be reported that way.
- II. Individuals who have a college degree or a two-year associate degree do not need to be tested. They may be reported as having a 12th grade reading and math level.

*Equal Opportunity Program / Employer – Auxiliary aids and services available upon request
for individuals with disabilities*

Approved Date:

Effective Date: July 1, 2023

Subject: WIOA Title I Follow-up Policy

Purpose

The purpose of this policy is to provide guidance to the Iowa Plains LWDA, regarding the implementation of Follow-up procedures required under the Workforce Innovation and Opportunity Act (WIOA) Title I. In accordance with WIOA, this policy establishes the Iowa Plains standards in the implementation and documentation of Follow-up procedures for Title I Adult, Dislocated Worker and Youth program exiters.

Authority

- I. The authority for this policy is derived from the following:
 - A. WIOA, Section 124(c)(2)(A)(xiii)
 - B. TEGL 10-16 Change 1
 - C. TEGL 19-16
 - D. TEGL 21-16
 - E. 20 CFR 681.580

Background

- I. Follow-up services are available to all WIOA Title I program participants, including Adult, Dislocated Worker, and Youth programs. WIOA defines Follow-up services as a type of Career Service for Adult and Dislocated worker programs. For Youth, WIOA defines Follow-up as a service element, within the required 14 Youth Elements. Career Planners will explain and advise follow up services at the time of enrollment.
- II. Follow-up services are available to Adult, Dislocated Worker and Youth program participants upon exit or program completion. Career Planners are required to explain and offer these services at enrollment and at exit; however, a participant can refuse the service. If a participant refuses Follow-up services, Career Planners must document the refusal with a program note in IowaWorks and in the participant's Individual Employment Plan (IEP) or Individual Service Strategy (ISS).

- III. Follow-up services do not trigger the exit date to change or delay exit, as they may occur only after exit in Title I Adult and Dislocated Worker programs and can only occur after exit in the Title I Youth program (TEGL 10-16 Change 1). Follow-up can only be provided to individuals who have system exited or may be provided upon completion of the closure tab when no more planned participant level services are needed. Adult and Dislocated Worker participants are not eligible to receive Title I funds for support services during Follow-up; however, participants can receive referral for non-Title I support services, outside the WIOA.

- IV. For Youth participants, the final rule states that Follow-up services may include the following program elements:
 - A. Support services
 - B. Adult mentoring
 - C. Financial literacy education
 - D. Services that provide labor market and employment information about in demand industry and career exploration services
 - E. Activities that help youth prepare for and transition to postsecondary education and training

- V. Provision of these program elements must occur after the exit date in order to count as Follow-up services.

Local Policy

- I. Adult and Dislocated Worker Program
 - A. WIOA Follow-up services must be made available to all participants enrolled in the Adult and Dislocated Worker programs for a minimum of 12 months after the first day of unsubsidized employment. Follow-up services provide a continuing link between the participant and workforce system; these services allow the American Job Center (AJC) to assist with other services the participant may need once he or she obtains employment. Examples may include providing individuals counseling about the workplace, opportunities to further career pathways, assistance with employer benefits, health insurance, and financial literacy and budgeting assistance.

- B. Follow-up services are provided to ensure that the participant is able to retain employment, realize wage increases, and facilitate career progression. Follow-up services must include at least one contact in the first thirty (30) days and then one time every ninety (90) days for the remainder of the twelve (12) month Follow-up. Contacts made only for securing documentation in order to report a performance outcome is not a valid Follow-up service. Attempted contacts are not to be entered as a Follow-up service and should be entered as a “Follow-up contact attempt” program note.

II. Youth Program

- A. WIOA Follow-up services are a required Youth program element and must be provided to all participants enrolled in the Youth program for a minimum of 12 months after completion of participation. Follow-up services are critical following a Youth exit from the program to help ensure successful employment and/or post-secondary education and training. At the time of enrollment, youth must be informed that follow-up services will be provided for 12 months following exit. If at any point in time during the program or during the 12 months following exit the youth requests to opt out of follow-up services, they may do so. In this case, the request to opt out or discontinue follow-up services made by the youth must be documented in IowaWorks. Follow-up services provide support and guidance after placement to facilitate:
 - 1. Support services
 - 2. Adult mentoring
 - 3. Financial literacy education
 - 4. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
 - 5. Activities that help youth prepare for and transition to postsecondary education and training

- B. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise. Follow-up services include a broad range of activities identified as effective approaches, such as:
1. Developing a close, trusting relationship before and after placement
 2. Providing intensive support and case management during the first part of the Follow-up period, since job loss and other setbacks may occur early in the post-program time period
 3. Providing engaging activities to help young people stay connected to the program staff
 4. Providing support services, as appropriate
 5. Maintaining contact with employers of Youth and providing the necessary support to both employers and Youth to ensure that Youth remain employed
- C. The types of services provided, and the duration of services must be determined based on the needs of the individual identified in the ISS and therefore, the type and intensity of Follow-up services may differ for each participant. Please see Youth Services Desk Aid for additional Follow-Up services and definitions. Examples of Follow-up services include, but are not limited to the following:
1. Career Counseling
 2. Job Search & Placement
 3. Guidance & Counseling
 4. Adult Mentoring services
 5. Financial literacy
 6. Referrals to community organizations/services
 7. Work related peer support groups
 8. Support service referrals
- D. Follow-up services may begin immediately following the last expected date of service in the Youth program when no future services are scheduled. Follow-up services do not cause the exit date to change and do not trigger re-enrollment in the program. Follow-up services are not contacts or attempted contacts or attempted contacts for the purpose of securing documentation for the case file in order to report a performance outcome, however, it is imperative for staff to collect the requisite data to substantiate the Youth performance measures reported to USDOL.
- E. Career Planners are responsible for ensuring Youth are offered an opportunity to receive Follow-up services that align with their ISS.
1. The first Follow-up service is required to be provided within thirty (30)

days of exit from the program and should be in the form of a personal contact (in person, via telephone or electronic means) with the participant.

2. A second Follow-up service must occur within 90 days after exit, and at least quarterly thereafter for the next three quarters.
- F. In the event a participant has been co-enrolled in the Adult or Dislocated Worker program, along with the Youth program, the youth Follow-up service activity will serve as the Follow-up activity for all funding streams. This will avoid duplication of Follow-up services and unnecessary documentation.

Documentation

- I. A primary contact and one alternative contact method are required to be documented in the IEP or ISS at the time of enrollment and updated prior to the time of exit. Follow-up services are required to be explained at enrollment and offered at the time of exit and must be case noted.
- II. Career Planners are responsible for the provision of Follow-up services and documenting the Follow-up service in a detailed program note. If a participant refuses follow-up services, career planners are responsible for documenting the refusal with a program note in IowaWorks and may then remove the client from further Follow-up. If a Follow-up service was not needed by the client and the only client contact took place in a conversation, a Follow-up service will not need to be entered in the Service and Training Plan; however, a note will need to be entered detailing the conversation.

Unreachable Client

- I. The Career Planner will attempt to contact the participant utilizing the primary contact number and the one alternative contact method, (i.e., phone, email, text, etc.), Services may be ended after a minimum of 6 unsuccessful attempts to contact the participants over the course of 90 days. The Career Planner needs to document in a case note what methods of contact were used on what dates, and that the client is being removed from Follow-up services due to “refusal of Follow-up services”.

Exceptions to this Policy

- I. Follow-up services may be provided beyond the 12-month period at the discretion of Iowa Plains. The Career Planners will submit a justification to the Workforce Program Coordinator and Title I Manager for consideration with justification of the extension. If the extension involves payments above local policy, the request needs to be submitted to Iowa Plains executive committee. The Iowa Plains executive committee will review and provide a written response within 10 business days. The types of services provided, and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of Follow- up services may differ for each participant.

*Equal Opportunity Program / Employer – Auxiliary aids and services available upon request
for individuals with disabilities*

Approved Date:

Effective Date: July 1, 2023

Subject: Individual Training Accounts (ITA) Policy

Purpose

This policy outlines Iowa Plains' Local Workforce Development Area's directives for providing Individual Training Accounts (ITA) for WIOA eligible Adult, Dislocated Worker and Youth participants.

Background

- I. WIOA Title I-B training services for WIOA eligible Adults, Dislocated Workers, and Youth are provided through ITA. Using ITA funds, WIOA eligible Adults, Dislocated Workers, and Youth purchase training services from eligible training providers they select in consultation with a Career Planner.
- II. A participant must complete career exploration assignments for the purpose of gathering sufficient information for him/her to make an informed decision in choosing occupational training that they will be likely to complete successfully and in which they will be likely to find employment. Information must also be provided regarding cost and performance of the provider so they can make a good decision about where they want to use their ITAs.
- III. Participants are expected to utilize information such as skills assessments, labor market conditions/trends, high in demand occupation list, and training providers' performance. Career Planners will assist participants by helping them to understand the individual's assessment results and labor market information. Participants will take an active role in managing their employment future through the use of the ITA.

Policy

- I. ITA's are one training option available to eligible and appropriate participants when it is determined by a Career Planner that they will be unlikely or unable to obtain or retain employment that leads to self-sufficiency or higher wages from previous employment through career services alone.

- II. An ITA is limited in cost and duration and must result in employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment.
- III. ITA's are not entitlements and shall be provided to eligible participants on the basis of an individualized assessment of the person's job readiness, employment, and training needs, financial, social, and support needs, labor market demand and potential for successful completion, as documented on the participant's Individual Employment Plan (IEP).
- IV. Participants choose career training with Eligible Training Providers in consultation with Career Planners.
- V. To enhance consumer choice in education and training plans, as well as to provide flexibility to service providers, youth program-funded ITA's may be used for out-of-school youth (OSY) ages 16-24, when appropriate.
 - A. In-school youth (ISY) cannot use youth program-funded ITA.
 - B. However, ISY between the ages of 18 and 21 may co-enroll in the adult program and receive training services through an adult program funded ITA.
- VI. ITA Funding for Training is Limited to Participants who:
 - A. Complete an O*NET assessment, CASAS (only for participants who do not have an associate's degree, or higher), and any additional assessment that may be utilized and engage in developing an IEP that identifies the selected training course;
 - B. Are unable to obtain grant assistance from other sources to pay the costs of training or require assistance beyond available grant resources from other sources, such as Pell Grants in order to complete their training goals;
 - C. Select training programs that are directly linked to an in-demand industry sector or occupation or sectors that have a high potential of sustained demand or growth in the local area or in another area in which the participant is willing to travel or relocate. Local plan will provide additional information regarding in-demand industries.
 - D. Maintain grade point average of 2.0 throughout the training program.

Coordination of WIOA Training Funds

- I. WIOA funds are intended to provide training services in instances when there is no grant assistance, or insufficient assistance from other sources such as, but not limited to:
 - A. Temporary Assistance for Needy Families (TANF),
 - B. GAP/PACE
 - C. Federal Pell Grants,
 - D. Academic Competitiveness Grants,
 - E. National SMART Grants,
 - F. Federal Supplemental Educational Opportunity Grants, or
 - G. Federal Work-Study,
 - H. GI Bill or other Federal financial aid available to military veterans, and
 - I. state-funded grants.
- II. A WIOA Title I participant may enroll in WIOA Title I-funded training while his/her application for a Pell Grant is pending as long as the service provider has made arrangements with the training provider and the WIOA Title I participant regarding allocation of the Pell Grant, if it is subsequently awarded.
 - A. In that case, the training provider must reimburse the service provider the WIOA Title I funds used to underwrite the training for the amount the Pell Grant covers, including any education fees the training provider charges to attend training.
 - B. Reimbursement is not required from the portion of Pell Grant assistance disbursed to the WIOA Title I participant for education-related expenses.
- III. An individual may select training that costs more than \$7,000 per program year WIOA maximum amount when other sources of funds are available to supplement the ITA. The other sources must be documented in case notes.
- IV. Career Planners must consider and document in the participant file the availability of other sources of grants, excluding loans, to pay for training costs so that WIOA funds are used to supplement but not supplant other sources.
- V. The use of WIOA funds to make payments towards a personal loan of an otherwise eligible participant is prohibited. However, the mere existence of a federal loan, regardless of the status, must not impact ITA eligibility determinations.

ITA Authorization

- I. The Consumer Choice Worksheet and the Financial Needs Determination worksheet must accompany the ITA to be approved by the Title I Manager and a Title I Program Coordinator prior to issuance. ITAs are authorized only for training programs listed on the Eligible Training Provider List (ETPL), as required in IWD epolicy Chapter: 8 Section: 3.5.5.
- II. The Individual Training Agreement will be completed and signed by the Training Provider and career planner and uploaded into IowaWorks. The career planner will then route the request to the Title I Manager for review/approval, who will then route the request to the Title I Program Coordinators for final review. The Title I Program Coordinator will forward the ITA to the training provider.
- III. ITA funds are paid directly to the training provider.
- IV. ITA may be used for pre-apprenticeship programs however, only pre-apprenticeship programs listed on the ETPL may be approved. (IWD epolicy Chapter: 8 Section: 3.5.5)
- V. ITA's may be authorized for training programs in other states or online training if the training program is listed on the ETPL list or there exists reciprocity agreements with other states.
- VI. ITA's are not authorized for individualized career services such as short-term prevocational training.
 - A. Short-term prevocational services may include the development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, professional conduct, or other non-occupation-specific topics that are intended to prepare individuals for unsubsidized employment or training and should not exceed 40 hours of instruction except in documented special circumstances.

ITA Funding Limit

- I. The limit for ITA contracts is \$7,000.00 per program year. Combined Support Services and ITA will not exceed \$16,000.00 per participant, per WIOA Title I enrollment.
 - A. A waiver can be submitted to the AJC Division Administrator to exceed this limit by \$1,000.00.
 - B. Documentation of the AJC Division Administrator's approval authorizing the ITA increase must be included in case notes located in the IowaWORKS case management system.
 - C. A waiver with supporting documentation can also be submitted to the AJC Division Administrator for a class to be retaken and will be considered on a case-by-case basis.
 - D. Refresher courses are not considered retake classes and are eligible to be paid for out of Title I funds.
- II. The maximum ITA limit is not an entitlement. The amount and duration of each participant's ITA award is determined on an individual basis. Funding amounts will consider the total costs of the selected training program, any other financial assistance available to the participant, and the WIOA funding available to the Adult, Dislocated Worker, or Youth Programs.

ITA Continued Funding

- I. Continued funding of an ITA is contingent on availability of WIOA funds and on the participant's satisfactory progress in school. Career Planners will review the participant's training progress and expenses quarterly or more frequently depending on the training institution's schedule. An individual's progress will be considered satisfactory upon earning:
 - A. A grade point average that does not fall below 2.0 for two consecutive terms; or
 - B. A grade point average sufficient to graduate from, or receive certification in, the individual's approved area of study; or

- C. Sufficient credit hours to finish the approved course of study within the timeframe established under the approved training plan.
 - D. In the case of self-paced or ungraded learning programs, satisfactory progress means participating in classes and passing certification examinations within the timeframe established under the approved training plan.
 - E. Career Planners must arrange to receive training progress reports (i.e., transcripts) from participants in adequate time to process the subsequent tuition payment.
- II. Career Planners must develop with participants, who are not earning satisfactory progress in their coursework, a service strategy to overcome the barriers impacting progress. WIOA ITA funding may be terminated if participants do not earn satisfactory progress for two (2) or more consecutive school terms (i.e., quarters, semesters, etc.).

ITA Modifications

- I. An ITA may be modified to ensure the individual attains their educational goals and subsequent employment. In some circumstances, such as when a program of training is removed from the ETPL, or when extraordinary program expenses develop, the participant and career planner must agree on whether to complete the plan of training with the existing provider, seek a similar program, or discontinue training.
- II. When a program of training is removed from the state ETPL, WIOA participants in that program can complete their training, but WIOA funds cannot be used. However, an ITA should not be modified or extended for a participant beyond the original plan approval as it relates to a program of training that is no longer on the ETPL.
- III. Any modifications to the ITA should be documented in case notes located in the IowaWORKS case management system.

ITA Obligations

- I. In order to obligate ITA funds, an Individual Training Account agreement will be written for individuals identified to receive an ITA award.
 - A. The obligation would document a three-way commitment between the individual, the service provider, and the training institution.
 - B. Iowa Plains retains the flexibility to decide when to bill actual expenditures with the training provider.

- II. Payments from ITA may be made in a variety of ways, including the electronic transfer of funds through financial institutions, vouchers, or other appropriate methods.
- III. Payments also may be made incrementally, for example, through payment of a portion of the costs at different points in the training course.
- IV. Career Planners will advise participants that time spent in training before a refund, will not be honored.

Recovery of Tuition Funds

- I. In the event a participant discontinues training, the Career Planner must do due diligence to ensure the recovery of WIOA funds provided to training institutions. Career Planner must verify the following:
 - A. The refund policy of the training provider for early termination from the training program;
 - B. A requirement for the training provider to notify the case manager of early customer dropout;
 - C. The percentage of the advanced payment to be returned;
 - D. Turnaround timeframe for the refund

Participant File Documentation

- I. Justification for, and continued funding of an ITA must be supported by the following documentation uploaded to the participant file and/or in case notes entered in IowaWORKS:

- A. Assessment results supporting the selected program of study. The assessment must support the need for training including a determination by a Career Planner that the participant will be unlikely or unable to obtain or retain employment that leads to self-sufficiency or higher wages from previous employment through career services alone; and that the selected program of study will result in employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment;
- B. Completed IEP documenting the selected program of study, anticipated and actual start/end dates and training outcomes;
- C. Eligibility for other training grant funding;
- D. Verification of FAFSA application and award status, if applicable;
- E. Authorization of the ITA and any approved increase or modification;
- F. Documentation of the participant's willingness and ability to travel to locations outside of Iowa Plains counties if the selected training program and/or demand occupation is outside of the Iowa Plains service area.
- G. Case note documenting that the training provider is on the ETPL; and
- H. Documentation of the participant's progress and/or grades.

Training Contract Exception

- I. ITA's are the primary method to be used for procuring training services under WIOA. However, in certain circumstances, a training contract may be used to provide training services, instead of an ITA.

Exceptions

- I. Per Iowa Plain's policy, contracts for services may be used in place of ITA when one or more of the following exceptions apply and consumer choice requirements have been fulfilled:
 - A. On-the-job training, which may include paying for the on-the-job training portion of a Registered Apprenticeship program, customized training, incumbent worker training, or transitional jobs.
 - B. To use a training services program of demonstrated effectiveness offered in a local area by a community-based organization or other private organization to serve individuals with barriers to employment Iowa Plains will look at the following criteria:
 - 1. Financial stability of the organization.

2. Demonstrated performance in the delivery of services to individuals with barriers to employment through such means as program completion rate; attainment of the skills, certificates, or degrees the program is designed to provide; placement after training in unsubsidized employment, and retention in employment.
 3. How the specific program relates to the workforce investment needs identified in the local plan.
- C. If Iowa Plains determines that the most appropriate training could be provided by an institution of higher education or other provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations. This is true provided that the contract does not limit consumer choice.
 - D. If Iowa Plains determines a pay-for-performance contract is suitable. No more than 10 percent of the local funds may be spent on pay-for performance contract strategies.
 - E. Iowa Plains may determine that providing training through a combination of ITA and contracts is the most effective approach. This approach could be used to support placing participants in programs such as Registered Apprenticeships and other similar types of training.

*Equal Opportunity Program / Employer – Auxiliary aids and services available upon request
for individuals with disabilities*

Approved Date:

Effective Date: July 1, 2023

Subject: Incumbent Worker Training Program Policy

Purpose

This policy provides guidance and establishes procedures regarding the Workforce Innovation and Opportunity Act (WIOA) Incumbent Worker Training (IWT) Program in the Iowa Plains Local Workforce Development Area.

Background

- I. An Incumbent Worker is a person who is currently employed and could benefit themselves and their employer by upgrading their skills through training. The training should give the employee the opportunity for advancement and wage gains within their company. Incumbent Workers will be referred to as “employees”.
- II. The IWT Program is designed to meet the special requirement of an employer to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment. This program provides both workers and employers with the opportunity to build and maintain a quality workforce. The IWT Program is a business-driven program designed to meet the needs of an employer or group of employers. There is an expectation that the employee will be promoted or retained by the company after they receive training. Ideally, this would also create additional back-fill opportunities for other workers.
- III. The program is intended to offset a portion, via reimbursement, of the business’s cost to train and upgrade the skills of its employees. Eligible businesses must demonstrate that by receiving funding assistance through the program, their business will not only improve the skills of their workers but also improve their business processes and competitiveness and decrease the risk of permanent layoffs.

Program Overview

- I. IWT Program funding is limited. The maximum award per application, per program year, is \$10,000.00 and the initial training agreement duration may not exceed 12 months. The maximum award may be adjusted based on funding availability, each program year. The total amount of funding that may be available is \$50,000.00 annually, based on the LWDA's budget.

- II. When workers lack necessary training and businesses experience skill gaps, the company's ability to compete, expand, and retain workers can be compromised. The Iowa Plains IWT Program addresses such needs. The IWT Program is to provide funding for continuing education and training of employees at existing Iowa businesses with physical locations in the Iowa Plains Local Workforce Development Area. The program may provide reimbursement to businesses that pay for preapproved direct training-related costs.

Eligible Employees

- I. An eligible employee is one who is directly employed by the company at a facility located within the Iowa Plains Local Workforce Development Area and meets the following requirements:
 - A. Must be at least 18 years of age
 - B. A citizen of the United States or U.S. Territory, a U.S. permanent resident, or an alien/refugee lawfully admitted to the U.S whose status permits employment in the United States
 - C. Iowa resident
 - D. Employee must be registered in the IowaWORKS system
 - E. Employee must work at least 32 hours per week
 - F. Employee must have an established employment history with the employer for six months or more and receives a W-2
 - G. Employee must be committed to attending all trainings
 - H. Employee must earn an hourly wage above the state minimum wage
 - I. Employee must agree to cooperate with data collection requirements

- II. An employee does not have to meet the eligibility requirements for participation in career and training services for Adults and Dislocated Workers under WIOA unless they are also enrolled as a participant in the WIOA Adult or Dislocated Worker program.
- III. Exception to the six-month requirement: In the event, IWT program funding is being provided to a cohort of employees, not every employee in the cohort must have an established employment history with the employer for six months or more, as long as a majority (at least 51%) of those employees being trained meet the employment history requirement.
- IV. IWT Program funding can also be used for underemployed workers if the use of the funding focuses on increasing skills for underemployed frontline workers in an effort to advance these workers to more skilled positions with the same employer; or workers who would prefer full-time work but are working part-time for economic reasons.

Ineligible Employees

- I. Anyone who receives a 1099 Form or
- II. Those who are placed through a temporary agency

Employer Eligibility

- I. Employers applying for IWT Program funding must meet the following criteria:
 - A. Financially viable, private sector employers and certain nonprofit and local government entities (e.g., a nonprofit or county hospital) are eligible to receive IWT Program funds
 - B. The business or businesses must have been in operation for 12 months, not currently or recently experiencing bankruptcy, be current on all local, state, and federal tax obligations, and not appear on any federal suspensions or debarment lists
 - C. An eligible business must be in Iowa, have a physical location in the Iowa Plains Local Workforce Development Area, and registered with the Iowa Secretary of State Office
 - D. Businesses are encouraged to provide training to a group of employees and not an individual employee; the number of employees in the company will be taken into consideration

- E. Businesses should demonstrate a commitment to retain or avert the layoff of employees receiving training
 - F. Businesses must submit a W-9 with their application for payment reimbursement
- II. Companies that are in the process of a layoff or have had a layoff in the last six months are not eligible for IWT Program (excludes temporary hires or contract workers). If a layoff occurs in a company while they have an open IWT program, the current workers will be able to complete the training.

Multiple Business Applications

- I. A group of employers who need the same training for their workers may submit a joint application. Multiple businesses can collaborate and apply for a collaborative training. The proposal for the common request must:
- A. Train employees of at least two different businesses, with one of those businesses designated as the Lead Applicant
 - B. Include employees of the Lead Applicant in the training
 - C. Include training descriptions and outcomes that address the employees from all businesses impacted by the proposed common training
 - D. Include information on each business that will be part of the training
- II. A business may be treated as a single company or multiple companies depending on the number of locations and Federal Employer Identification Number (FEIN). If each location operates under a different FEIN, each location will be considered a separate company and will need to submit separate applications to receive separate funding. If the locations operate under one FEIN, it will be considered one company and will therefore need to join its training efforts, submit one application, and receive one award.

Ineligible Employers

- I. The following businesses are not eligible to apply for funds under this program:
- A. Not-for-profit agencies or organizations (This does not apply to hospitals operated by nonprofit or local government entities in the State of Iowa)
 - B. Retail establishments
 - C. Entities whose administrations only comprise volunteers
 - D. Local Workforce Development Boards and their administrative entities
 - E. Labor unions

- F. Federal, state, county, or city governmental entities (This does not apply to hospitals operated by nonprofit or local government entities in the State of Iowa)
- G. Businesses that received ITW Program Funding in the current program year
- H. Employers that have received State-funding training dollars in the last 12 months, including funding from Accelerated Career Education Infrastructure(260G), Iowa Industrial New Jobs Training (260E), Iowa Jobs Training (260F), Iowa Apprenticeship Act (15B), Iowa Registered Apprenticeship Development Fund (15C), or Future Ready Iowa.

Funding Considerations

- I. Funding considerations shall be given to the following:
 - A. Businesses that provide employees with opportunities to acquire new or improved skills by earning a credential
 - B. Businesses who grant proposals represent a significant upgrade in employee skills
 - C. The characteristics of the participants in the program, specifically the extent to which they historically represent individuals with barriers to employment as defined in WIOA and how they would benefit from retention or advancement
 - D. The employees' advancement opportunities along with wages and benefits (both pre and post training earnings)
 - E. The existence of other training and advancement opportunities provided by the employer
 - F. Layoffs averted because of training
 - G. Utilization as part of a larger sector and/or career pathway strategy; or
 - H. Employer size
- II. While these considerations do not include an increased reimbursement percentage, applications that meet one or more of these conditions will receive priority during times of limited funding.

Employer's Cost-Sharing Requirement

- I. Businesses will be required to provide a portion of the training costs dependent upon the size of the business and the number of employees either through direct cost contribution or in-kind contributions.
 - A. At least 10% of the cost for employers with 50 or fewer employees
 - B. At least 25% of the cost for employers with 51 to 100 employees
 - C. At least 50% of the cost for employers with more than 100 employees
- II. The business must disclose cash and in-kind contributions. Examples of in-kind contributions, in addition to any direct costs, may include expenses associated with the use of space and equipment during the training project and trainee wages (including benefits) of employees during the training.

Performance Accountability

- I. The employer must agree to provide performance records and keep accurate records of the project's implementation process and certify that all information provided, to request reimbursements and report training activity, is accurate and true, including evidence that the business has paid the training expenses in accordance with the terms of the agreement prior to requesting reimbursement of allowable training costs. Before, during, and/or completion of training, businesses will be asked to provide the following:
 - A. All trainee documentation (proof of Social Security Number, citizenship/right to work, physical address, etc.) before the start of training to Iowa Plains
 - B. All training sessions must have signed attendance sheets or digital confirmation of attendance. Trainee participation is required.
 - C. Employee satisfaction surveys
 - D. All copies of credentials, certificates of completion, or other documentation of the employee's participation within 60 days of the end of training to be considered eligible for reimbursement
 - E. Must maintain monthly communication with an Iowa Workforce Development Business Engagement Consultant and/or Iowa Plains Career Planner on the status of the project
 - F. Each project requires one year of follow-up to track project outcomes once training is completed (provide updated trainee wages and promotions)
 - G. Employers submitting an application must agree to provide this information.

Allowability of Use of Funds

- I. With proper documentation allowable costs include (but are not limited to):
 - A. Training/course registration
 - B. Instructors/trainer salaries
 - C. Curriculum development
 - D. Textbooks and manuals
 - E. Materials and supplies
 - F. Tuition expenses
 - G. Off-site training space (e.g., classroom rental)

- II. Non-reimbursable costs include (but are not limited to):
 - A. Administrative costs
 - B. Trainee's wages
 - C. Purchases of capital equipment or capital improvement
 - D. Purchases of items or services that will be used primarily outside of the IWT Program
 - E. Travel expenses for trainers or trainees
 - F. Assessment, testing, or certification fees
 - G. Advertisement or recruitment
 - H. Annual membership for online courses

Training Services

- I. The IWT Program provides flexibility regarding the type(s) of training and the training provider(s). Based on the needs of the company and its overall workforce development needs, the company chooses its training and training provider that provides employees with opportunities to acquire new or improved skills.

- II. Training can include, but is not limited to, industry or employer-specific work skills, basic job skills, technical computer skills, new manufacturing technologies, equipment operation training, changes in production processes, and skills such as leadership, teamwork, communication, conflict resolution, and management skills if the employer can document the need and effect on employee production and/or retention with the company.

- III. Employers will determine and select the types of training and training provider(s) that meet their business and training requirements before submitting an application for consideration.
- IV. All agreements must show an end date that completes training within 12 months of the approval date. All training should have specific start and end dates.

Ineligible Training

- I. The following are ineligible types of training:
 - A. New hire orientation
 - B. Degree programs
 - C. Training that takes place where food and/or beverages are included in the cost
 - D. Training that includes the purchase of equipment (such as iPads or other equipment/supplies/devices that can be used outside of training) in the cost of the training
 - E. Self-paced learning
 - F. Non skill related assessments
 - G. Mandated safety training (such as OSHA)
 - H. Regularly provided annual training
 - I. English as a second language
 - J. Basic skills or remedial education
 - K. Non-job-related training

Eligible Training Providers and Activities

- I. Public or private educational institutions, trade associations, community-based organizations, economic development agencies, unions, government agencies, or subject matter experts may provide training. Training can be conducted at the business facility, at the training provider's facility, online, or a combination of sites.

Iowa Plains Criteria

- I. Iowa Plains reserves the right to accept or reject any or all applications submitted.
- II. Iowa Plains does not commit to pay for any cost incurred before any award notification or the execution of any contract. All applications and their accompanying attachments will become property of Iowa Plains after submission, and materials will not be returned. Costs incurred by a contracted entity in the delivery of services shall be reimbursed based on mutually agreed-upon conditions and delivery schedules with the submission of appropriate documentation.

Program Procedures

- I. Eligible businesses will complete the Iowa Plains Incumbent Worker Training Program Application and submit to the Business Engagement Consultant or the Title I Manager. The application is the only document that may be used to apply. Applications should be submitted at least 30 business days before the start date of the training. However, submittal within this timeframe does not guarantee that the approval date will be on or before the training start date.
- II. Upon receipt of the completed application, the Title I Manager and a Title I Program Coordinator will review the application to determine the employer's eligibility for funding. More information may be requested from the employer to determine eligibility.
- III. Within two weeks of the application approval, the agreement between Iowa Plains Local Workforce Development Area and the business will be prepared sent electronically to the employer for signature. Once the signed agreement has been received by Iowa Plains, the Iowa Plains Representative will sign. The fully executed agreement will then be emailed to the business. This agreement must be executed prior to the start date of the training. Funding cannot be provided for any costs incurred before the agreement for delivery of training has been completed. Once the agreement is fully executed, all required forms will be provided to the employer. These forms will include:
 - A. Trainee Data Submission Form
 - B. Reimbursement Request Form
 - C. Trainee Roster
 - D. Training Expenses Summary Report
 - E. Final Training Evaluation Form
- IV. The Reimbursement Request Form and the Final Training Evaluation form must be completed and submitted to the Iowa Plains Local Workforce Development Area within 60 days of the agreement end date. Reimbursement requests received after the 60-day cutoff will not be processed.

Equal Opportunity Program / Employer – Auxiliary aids and services available upon request for individuals with disabilities

Approved Date:

Effective Date: July 1, 2023

Subject: On-The-Job Training (OJT) Policy

Purpose

This policy establishes requirements to operate the On-the-Job Training (OJT) program under the Workforce Innovation and Opportunity Act (WIOA) in Iowa Plains.

Definition

- I. On-the-Job Training (OJT) is training by an employer that is provided to a paid participant while engaged in productive work to develop specific occupational skills or obtain specialized skills required by an individual employer that the participant does not already possess.
- II. Training services are available to those participants who are unable to find employment. Need and ability to benefit from WIOA funds for an OJT must be established and the participant must have the skills and qualifications to successfully complete the training program. An individual's need for training shall be determined through an assessment. Participants with marketable skills within an in-demand occupation shall not be deemed eligible for WIOA funded training.
- III. Documentation of assessments, goals and skills that will be obtained from the training must be properly documented in the IEP. Career Planners will work with the participant to identify the skills that need to be developed and their career pathways goals to create their roadmap to success.
- IV. OJT participants become an employee of the company at the start of the training program.
 - A. The employer is required to certify the intention to retain the OJT participant after the reimbursed training period if the OJT participant accomplished the specific occupational skills to be learned as stated in the OJT contract.
 - B. OJT contracts can be written with employers from the public, private non-profit or private-for profit business sectors.
 - C. Business Engagement Consultant(s) and Title I Career Planners work in partnership to facilitate the OJT.

Priority of Service

- I. Priority of Service will be followed as defined in Iowa Plains local policy.

OJT Wages & Benefits

- I. Since OJT is employment, state and federal regulations governing employment situations apply. Participants in an OJT must be compensated at the same rates, including periodic increases, as trainees or employees who are situated in similar occupations by the same employer. Wages paid must not be less than the higher of federal or state minimum wage or the prevailing rates of pay for individuals employed in similar occupations by the same employer. Participants in an OJT must be:
 - A. Provided benefits and working conditions at the same level and to the same extent as other trainees or employees working a similar length of time and doing the same type of job.
 - B. Covered by Worker's Compensation in accordance with State law.
- II. Payment of WIOA Title I funds to employers is compensation for the extraordinary costs of training participants, including costs of classroom training and compensation for costs associated with the lower productivity of such participants.
- III. Payment rate and rate considerations:
 - A. The maximum amount of an OJT contract allowed is \$10,000 per participant.
 - B. The employer is reimbursed up to fifty percent (50%) of the participant's wage rate.
 - C. The employer can be reimbursed up to seventy-five percent (75%) of the wage rate of the participant if any of the following criteria are met:
 1. The characteristics of the participants, whether they are individuals with barriers to employment, their length of unemployment, and their current skill level.
 2. The OJT is with a small business with less than 200 employees.
 3. In other circumstances a waiver can be submitted to the AJC Division Administrator to request the seventy five percent (75%) wage rate reimbursement.
 4. No OJT contract will be longer than six (6) months and will not exceed 1040 hours.
 5. Other circumstances will be considered on a case-by-case basis.

- D. Wages are considered to be monies paid by the employer to the participant. Wages do not include tips, commissions, piece-rate based earnings or non-wage employer fringe benefits.
- E. Any shift differentials or shift rate changes will be clarified, set and included in final OJT contract.
- F. Payment for overtime hours and holidays is allowable.
- G. Holidays may be used as the basis for OJT payments only if the participant actually works and receives training on the holiday.

OJT Contracts

- I. OJT must be provided through a contract to provide a structured occupational training opportunity for the OJT participant to gain the knowledge and competencies necessary to be successful in the occupation in which they receive training.
- II. Before an OJT contract is written, the participant must take the O*NET assessment and complete an informational interview with the employer.
- III. The contract must be completed and signed before the OJT participant starts working. [20 CFR 680.720 (b). The WIOA service provider or other designated staff, and the employer must sign an OJT contract for each OJT participant.
- IV. An OJT contract must be limited to the period of time required for the participant to become proficient in the occupation for which the training is being provided.
- V. No OJT contract will be longer than six (6) months and will not exceed 1040 hours. Under no circumstances can an OJT contract be written for a participant if the hours of training required for the position in which the participant is to be trained is determined to be less than 160 hours.
- VI. Appropriate contract length will be determined by considering the skill requirements of the occupation, the academic and occupational skill level of the participant, and the participant's prior work experience.

- VII. In assessing the time requirements, the Title I career planner will consider the specific skills needed for that occupation as required by that employer for that job; the normal training time for that occupation as shown by O*NET, which may be accessed at <http://www.doleta.gov/programs/onet>; and the specific additional skills to be learned by the OJT participant as determined by the assessment of the participant’s current skills and experience in comparison to what is required for successful performance in that specific occupation.
- VIII. The number of OJT training hours for a participant must be determined using the following standardized chart, unless the local plan contains an alternative methodology for determining the length of OJTs. The hours specified must be considered as a departure point for determining actual training hours. If the total number of training hours needed to successfully train a participant for the OJT position cannot be provided during the maximum contract length allowable, as many training hours as possible must be provided.

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

Source: SVP-Scaled Value of Proficiency (O*NET)

- IX. Rationale for OJT. The rationale for the OJT training, including duration, must be entered in the participant’s Individual Employment Plan (IEP).
- X. The hours specified must be considered as a departure point for determining actual training hours.
- XI. If the total number of training hours needed to successfully train a participant for the OJT position cannot be provided during the maximum contract length allowable, as many training hours as possible must be provided.

- XII. The number of training hours for a participant may be increased/decreased based upon the individual circumstances of the participant and will be approved by the board/executive committee on a case-by-case basis.
- XIII. OJTs are designed to be limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, prior work experience of the participant, and the service strategy of the participant. The OJT training hours for a participant must be reduced if a participant has prior-related employment or training in the same or similar occupation. Previous training or experience, which occurred so long ago that skills gained from that experience are obsolete, may be disregarded to the extent that those skills need to be relearned or re-acquired.
- XIV. The number of training hours for a participant may be increased based upon the individual circumstances of the participant, such as having a disability. Local plans will need to identify the circumstances for reduction/increase of length of an OJT.
- XV. The number of hours of training for any participant, as well as the process for extending or reducing those training hours from the basic method of determination must be documented in the participant's IEP/ISS.

OJTs for Employed Workers:

- I. OJTs may be written for employed workers when the following additional criteria are met:
 - A. The employee is not earning a self-sufficiency wage as defined in the local plan;
and
 - B. The OJT relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that require additional skills, workplace literacy or other appropriate purposes identified in the local plan.
- II. Documentation of the appropriateness including the assessment (participant and employer/business), contract, training plan, progress, skill evaluation, invoices, and other financial records, etc. must be documented in the data management system.

OJTs and Registered Apprenticeship:

- I. OJT contracts may be entered into with Registered Apprenticeship (RA) program sponsors or participating employers in registered apprenticeship programs for the OJT portion of the registered apprenticeship program.
- II. Depending on the length of the RA and State and local OJT policies, these funds may cover some or all of the RA training.

*Equal Opportunity Program / Employer – Auxiliary aids and services available upon request
for individuals with disabilities*

Approved Date:

Effective Date: July 1, 2023

Subject: Pre-Vocational Activities Policy

Purpose

The purpose of this policy is to provide guidance on pre-vocational activities (PVA) for Adult and Dislocated Worker participants enrolled in the Workforce Innovation and Opportunity Act (WIOA) Title I Program. Youth participants are not eligible for pre-vocational activities (PVA) unless they are co-enrolled in the Adult Program.

Definition of Pre-Vocational Activities (PVA)

- I. Pre-vocational activities are a short-term, individualized career service that develops the necessary learning skills required as a knowledge and skill base before participants can enter, or progress satisfactorily, in a specific occupation, career path, or training program.
- II. Such activities must:
 - A. Be 26 weeks or less.
 - B. Be outcome-oriented and focused on a career pathway or training goal as specified in the individual employment plan.
 - C. Include an overview of the activity detailing the schedule and content.

Process

- I. Before pre-vocational activities can be offered, career planners and participants must complete the following:
 - A. Career Assessments
 1. The Career Assessment is provided through interactions with participant to assist in developing and achieving their goals to determine the following:
 - a) Identification of strengths.
 - b) Identification of workplace skills.
 - c) Career interests.
 - d) Work values.
 - e) Identification of prior work history.
 - f) Family situation.
 - g) Service needs.
 - h) Basic skills.

- B. Individual Employment Plan/Service Strategy
 - 1. The Individual Employment Plan/Service Strategy is an individualized career service that is developed jointly by the participant and career planner to identify employment goals, achievement objectives and an appropriate combination of services for the participant to achieve the employment goals.
- C. Training Program Verification
 - 1. The training program in which the Pre-Vocational Activity is being requested for should be verified that it is currently on the Eligible Training Provider List (ETPL) prior to funding the Pre-Vocational Activity.
 - 2. Pre-Vocational Activities may be provided to prepare a participant for employment and do not require a training program verification.

Pre-Vocational Activities (PVA)

- I. Pre-Vocational Activities (PVA) may include, but are not limited to the following:
 - A. Basic Computer Skills
 - 1. E-Mail/Online Etiquette
 - 2. Google Workspace/Microsoft Office Proficiency
 - 3. Keyboard and Mouse
 - 4. Web Browser and Search Functionality
 - B. Workplace Safety
 - 1. First Aid
 - 2. CPR
 - C. Math/Reading Courses
 - 1. Khan Academy
 - 2. LinkedIn
 - 3. Study.com
 - D. Workforce Preparation Activities
 - 1. Activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills including, competencies in areas such as:

- a) Mock Interviews
- b) Resume Development and Preparation
- c) SMART Goals/Goal Setting
- d) Soft Skills Development
 - (1) Work Habits and Behavior
 - (a) Punctuality and Attendance
 - (b) Work Attire
 - (c) Routines and Schedules
 - (d) Working with Supervisors
 - (2) Interpersonal Communication
 - (a) Teamwork and Collaboration
 - (b) Conflict Resolution
 - (c) Accepting Feedback
 - (3) Task/Time Management
 - (4) Organizational Skills

Approved Date:

Effective Date: July 1, 2023

Subject: Support Services Policy

Purpose

To provide Iowa Plains WIOA Title I Adult, Dislocated Worker, and Youth programs with guidelines and restrictions on support services.

Background

- I. Support services are available to WIOA Title I Adult, Dislocated Workers, and Youth who meet WIOA eligibility requirements as described below.
- II. As WIOA programs are not an entitlement, support service payments are made on a case-by-case basis only when determined necessary and allowable.
- III. Title I Career Planners must clearly state how the support services will help the participant reach their employment goals as documented in the IEP/ISS.
- IV. The completed IEP/ISS must be sent to the Title I Manager and Title I Program Coordinator for approval before any funds are expended.
- V. Due to funding limitations, WIOA Title I support services are always the last resort.
- VI. All other sources of funding must be sought first and documented to avoid duplication of services.
- VII. All attempts to find other support service funding and the reasons for needing WIOA Title I funding must be documented in the state case management system.
- VIII. Potential sources for other funding may include state-funded sources, Pell Grants, or Trade Adjustment Assistance (TAA).
- IX. The maximum amount for support services will not exceed \$6,000 for the duration of time that the participant is enrolled in the WIOA Title I program.

- X. In documented emergency situations, the AJC Division Administrator may approve additional support services funds not to exceed \$1,000 above the \$6,000 maximum established in this policy. All other funding sources must have been explored and documented.
- XI. All participants who have support services in their IEP/ISS, must submit a W-9 to receive payment reimbursement through Electronic Funds Transfer (EFT). If support service payments are to be issued to a vendor, the vendor must have a W-9 on file, at all times.

NOTE: Training related expenses that maybe be covered under a participant's Individual Training Account (ITA) do not count against the support services limit, however, ITA costs and support services combined will not exceed \$16,000.00 per participant, per enrollment in WIOA Title I program.

Eligibility

- I. Support services may only be provided to participants who:
 - A. Are participating in career services or training services, or a Youth 14-Element service approved by WIOA Title I.
 - B. Are unable to obtain support services via their support network or through other programs including community agencies that provide these services; and
 - C. Require those services to enable him/her to participate in WIOA Title I activities.
- II. A review of the Adult, Dislocated Worker, and Youth participant's budget shall be completed to determine need. Details of the budget will be provided into the state case management system. In all cases, staff must review service notes prior to making any support service payments to avoid duplicate payments from multiple sources and to ensure the participant has not exceeded any limits set forth in this policy.
- III. The support service(s) must be deemed necessary for the participant to achieve the goals outlined in their Individual Employment Plan (IEP) or Individual Service Strategy (ISS).
- IV. The Comprehensive and Affiliate Job Centers must keep an up-to-date listing of available community resources (paper and/or electronic) and make available to participants prior to any WIOA Title I payment for support services. Providing information about the availability of, and referrals to, alternate support services sources is required by 20 CRF 678.430 (a) (9).

Overview

- I. Youth participants are provided support services through follow-up.
- II. Following are the allowable types of support service payments and a description of each. Payments may be made directly to vendors on behalf of a participant, or as a reimbursement to the participant unless otherwise noted below.
 - A. Clothing (CHG)
 1. Payments for items such as clothes and shoes (uniforms, safety equipment, etc.) that are necessary for participation in WIOA Title I activities, including interviewing, employment, or work experience are allowable.
 2. Itemized invoice or receipt is required.
 3. Maximum expenditure is \$300.00 per participant per program year.
 - B. Dependent Care (DPC)
 1. The costs of dependent care from licensed daycare providers or from private sources agreed upon by the participant are an allowable expense.
 2. Dependent care assistance may be provided to eligible participants who require such assistance in order to participate in a WIOA activity and whose need has been linked to an activity.
 3. Dependent care includes child or adult care for which the participant would normally be responsible.
 4. If an unemployed parent of the child resides in the home, no childcare support will be provided.
 5. DPC payments are paid directly to the participant after verification by the career planner.
 6. The career planner will verify:
 - a) the childcare provider form identifying the person(s) for whom they are providing care
 - b) the provider is not being paid by other sources (or verification of participant co-pay)
 - c) documentation of the days/hours the care is provided, and the attendance/progress form from the training provider verifying that the childcare is necessary.
 7. Dependent care support should only be used when the participant is not eligible for, or is pending approval of, childcare assistance through HHS/PROMISE JOBS.

8. Any participant who utilizes Dependent Care, will be required to be enrolled in a financial literacy activity.
 9. Maximum of \$50.00 per day for one dependent.
 10. Maximum of \$100.00 per day for two or more dependents.
 11. Maximum of \$500.00 per week for two or more dependents.
 12. Maximum of \$1,500.00 per participant per program year.
- C. Educational Assistance (EST)
1. Assistance with books, fees, school supplies, laptops, internet access, tools, equipment, and other necessary items for students enrolled in high school, alternative high school, high school equivalent, or postsecondary education classes are allowable.
 2. Participants that need laptops, internet service, and other support services must provide written documentation from the training site indicating the need for these services.
 3. The laptop may be retained by the participant after the completion of training and will only be provided one time per participant per program enrollment. If participant does not complete the training, the laptop must be returned.
 4. Services for internet are limited to the time that the individual is in a training activity.
 5. Itemized invoice/receipt, or syllabus is required. Documentation from the instructor is required from training site for laptop and/or internet access.
 6. The participant must submit documentation that the employer or training provider requires the participant to have specific tools or equipment to perform job duties or complete training.
 7. The tools and equipment may be retained by the participant after the completion of training and will only be provided one time per participant per program enrollment. If participant does not complete the training, the tools and equipment must be returned.
 8. Maximum of \$2,500.00 per participant per program year.
- D. Educational Testing (EDT)
1. Assistance with educational testing required for participation in WIOA Title I activities is allowable.
 2. Some examples of educational testing include, but are not limited to, high school equivalency testing and vocational testing.

3. If required for employment, the costs for licenses and application fees are allowable, examples include nursing boards.
 4. Itemized invoice or receipt is required.
 5. Maximum of \$1,000.00 per participant per program enrollment.
- E. Health Care (HLC)
1. Health care assistance can be made available to participants when lack of assistance will affect their ability to obtain or maintain employment, or if it is a requirement of an educational program.
 2. Allowable expenses include but are not limited to:
 - a) physical exams,
 - b) eye exams,
 - c) counseling,
 - d) drug tests.
 3. This support service should be used only when there are no other resources available to the participant.
 4. Itemized invoice or receipt is required.
 5. Maximum expenditure is \$300.00 per participant per program year.
- F. Services for Individuals with Disabilities (SID)
1. The costs of special services, supplies, equipment, and tools necessary to enable a participant with a disability to participate in an education or employment related activity are allowable.
 2. It is not an allowable use of WIOA Title I funds to make capital improvements to a training or work site for general compliance with the Americans with Disabilities Act requirements. Itemized invoice or receipt is required.
 3. Maximum of \$500.00 per participant per program year.
- G. Transportation (TRN)
1. The cost of transportation necessary to participate in WIOA Title I activities and services, including job searching, job interviews, and new employment up to first paycheck.

2. Assistance can consist of:
 - a) Per mile reimbursement,
 - b) ride share services, like Uber and Lyft for example,
 - c) bus and/or taxi passes.
 - d) Bicycle and safety equipment purchases capped at \$500.00
 3. Bus passes must not be provided for more than 30 days in advance, 1-day bus passes are also allowable.
 4. Mileage will be reimbursed at the Federal rate.
 5. Mileage expenses must be supported with a map from a web mapping service.
 6. Itemized receipts/invoices are required for other transportation.
 7. Maximum of \$2,500.00 per participant per program year.
- H. Financial Assistance (FAS)
1. The purpose of a Financial Assistance payment (FAS) is to make a payment to a service provider or vendor on behalf of a participant. This payment is used to cover an emergency financial need that, if unmet, would prevent the participant from participating in WIOA Title I activities. FAS may be used for such things as: housing assistance, auto repair, eyewear repair, and other critical participant needs. FAS may not be used to pay any type of fines or penalties imposed because of failure to comply with any federal, state, local law or statute. Any participant who utilizes FAS will be required to be enrolled in a financial literacy activity at the time the support service is provided.
 - a) Housing/Rent
 - (1) The participant must indicate a need and sign an applicant statement requesting the assistance.
 - (2) Deposits are not allowable since the amount may be reimbursed to a participant at a later date.
 - (3) Payment of late fees or interest fees or charges associated with payments not made on time are not allowable.
 - (4) Required documentation for payment includes a copy of a signed lease with the participant's signature and monthly amount due or proof of a mortgage in the participant's name.
 - (5) If the lease is not in the participant's name, an applicant statement must be made explaining the relationship between the participant and person named in the lease.

- (6) Payments will be based on actual rent expense minus any subsidies.
 - (7) Rent or mortgage assistance is limited to one time per household per program enrollment.
 - (a) Maximum for rent \$850.00, maximum for mortgage \$1,000.00.
 - (8) Utilities are allowed up to \$500.00 per program year and must be supported by actual bills.
- b) Car Repairs/Insurance
- (1) Vehicle repair costs may be provided but must be directly linked to an allowable activity.
 - (2) Required documentation includes:
 - (a) copy of title or registration showing the client or their spouse, parent/guardian legally owns the vehicle
 - (b) proof of car insurance.
 - (3) No cosmetic repairs will be paid using WIOA Title I funds.
 - (4) Vehicle insurance premiums for up to 6 months are also an allowable expense and is a one-time only payment. Two quotes for repairs are required unless the vehicle must be towed.
 - (5) The participant cannot receive mileage reimbursement and vehicle repairs during the same week. If vehicle repairs are paid, no transportation will be paid.
 - (6) Maximum per participant is \$500.00 per program year.

I. Employment Related Expenses

- 1. Employment related expenses include various fees not covered in other categories that are related to education and/or employment, including licensing, bonding, background checks for work-based learning, and application fees.
- 2. The cost of required identification documents for education or employment is allowed.
- 3. The cost of a laptop for a participant doing a remote work-based learning activity is allowed.

4. The maximum amount per participant is \$500.00 per program year.
- J. Supported Employment and Training (SET)
1. Supported Employment and Training payments are allowable to provide individuals requiring individualized assistance with the one-to-one instruction and with the support necessary to enable them to complete occupational skills training and/or obtain and retain competitive employment.
 2. SET may only be used in training situations that are designed to prepare the participant for continuing non-supported competitive employment. An example of SET use in conjunction with an occupational skills training would be hiring a tutor to assist with classes.
 3. SET may be conducted in conjunction with experiential learning activities. An example of SET use in this situation would be the hiring of a job coach to assist an individual who has been placed in competitive employment.
 4. The length of a Supported Employment and Training contract may not exceed six months per enrollment.
 5. The service provider must have an established rate for the service and charges must be in the same manner and at the same rate as other entities purchasing similar services.
 6. Itemized invoice or receipt is required.
 7. The maximum amount per participant is \$500.00 per program year.
- K. Needs Related Payments (NRP)
1. Needs Related Payments (NRP) are not authorized in Iowa Plains.

L. Youth Incentive Payments (YIP)

1. YIP must be tied to the goals of the specific program. The career planner must outline in writing before the commencement of the program, that there may be an opportunity to provide incentive payments. Examples of appropriate YIPs are attendance or achievement of basic education skills; pre-employment/work maturity skills; occupational skills as identified in the Individual Service Strategy (ISS) for the participant, or Incentive payments directly tied to the completion of experiential learning activities.
2. The YIP payment must be a lump sum based on achievement/attendance, for a specific time frame and may not be based on an hourly rate. The YIP policy may be based on a combination of attendance and achievement or one or the other.
 - a) High school diploma attainment - \$100.00
 - b) HiSED attainment - \$100.00
 - c) Achievement of Basic Skills or Benchmark goal as identified on the ISS (per goal) - \$50.00
 - d) Completion of 30 hours leadership activity - \$100.00
 - e) Completion of a Workplace Readiness curriculum - \$100.00
 - f) Achievement of a recognized post-secondary credential in a high demand industry-\$100.00
 - g) One or two-year diploma through post-secondary education in a high demand industry: \$250.00
 - h) Employed at the 2nd quarter after exit - \$100.00
 - i) Employed at the 4th quarter after exit – \$100.00

- M. The following items are prohibited to be purchased with WIOA Title I support service funds. All costs will be considered to be disallowed and WIOA Title I funds utilized to purchase these items must be returned to the funding grant:
1. Support services purchased prior to the participant's program enrollment.
 2. Fines and penalties such as traffic violations, late fees, and interest payments.
 3. Entertainment, including tips.
 4. Contributions or donations.
 5. Vehicle payments.
 6. Refundable deposits.
 7. Alcohol, tobacco, or marijuana products.
 8. Food (meals, groceries)
 9. Items for family members or friends.
 10. Out-of-state job search and relocation expenses that are paid for by the prospective employer.
 11. Needs Related Payments are not authorized.
 12. Any other item that is not required for the participant to successfully complete their training and employment goals.
- N. Approval of Support Payments
1. The Title I Manager and a Title I Program Coordinator will be responsible for reviewing and approving support payment request for WIOA Adults, Dislocated Workers, and Youth to ensure all WIOA Title I requirements have been met, and the request is appropriate and to ensure sufficient funds are available.
 2. In the event that any support service not previously outlined in this policy is requested or requires more than the allowable maximum amount or cap, as stated in policy a waiver may be submitted to the AJC Division Administrator. In consultation with the appropriate committee chairs and authorization to exceed the maximum will be awarded on a case-by-case basis. Proper justification must be outlined on the waiver. Written justification from the customer is required prior to making the payment.
 3. Related Information
 - a) N/A

Equal Opportunity Program / Employer – Auxiliary aids and services available upon request for individuals with disabilities

Approved Date:

Effective Date: July 1, 2023

Subject: Informational Interviews Policy

Purpose

Each participant who is interested in Work Based Learning (WBL) activities (Job Shadow, Internship, Work Experience, Registered Apprenticeship, Transitional Jobs and On-The-Job Training) under the Workforce Innovation and Opportunity Act (WIOA) in Iowa Plains will conduct an informational interview with the perspective employer before a contract is created. The participant will choose at least 15 questions from the below list. The participant will meet with assigned Title I Career Planner following the informational interview and discuss what they learned. Results will be documented in case notes.

- Can you tell me about your career path and how you landed in your current role?
- What does your typical workday look like?
- Do you have to work any nights/weekends/holidays? Do you work any extra hours beyond the normal workday?
- Are there any classes or opportunities for online learning that would be helpful for this career?
- What are your core responsibilities?
- How would you describe the company's culture?
- How does your position fit within the organization?
- What impact does your role have on the company's mission?
- Are there any emerging trends in the field that I should be aware of?
- Why did you choose this career path over other options? Which other paths did you consider before moving in this direction?
- Do you feel well-supported by management and your colleagues?
- What do you enjoy most about where you work? What about least?
- Is there anything about working in this field (or with this company) that you find frustrating?
- How did you first launch your career?
- What do you appreciate most about your job and field? Is there anything you don't enjoy?
- Which skills do you feel are most valuable to people who want to pursue a job like yours?
- How did you find out about the vacancy for the role you currently have?
- If I wanted to stand out as a candidate at this company, what would be the best way to do that?

- Which skills and traits do you feel were most valuable to your success?
- What are some of the biggest challenges that you face in this role or field (or at this company)?
- What has been most rewarding about working in the job (or for this company)?
- If you could give a person one piece of advice before they pursue a job in this field (or at this company), what would it be and why?
- Is there anything about your career (or working at this company) that caught you off guard?
- Where do you see your career heading in the next five years?
- How does your company stand out from its competitors as an employer?
- Are there any other sources of information about the job / career path / company that you recommend I check out?
- Are there any questions that I didn't ask that I should have?

*Equal Opportunity Program / Employer – Auxiliary aids and services available upon request
for individuals with disabilities*

Approved Date:

Effective Date: July 1, 2023

Subject: Payment Policy

Purpose

To provide policy on the payment process for participant support services in Iowa Plains

Background

- I. Support services are available to WIOA Title I Adult, Dislocated Workers, and Youth who meet WIOA eligibility requirements as described in local policy. As WIOA programs are not an entitlement, support service payments are made on a case-by-case basis only when determined necessary and allowable. Title I Career Planners must clearly state how the support services will help the participant reach their employment goals as documented in the Individual Employment Plan (IEP) or Individual Service Strategy.

Limits

- I. The maximum amount for support services will not exceed \$6,000.00 for the duration of time that the participant is enrolled in the WIOA Title I Program and must be in accordance with the Support Service Policy.

Process

- I. Title I Career Planner will meet with the participant (eligibility for Title I Adult/Dislocated Worker or Youth has been established and appropriate documentation of eligibility has been received), develop an Individual Employment Plan or Individual Service Strategy, and discuss support services that are needed for the participant to be successful in their job search and/or training component. The Title I Career Planner will have a conversation regarding other agencies, community partners and resources that may be available to assist the participant. Title I Career Planners will inquire if the participant has the means to purchase the item(s) themselves and be reimbursed or if the participant needs to have the Title I Career Planner purchase the items on behalf of the participant. The completed IEP/ISS will then be sent to Title I Manager and Title I Program Coordinator for approval before any funds are expended.

- II. Payments for training (ITAs), rent, utilities, car repairs, etc., will be made directly to the vendor.
- III. Title I Career Planner will complete the Support Services Request form with the participant. Participant will provide Title I Career Planner with screen shots of required support service items from the vendor. Title I Career Planner will review the items and ensure that they are allowable expenses per local policy. Title I Career Planner will send the requested support service items with the Support Service Request form to the Title I Manager for review of eligibility, program support limits, and confirm that it is an allowable expense. Title I Manager will then forward email to Title I Program Coordinator for their review and approval. The email request and approval will include the participant ID in the subject line. Once the Title I Program Coordinator reviews and approves request, they will then forward to Accounts Payable with the Payment Request Form for them to purchase the item(s) for the participant and have the item(s) sent to the local IowaWORKS Center. The participant will complete the Receipt of Support Services form when the item(s) are picked up at the Center. The Receipt of Support Services form will be uploaded in the participant's IowaWORKS file.
- IV. If the participant made the purchase and is requesting reimbursement, the participant will provide Title I Career Planner with receipts or invoices showing payment has been made for support service items. Title I Career Planner will review the items and ensure that they are allowable expenses per local policy. Title I Career Planner will complete the Support Services Request form with the participant. Title I Career Planner will send the requested support service receipts or invoices with the Support Service Request form to the Title I Manager for review of eligibility, program support limits, and confirm that it is an allowable expense. Title I Manager will then forward email to Title I Program Coordinator for their review and approval. The email request and approval will include the participant ID in the subject line. Once the Title I Program Coordinator reviews and approves request, they will then forward to Accounts Payable. To receive reimbursement of purchases, participant must submit request no later than 14 days of the occurrence.
- V. All purchases or reimbursement requests must have support services request form, Title I Manager and Title I Program Coordinator review, and approval signatures to be processed by Finance. There must be a W-9 on file for all vendors and for individuals who are requesting reimbursement through Electronic Funds Transfer (EFT).
- VI. All expenditures will be reconciled monthly by the Title I Program Coordinator and reviewed by the Iowa Plains Accounting Tech III.

- VII. Title I Program Coordinators will maintain an excel spreadsheet of all participant related payments. The Iowa Plains Accounting Tech III will also ensure all activity logged in the spreadsheet matches what has been coded in the accounting system (finance can provide a summary of expenses logged).

Disallowed Costs

- I. The following items are prohibited to be purchased with WIOA Title I support service funds. All costs will be considered to be disallowed and WIOA Title I funds utilized to purchase these items must be returned to the funding grant:
- A. Support services purchased prior to the participant's program enrollment.
 - B. Fines and penalties such as traffic violations, late fees, and interest payments.
 - C. Entertainment, including tips.
 - D. Contributions or donations.
 - E. Vehicle payments.
 - F. Refundable deposits.
 - G. Alcohol, tobacco, or marijuana products.
 - H. Food (meals, groceries)
 - I. Items for family members or friends.
 - J. Out-of-state job search and relocation expenses that are paid for by the prospective employer.
 - K. Needs Related Payments are not authorized.
 - L. Any other item that is not required for the participant to successfully complete their training and employment goals.

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Approved Date:

Effective Date: July 1, 2023

Subject: PCard Policy

Purpose

To provide policy on the use of PCards for participant support services in Iowa Plains.

Background

- I. Support services are available to WIOA Title I Adult, Dislocated Workers, and Youth who meet WIOA eligibility requirements as described in local policy. As WIOA programs are not an entitlement, support service payments are made on a case-by-case basis only when determined necessary and allowable. Title I Career Planners must clearly state how the support services will help the participant reach their employment goals as documented in the Individual Employment Plan (IEP) or Individual Service Strategy.

Limits

- I. The maximum amount for support services will not exceed \$6,000.00 for the duration of time that the participant is enrolled in the WIOA Title I Program. Each PCard **will not** exceed \$2,000.00 each month in charges. Examples of items that will be charged to PCards may include: interview clothing, work boots, safety equipment, uniforms, books, and laptops. Items such as rent and groceries are not allowed.

Process

- I. Title I Career Planner will meet with the participant (eligibility for Title I Adult/Dislocated Worker or Youth has been established and appropriate documentation of eligibility has been received), develop an Individual Employment Plan or Individual Service Strategy, and discuss support services that are needed for the participant to be successful in their job search and/or training component. The Title I Career Planner will have a conversation regarding other agencies, community partners and resources that may be available to assist the participant. Title I Career Planners will inquire if the participant has the means to purchase the item(s) themselves and be reimbursed or if the participant needs to have the Title I Career Planner purchase the items on behalf of the participant. The completed IEP/ISS will then be sent to the Title I Manager and the Title I Program Coordinator for approval before any funds are expended.

- II. Title I Career Planner will complete the Support Services Request form with the participant. Participant will provide Title I Career Planner with screen shots of required support service items from the vendor. Title I Career Planner will review the items and ensure that they are allowable expenses per local policy. Title I Career Planner will send the requested support service items with the Support Service Request form to the Title I Manager for review of eligibility, program support limits and confirm that it is an allowable expense. Title I Manager will then forward email to the Title I Program Coordinator for their review and approval. The email request and approval will include the participant ID and program in the subject line. Once the Title I Program Coordinator reviews and approves request, they will purchase the item(s) for the participant and have the item(s) sent to the local IowaWORKS Center. The participant will complete the Receipt of Support Services form when the item(s) are picked up at the Center. The Receipt of Support Services form will be uploaded in the participant's IowaWORKS file.
- III. PCard purchases must include receipt, support services request form, Title I Program Coordinator and Title I Manager review, and signatures in order to be processed by Finance.
- IV. PCard statements will be reconciled monthly by the Title I Program Coordinator and reviewed by the Accounting Tech III assigned to Iowa Plains.
- V. Title I Program Coordinators will maintain an excel spreadsheet of all participant related payments. The Iowa Plains Accountant Tech III will also ensure all activity logged in the spreadsheet matches what has been coded in the accounting system (finance can provide a summary of expenses logged after PCard is processed).

Disallowed Costs

- I. The following items are prohibited to be purchased with WIOA Title I support service funds. All costs will be considered to be disallowed and WIOA Title I funds utilized to purchase these items must be returned to the funding grant:
 - A. Support services purchased prior to the participant's program enrollment.
 - B. Fines and penalties such as traffic violations, late fees, and interest payments.
 - C. Entertainment, including tips.
 - D. Contributions or donations.
 - E. Vehicle payments.
 - F. Refundable deposits.
 - G. Alcohol, tobacco, or marijuana products.
 - H. Food (meals, groceries)
 - I. Items for family members or friends.
 - J. Out-of-state job search and relocation expenses that are paid for by the prospective employer.
 - K. Needs Related Payments are not authorized.
 - L. Any other item that is not required for the participant to successfully complete their training and employment goals.

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for individuals with disabilities*

Approved Date:

Effective Date: 2/26/2024

Subject: WIOA Adult, Dislocated Worker, & Youth Gas Card Policy

Purpose

This policy is to provide guidance to the Iowa Plains Local Workforce Development Area for the purchase of gas cards for WIOA eligible Adult, Dislocated Worker, and Youth participants.

Background

- I. The following defines the procedure for purchasing, securing, issuing, and reporting an assortment of gas cards, for the purpose of providing transportation assistance to WIOA eligible Adult, Dislocated Workers, and Youth participants. Gas cards will be issued to participants when mileage reimbursement would create a hardship.

Purchase of Gas Cards

- I. The following is the process in which gas cards will be purchased from vendor of choice.
 - A. The primary vendor must have a W-9 on file with Iowa Workforce Development.
 - B. Title I Program Coordinators will request an Exception to State Policy through Department of Administrative Services(DAS) to get approval to purchase gas cards.
 - C. Once the Exception to State Policy has been approved, Title I Program Coordinators will submit a request to Accounts Payable for the quantity and dollar amount of gas cards.
 - D. Accounts Payable will coordinate with the Title I Program Coordinators to issue the check for the purchase of gas cards from the authorized vendor.
 - E. When the Title I Program Coordinators receive the gas cards from approved vendor, the Coordinators will maintain the receipt indicating the number and dollar amount of gas cards received to enter on the spreadsheet listed in "Securing Gas Cards", bullet 3.
 - F. The Title I Program Coordinators will mail gas cards to each IowaWORKS office; only a limited number of gas cards will be maintained on site at each of the IowaWORKS offices.

Securing Gas Cards

- I. Gas cards will always be secured in a locked container and/or drawer, accessible only to designated staff.
- II. Title I Program Coordinators will verify the number and amounts of the gas cards.
- III. Title I Program Coordinators will maintain a log through an excel spreadsheet. This spreadsheet will consist of gas card number, gas card amount, date of issuance to participant, name of participant, and assigned Title I Career Planner providing gas card.

Process

- I. Title I Career Planner will meet with the participant (eligibility for Title I Adult/Dislocated Worker, or Youth has been established and appropriate documentation of eligibility has been received), develop an Individual Employment Plan (IEP) or Individual Service Strategy (ISS), and discuss support services that are needed for the participant to be successful in their job search and/or training component. The Title I Career Planner will have a conversation regarding other agencies, community partners, and resources that may be available to assist the participant. If transportation assistance is needed, the Title I Career Planner will inquire if mileage reimbursement would create a hardship for the participant. If mileage reimbursement would create a hardship, this must be stated within the justification case note. The Title I Career Planner has the option to provide a gas card to the participant before their scheduled activity. The participant will not be issued a gas card and receive mileage reimbursement. The completed IEP/ISS will then be sent to the Title I Manager and the Title I Program Coordinators for approval before any gas cards are provided.
- II. Example of Justification Case Note:
 - A. Petunia needs support services to cover the transportation to/from training 4 days per week. We reviewed the available resources and there are none at this time that provide transportation assistance. Because she is not working and has no income, she does not have the money necessary to pay for transportation ahead of time and wait for reimbursement. Doing so, would create a hardship for her. This career planner is approving a gas card for \$____ based on her need and mileage below: 20 miles round trip x 16 days x .67 (Federal Mileage Rate) = \$214.40 rounded to \$215.00

- III. Title I Career Planner will complete the Support Services Request form with the participant. The amount will be determined based on the round-trip mileage from the participants home to their destination at the Federal Rate. Justification must include such items as a map from a web mapping service, training schedule, and/or documentation confirming date and time of in person activity. Title I Career Planner will send the Support Service Request form and documents to the Title I Manager for review of eligibility, program support limits, and confirm that it is an allowable expense. Title I Manager will then forward email to the Title I Program Coordinators for their review and approval. The email request and approval will include the participant ID and program in the subject line. Once the Title I Program Coordinator reviews and approves request, they will forward the email to the Career Planner and Title I Manager letting them know the request has been approved and will include the gas card amount and the number of the gas card that will be given to participant. The Title I Program Coordinator will complete the excel spreadsheet log, payment tracker, and expenditure logs. The participant must complete the Receipt of Support Services form when the gas card is picked up at the IowaWORKS office. The Receipt of Support Services form will be uploaded in the participant's IowaWORKS file.
- IV. Gas cards will be issued monthly. If participants are requesting gas cards for training or employment, they must submit monthly attendance sheets signed by Training Provider/ Employer, Participant, and Title I Career Planner. All participants receiving a gas card must submit all receipts of gas purchases to the Title I Career Planner. If a participant does not provide the monthly attendance sheets and/or receipts, no further gas cards will be provided. If a participant does not attend training or employment activity as scheduled and/or uses the gas card for other purchases, not including gas, the Title I Career Planner will calculate the difference in the next month's calculations.

For example:

Participant is scheduled to attend class 16 days each month, therefore, gas cards were provided in the amount of \$215.00.

20 miles round trip x 16 days x .67 (Federal Mileage Rate) =
\$214.40 rounded to \$215.00

Participant turned in monthly time and attendance sheet and receipts; they only attended 10 days of class for the month. Therefore, the following amount will need to be adjusted.

20 miles round trip x 10 days (16 days total -6 days missed) x .67
=\$134.00 rounded to \$135.00

Replacement Cards

- I. Replacement cards will not be issued for lost or stolen gas cards.

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for individuals with disabilities*

Approved Date:

Effective Date: July 1, 2023

Subject: Firewall Policy

Purpose

The purpose of this policy is to provide guidance in the Iowa Plains Local Workforce Development Area's commitment to guard against problems arising from real, perceived, or potential conflicts of interest not only through sound conflict of interest policies, but also through the establishment of suitable firewalls in the event of such conflicts.

Definitions

- I. *Conflict of Interest:* A conflict between the official responsibilities and the private interests of a person or entity that is in a position of trust. A conflict of interest would arise when an individual or organization has a financial or other interest in or participates in the selection or award of funding for an organization. Financial or other interests can be established either through ownership or employment.
- II. *Firewall:* An established policy or procedure that acts as a barrier or protection against an undesirable influence, outcome, or authority. Examples of firewalls include, but are not limited to, organizational arrangements that provide clear separation of duties and responsibilities, reporting hierarchy of managers and staff that provide clear separation between job duties and responsibilities, and conflict of interest/confidentiality/disclosure agreements.

Firewall Guidelines

- I. **Conflict of Interest Policy:** All members of Iowa Plains, its established committees, and the individuals/organizations functioning as staff to Iowa Plains have a continual duty to recognize potential conflict of interest upon the occurrence of any situation that would give rise to a potential or actual conflict of interest
- II. **Multiple Roles:** When a single entity fulfills more than one of the following roles including, but not limited to, Fiscal Agent, Committee Member, OSO or direct service provider, such entity is required to adhere to the guidelines set forth in this Policy.

Control Activities

- I. The organization maintains standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts. The standards of conduct provide that no employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. The standards of conduct state that a conflict of interest would arise when the employee, officer, or agency, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or tangible personal benefit from a firm considered for a contract. Officers, employees, and agents of the non-federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contactors or parties to subcontracts. The standards of conduct provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-federal entity.

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Approved Date:

Effective Date: August 28, 2024

Subject: Iowa Plains Language Access Plan

Purpose

The purpose of this plan is to establish and affirm the full commitment of Iowa Plains Local Workforce Development Area to ensure customers, regardless of their national origin or language barriers, shall receive, free of charge, the language assistance necessary to afford them meaningful access to the programs, services and information of the IowaWORKS Centers (29 CFR Section 37.35). This plan provides the framework to ensure LEP individuals will be provided meaningful and equitable access to all programs and services offered through IowaWORKS Centers in Iowa Plains.

This plan does not create new services, but instead eliminates or reduces, to the maximum extent practicable, LEP as a barrier to accessing existing information, programs, and activities.

Interpreter Limitations

- I. LEP individuals are not required to provide their own interpreter and there should be no expectation on the part of Iowa Plains staff, that the LEP individual will provide their own interpreter, this includes the LEP individual's minor child or adult family or friend(s).
 - A. An LEP individual's minor child or adult family or friend(s) may interpret or facilitate communication in emergency situations while awaiting a qualified interpreter; or
 - B. An accompanying adult (but not minor child) may interpret or facilitate communication when:
 1. the information conveyed is of minimal importance to the services,
 2. when the LEP individual specifically requests that the accompanying adult provide language assistance,
 3. the accompanying adult agrees to provide assistance, and
 4. reliance on that adult for such assistance is appropriate under the circumstances.
- II. When the accompanying adult is permitted to provide such assistance, staff must make and retain a record of the LEP individual's decision to use their own interpreter.

Local Procedure

- I. Center staff will provide adequate notice to LEP individuals of the existence of interpretation and translation services and that these services are available free of charge.
- II. A language identification guide is located at each AJC's Welcoming area for LEP customers to identify their language. For LEP individuals, AJC's will offer assistance through the State contracted services of Language Link. Local staff have access to the service via a toll-free number.

Access to Vital Information

- I. Center staff must include a "Babel notice" indicating in appropriate languages that language assistance is available, in all communications of vital information.
- II. Examples of documents containing vital information include, but are not limited to:
 - A. applications,
 - B. consent and complaint forms,
 - C. notices of rights and responsibilities,
 - D. notices of advising LEP individuals of their rights under this part, including the availability of free language assistance,
 - E. rulebooks,
 - F. written tests that do not assess English language competency, but rather assess competency for a particular license, job, or skill for which English proficiency is not required, and
 - G. letters or notices that require a response from the beneficiary or applicant, participant, or employee.

Referrals

- I. Iowa Plains staff are encouraged to make referrals to Adult Education and Literacy programs for customers wishing to advance their English Proficiency.

Equal Opportunity Program / Employer – Auxiliary aids and services available upon request for individuals with disabilities

Approved Date:

Effective Date: July 1, 2023

Subject: Ticket to Work Funds Policy

Purpose

To provide policy for the use of Ticket to Work funds in the Iowa Plains Local Workforce Development Area.

Background

- I. Ticket to Work funds are available in the Iowa Plains Local Workforce Development Area to provide support services, assistive technology, and training to participants who have a disability.
- II. Participants must be actively enrolled in Title I, II, III, or IV and have employment as their goal. Co-enrollments are encouraged based on the participant's needs and advised for term service provision.
- III. The Career Planner will make appropriate referrals to WIOA core programs and community resources that will benefit the participant. Follow-up on referrals may be required before additional Ticket to Works can accessed.
- IV. Participants are strongly encouraged to take an O*NET assessment, such as the "My Next Move" Interest Profiler (<https://www.mynextmove.org/explore/ip>). Additional assessments may also be utilized.
- V. Support service payments are made on a case -by-case basis only when determined necessary to meet the participant's employment goals.
- VI. All participants who are approved to receive assistance, must submit a W9 to receive payment reimbursement through Electronic Funds Transfer. If EFT is requested, the participant must be made aware that if they owe any money to the State of Iowa, Counties, and/or Cities in the State of Iowa, the EFT funds could be withheld from participant.

- VII. If the participant is eligible for other WIOA programs it is recommended funds are braided to meet the participant's needs.
- VIII. The maximum amount for support services will not exceed \$1,500. If a participant requires items that exceed \$1,500, the local Disability Access Committee must approve the request.
- IX. The following items are **prohibited** to be purchased with Ticket to Work funds:
 - A. Support services purchased prior to the participant's program enrollment.
 - B. Fines and penalties such as traffic violations, late fees, and interest payments.
 - C. Entertainment, including tips.
 - D. Contributions or donations.
 - E. Vehicle payments.
 - F. Refundable deposits.
 - G. Alcohol, tobacco, or marijuana products.
 - H. Food (meals, groceries)
 - I. Items for family members or friends.
 - J. Out-of-state job search and relocation expenses that are paid for by the prospective employer.
 - K. Needs Related Payments are not authorized.
 - L. Any other item that is not required for the participant to successfully complete their training and employment goals.

Additional Uses for Ticket to Work funds

- I. Funds may be utilized to secure a speaker for an employer event that promotes hiring individuals who have a disability.
- II. Funds may be utilized to purchase meals for employers and community partners if the event is a "working" breakfast or lunch. For food items other than those listed 220 - Employee Expenses (iowa.gov) an Exception to Policy form must be completed to Financial Management for IWD Executive Director's approval.
- III. The maximum amount for an event to include speaker and the meal will not exceed \$1,500.00. For amounts over \$1,500.00, the local Disability Access Committee must approve the request.

Equal Opportunity Program / Employer – Auxiliary aids and services available upon request for individuals with disabilities

Iowa Plains Workforce Development Area Local Plan

Program Year 2024-2028



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SECTION 1 – INFRASTRUCTURE

Name of the LWDA: Iowa Plains Local Workforce Development Area

Counties included in the LWDA: Adair, Adams, Audubon, Buena Vista, Calhoun, Carroll, Cass, Cherokee, Clarke, Clay, Crawford, Decatur, Dickinson, Emmet, Fremont, Greene, Guthrie, Hamilton, Harrison, Humboldt, Ida, Kossuth, Lyon, Mills, Monona, Montgomery, O’Brien, Osceola, Page, Palo Alto, Plymouth, Pocahontas, Pottawattamie, Ringgold, Sac, Shelby, Sioux, Taylor, Union, Webster, Woodbury, and Wright.

A roster of all Executive Committee members, including the organization representing and title/role and the city/county each is from, and identification of the Executive Committee Chairperson:

NAME	ORGANIZATION	TITLE	CITY/COUNTY
Holly Espenhover Chairperson	UnityPoint Health	Regional Director of Human Resources	Fort Dodge
Chelsie Dobney	UnityPoint Health	Human Resource Recruiter	Fort Dodge
Kristin Russell	American Athletic	Human Resource Manager	Jefferson
Kent Heronimus	Interstates	Technical Training Manager	Sioux Center
Andrew Sheffield	CJ Bio America	Human Resource Manager	Fort Dodge
Sara Blair	Country Maid	Human Resource Manager	West Bend
Katie Towers	St. Anthony Hospital	Director of Education Services	Carroll
Kari Nuzback	Puck Enterprises	Human Resource Manager	Carroll
Nadia Blazeovich	Owen Industries	Chief Human Resource Officer	Carter Lake
Kellie Gustafson	Dunlap Specialty Care	Director of Nursing	Dunlap
Brandy Mcomber	Vocational Rehabilitation	Deputy Administrator	Cedar Falls
Melissa Haukap	Iowa Lakes Community College	Director of Career & Community Programs	Emmettsburg
Pamela Woolridge	Western Iowa Tech Community College	Director of Adult Basic Education	Sioux City
Randall McQueeney	Iowa Workforce Development	Regional Manager	Council Bluffs
Brittney Gutzmann	Vocational Rehabilitation	Rehabilitation Supervisor	Woodbury County

Danielle Michalski	Abstract Associates of Iowa	General Manager	Webster County
Renea Anderson	Harrison County Development	Executive Directory	Harrison County
Cassy Bennett	Lunchtime Solutions	Human Resources Business Partner	Sioux City
Wayne Pantini	Southwestern Community College	Vice President of Economic Development	Creston
Lisa Newton	Wells Enterprises	Director Enterprise Talent Acquisition	Le Mars
Craig Levine	International Brotherhood of Electrical Workers Local Union	Membership Development Director	Sioux City
Jason Anderson	Northwest Iowa Community College	Director of Economic Development & Workforce Training	Sheldon
Jen Pellant	Western Iowa Labor Federation	President & Field Coordinator	Sioux City
Theresa Hildreth	Calhoun County Economic Development Corp	Executive Director	Rockwell city

Subcommittees of the Executive Committee and the chair of each:

YOUTH COMMITTEE			
NAME	ORGANIZATION	TITLE	CITY/COUNTY
N. Omar Valentine Chairperson	Iowa Workforce Development	Title I Program Coordinator	Council Bluffs
Allie Unrau	Northwest Community College	Work Based Learning	Sheldon
Karina Pedroza	Western Iowa Tech Community College	Title III Programs	Sioux City
Shelly Rock	The Bridge of Storm Lake	Executive Director	Storm Lake
David Anderson	Wells Enterprises	Human Resources Recruiter	Sioux City
Dustin Rodgers	ATLAS of Lyon County	Executive Director	Rock Rapids

Shayla Stater	Vocational Rehabilitation	Rehabilitation Counselor	Council Bluffs
Jennifer Stanwick-Klimek	Thompson Solutions Group	Manager of Learning and Development	Sioux City

Fiscal Agent (entity responsible for disbursement of Title I grant funds): State of Iowa Accounts Payable

Identification of all Executive Committee Staff and brief description of their role(s): N/A

Identification of the competitively selected WIOA Title I Adult, Dislocated Worker, and Youth service providers: N/A

One-Stop Operator for the local area: Not procured at this time

Office locations in the local area, including:

Comprehensive One-Stop locations:

IowaWORKS Council Bluffs 300 West Broadway STE 13 Council Bluffs, IA 51503	IowaWORKS Creston 215 North Elm Street Creston, IA 50801
IowaWORKS Denison 504 Highway 39 North Denison, IA 51442	IowaWORKS Fort Dodge 3 Triton Circle Fort Dodge, IA 50501
IowaWORKS Sioux City 2508 Fourth Street Sioux City, IA 51101	IowaWORKS Spencer 217 West 5 th Street Spencer, IA 51301

Affiliated sites: N/A

Specialized Centers: N/A

Process used to draft the local plan: Core partners collaborated with one other by meeting bi-weekly via TEAMS, using the Iowa WIOA Local Planning Guidance and Template for guidance and direction. All core partners were given editing privileges to provide their input throughout the writing process.

SECTION 2 – STRATEGIC PLANNING ELEMENTS

This section is 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

The Iowa Plains LWDA was created on July 1, 2023, when four previous LWDAs merged. Some of the data and projections of the 42 counties as one local area are still being developed, therefore, some of the information provided is based off the four previous local areas: Northwest, North Central, Southwest, and Western LWDA.

1. Economic Analysis

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

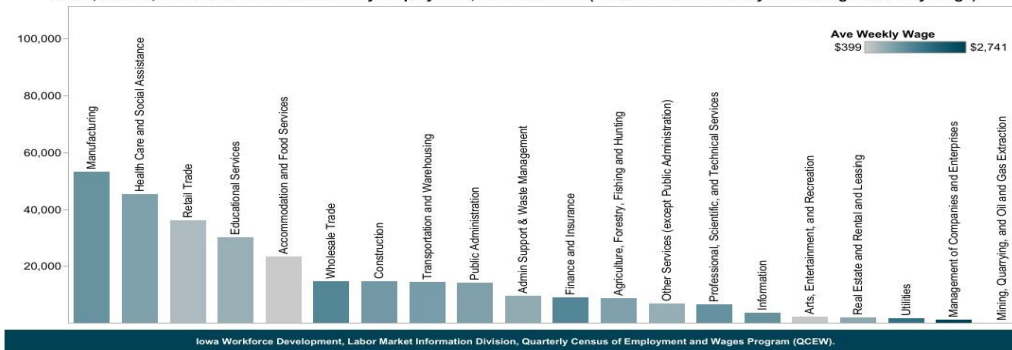
Iowa Plains in-demand occupations align with the top 25 in-demand occupations that are provided monthly from the Labor Market Division at Iowa Workforce Development. Iowa Plains will focus on these occupations to provide training and work-based learning opportunities to fulfill the in-demand occupations in Iowa Plains. Iowa Plains will assist job seekers to understand Labor Market Information (LMI) data, research the top in-demand occupations and the long-term projections to make the best choice for individualized needs. Assessments will be conducted to help determine areas of interest and narrow down occupational pathways. Iowa Plains will give priority to training and work-based learning programs that will assist our employers in filling the high demand occupations.

As the chart below shows, the top in-demand industry sectors in the Iowa Plains Local Workforce Development Area are Manufacturing, Health Care and Social Assistance, Retail Trade, Educational Services, Accommodation and Food Services, Wholesale Trade, Construction, Transportation and Warehousing, Public Administration, and Admin Support & Waste Management. The largest sector for employment within the Iowa Plains Local Workforce Development Area is manufacturing. In 2023, there was an average of 53,092 jobs with an average weekly wage of \$1,244.00.

Adair, Adams, Audubon and 39 more County, 2023 Quarter 1							
Year	Sector/Subsector	Total Locations	Employment Month 1	Employment Month 2	Employment Month 3	Average Emp	Ave Weekly Wage
2023	Grand Total	24,810	296,443	296,696	298,006	297,044	\$981
Quarter 1	Manufacturing	1,002	53,026	53,097	53,149	53,092	\$1,244
Detail Sector	Health Care and Social Assistance	2,753	45,403	45,362	45,405	45,391	\$1,012
	Retail Trade	2,707	36,327	36,003	35,974	36,098	\$612
Sector Level	Educational Services	631	29,729	30,352	30,194	30,092	\$776
	Accommodation and Food Services	1,596	23,170	23,156	23,811	23,379	\$399
	Wholesale Trade	1,722	14,651	14,670	14,771	14,698	\$1,436
	Construction	2,530	14,479	14,371	14,936	14,597	\$1,128
	Transportation and Warehousing	1,890	14,452	14,374	14,124	14,316	\$1,079
County	Public Administration	1,026	14,305	14,219	14,283	14,268	\$1,009
	Admin Support & Waste Management	1,102	9,441	9,414	9,411	9,420	\$859
Multiple values	Finance and Insurance	1,626	8,983	8,965	8,932	8,959	\$1,453
	Agriculture, Forestry, Fishing and Hunti..	1,226	8,587	8,708	8,757	8,686	\$1,015
	Other Services (except Public Administr..	1,561	6,769	6,789	6,827	6,790	\$817
	Professional, Scientific, and Technical S..	1,843	6,627	6,675	6,697	6,664	\$1,257
	Information	489	3,543	3,561	3,557	3,555	\$1,249
	Arts, Entertainment, and Recreation	299	2,164	2,199	2,324	2,230	\$442
	Real Estate and Rental and Leasing	667	1,908	1,932	1,963	1,933	\$900
	Utilities	147	1,686	1,671	1,682	1,679	\$1,811
	Management of Companies and Enterpr..	183	1,143	1,150	1,160	1,149	\$2,741
	Mining, Quarrying, and Oil and Gas Extr..	10	50	48	49	48	\$827

Please note: sectors without data are non-disclosable.
 Polk County Selected by Default.
 Grand totals for all sectors and counties will not necessarily equal the state total due to data suppression for certain areas and sectors that don't pass confidentiality restrictions.

Adair, Adams, Audubon and 39 more County Employment, 2023 Quarter 1 (Shade is Determined by the Average Quarterly Wage)



Source: Iowa Workforce Development, Labor Market Information Division, Quarterly Census of Employment and Wages Programs

The chart below summarizes the existing in-demand occupations within Iowa Plains.

Rank	Standard Occupational Classification Code (SOC)	Occupation Group	Number of Job Openings as of 3/19/2024
1	29-0000	Healthcare Practitioners & Technical Occupations	2106
2	25-0000	Education, Training, & Library Occupations	886
3	53-0000	Transportation & Material Moving Occupations	770
4	11-0000	Management Occupations	687
5	49-0000	Installation, Maintenance, & Repair Occupations	559
6	51-0000	Production Occupations	511
7	41-0000	Sales & Related Occupations	498
8	35-0000	Food Preparation & Serving Related Occupations	462
9	43-0000	Office & Administrative Support Occupations	413
10	31-0000	Healthcare Support Occupations	408

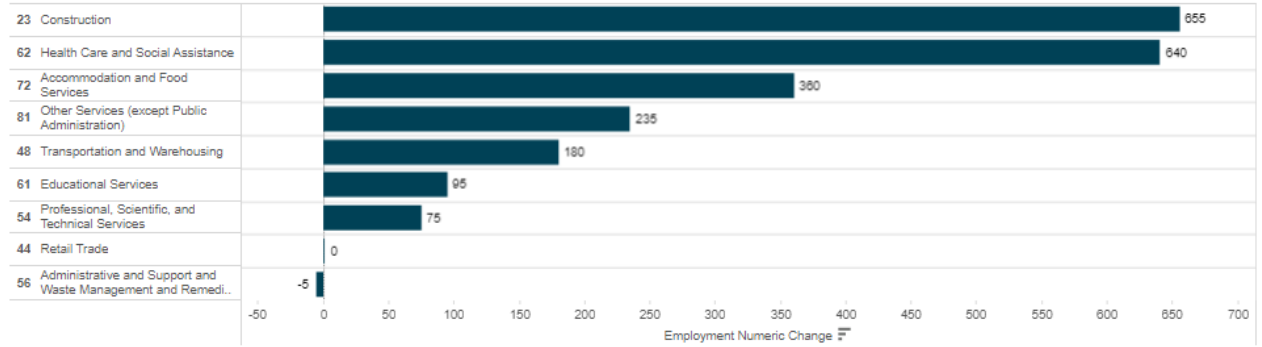
Source: Online advertised jobs data

Iowa Plains Industry Projections

The counties of the former North Central LWDA include Calhoun, Hamilton, Humboldt, Pocahontas, Webster, and Wright. This area is expected to add 3,405 nonfarm jobs from 2020-2030. The charts below summarize the in-demand industry sectors and occupations for the counties in the former North Central LWDA.

Industry Projections North Central

Long-Term 2020-2030 North Central Iowa LWDA Top 2-digit NAICS Industry Projections by Numeric Growth.



2020-2030 Employment Numeric Change

Long-Term 2020-2030 North Central Iowa LWDA Industry Projections

NAICS + Industry Description	Base Estimated Employment	Projected Estimated Employment	Employment Numeric Change	Employment Percent Change
236 Construction of Buildings	890	1,400	510	57.3%
336 Transportation Equipment Manufacturing	470	780	310	66.0%
722 Food Services and Drinking Places	1,785	2,085	300	16.8%
621 Ambulatory Health Care Services	1,175	1,385	210	17.9%
623 Nursing and Residential Care Facilities	1,900	2,090	190	10.0%
811 Repair and Maintenance	400	580	180	45.0%
484 Truck Transportation	1,525	1,695	170	11.1%
622 Hospitals	1,930	2,080	150	7.8%
930 Local Government, Excluding Education a..	2,015	2,125	110	5.5%
493 Warehousing and Storage	520	625	105	20.2%
611 Educational Services	3,555	3,650	95	2.7%
311 Food Manufacturing	2,120	2,215	95	4.5%
238 Specialty Trade Contractors	1,005	1,100	95	9.5%
624 Social Assistance	595	685	90	15.1%
115 Support Activities for Agriculture	150	235	85	56.7%
671 Self Employed and Unpaid Family Workers	4,595	4,675	80	1.7%
541 Professional, Scientific, and Technical Ser..	625	700	75	12.0%
452 General Merchandise Stores	750	820	70	9.3%
522 Credit Intermediation and Related Activities	620	685	65	10.5%
000 Total All Industries (Nonag)	41,295	44,700	3,405	8.2%

2020-2030 Employment Percent Change

Long-Term 2020-2030 North Central Iowa LWDA Industry Projections

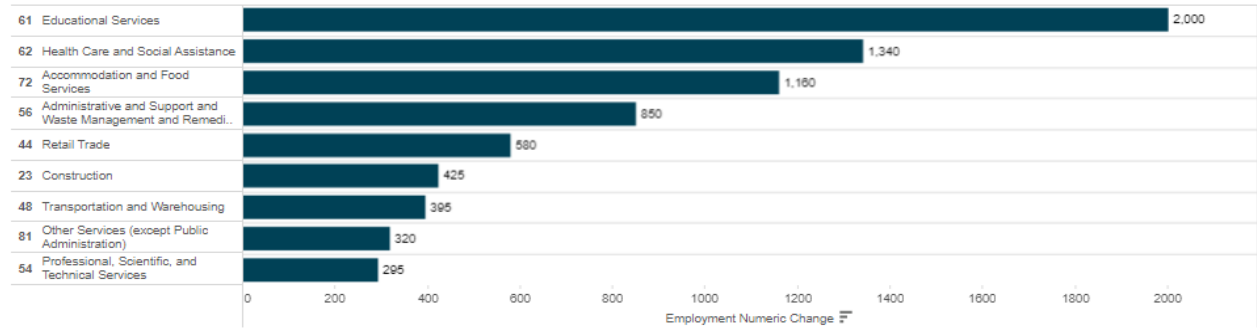
NAICS + Industry Description	Base Estimated Employment	Projected Estimated Employment	Employment Numeric Change	Employment Percent Change
711 Performing Arts, Spectator Sports, and Re..	10	20	10	100.0%
519 Other Information Services	5	10	5	100.0%
512 Motion Picture and Sound Recording	35	60	25	71.4%
336 Transportation Equipment Manufacturing	470	780	310	66.0%
236 Construction of Buildings	890	1,400	510	57.3%
115 Support Activities for Agriculture	150	235	85	56.7%
811 Repair and Maintenance	400	580	180	45.0%
812 Personal and Laundry Services	180	230	50	27.8%
721 Accommodation	230	290	60	26.1%
331 Primary Metal Manufacturing	40	50	10	25.0%
321 Wood Product Manufacturing	105	130	25	23.8%
493 Warehousing and Storage	520	625	105	20.2%
492 Couriers and Messengers	110	130	20	18.2%
621 Ambulatory Health Care Services	1,175	1,385	210	17.9%
722 Food Services and Drinking Places	1,785	2,085	300	16.8%
326 Plastics and Rubber Products	220	255	35	15.9%
713 Amusement, Gambling, and Recreation In..	190	220	30	15.8%
624 Social Assistance	595	685	90	15.1%
442 Furniture and Home Furnishings Stores	75	85	10	13.3%
000 Total All Industries (Nonag)	41,295	44,700	3,405	8.2%

North Central Iowa will promote opportunities in Construction, Healthcare, and Transportation.

The former Northwest LWDA included: Lyon, Osceola, Dickinson, Emmet, Sioux, Kossuth, and Buena Vista Counties. This area is expected to add 10,705 nonfarm jobs from 2020-2030. Below are the charts that summarize the in-demand industry sectors and occupations for the counties of the former Northwest LWDA.

Industry Projections Northwest

Long-Term 2020-2030 Northwest Iowa LWDA Top 2-digit NAICS Industry Projections by Numeric Growth.



2020-2030 Employment Numeric Change

Long-Term 2020-2030 Northwest Iowa LWDA Industry Projections

NAICS + Industry Description	Base Estimated Employment	Projected Estimated Employment	Employment Numeric Change	Employment Percent Change
611 Educational Services	7,485	9,485	2,000	26.7%
722 Food Services and Drinking Places	3,555	4,415	860	24.2%
561 Administrative and Support Services	1,685	2,515	830	49.3%
671 Self Employed and Unpaid Family Workers	7,695	8,300	605	7.9%
624 Social Assistance	1,635	2,010	375	22.9%
484 Truck Transportation	1,525	1,895	370	24.3%
621 Ambulatory Health Care Services	1,595	1,960	365	22.9%
623 Nursing and Residential Care Facilities	3,380	3,720	340	10.1%
336 Transportation Equipment Manufacturing	1,300	1,605	305	23.5%
721 Accommodation	1,250	1,550	300	24.0%
311 Food Manufacturing	6,550	6,850	300	4.6%
541 Professional, Scientific, and Technical Ser.	1,710	2,005	295	17.3%
115 Support Activities for Agriculture	870	1,160	290	33.3%
622 Hospitals	3,305	3,565	260	7.9%
236 Construction of Buildings	750	965	215	28.7%
811 Repair and Maintenance	915	1,115	200	21.9%
452 General Merchandise Stores	1,230	1,425	195	15.9%
238 Specialty Trade Contractors	2,725	2,905	180	6.6%
930 Local Government, Excluding Education a..	3,120	3,295	175	5.6%
000 Total All Industries (Nonag)	78,665	89,370	10,705	13.6%

2020-2030 Employment Percent Change

Long-Term 2020-2030 Northwest Iowa LWDA Industry Projections

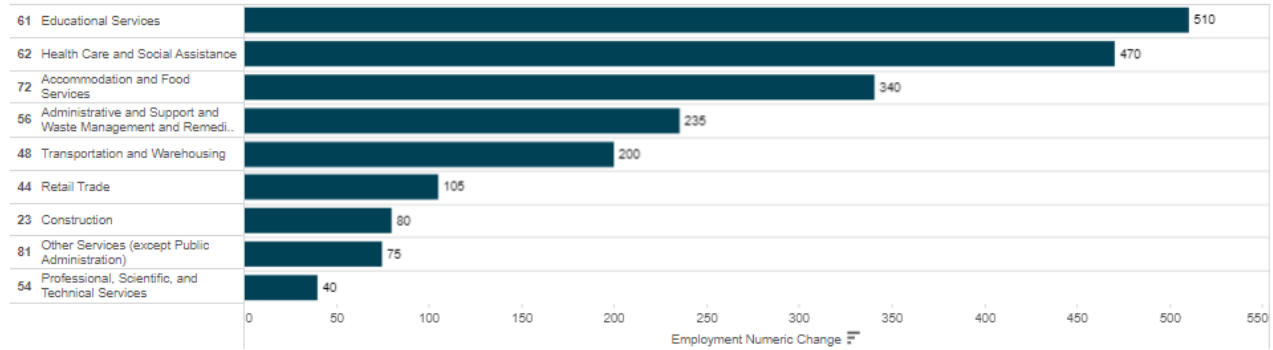
NAICS + Industry Description	Base Estimated Employment	Projected Estimated Employment	Employment Numeric Change	Employment Percent Change
493 Warehousing and Storage	35	95	60	171.4%
711 Performing Arts, Spectator Sports, and Re..	15	25	10	66.7%
512 Motion Picture and Sound Recording	100	155	55	55.0%
492 Couriers and Messengers	100	155	55	55.0%
561 Administrative and Support Services	1,685	2,515	830	49.3%
814 Private Households	35	50	15	42.9%
485 Transit and Ground Passenger Transport	50	70	20	40.0%
443 Electronics and Appliance Stores	155	215	60	38.7%
314 Textile Product Mills	40	55	15	37.5%
115 Support Activities for Agriculture	870	1,160	290	33.3%
444 Building Material and Garden Equipment	565	740	175	31.0%
236 Construction of Buildings	750	965	215	28.7%
448 Clothing and Clothing Accessories Stores	195	250	55	28.2%
321 Wood Product Manufacturing	525	670	145	27.6%
611 Educational Services	7,485	9,485	2,000	26.7%
812 Personal and Laundry Services	360	450	90	25.0%
484 Truck Transportation	1,525	1,895	370	24.3%
722 Food Services and Drinking Places	3,555	4,415	860	24.2%
721 Accommodation	1,250	1,550	300	24.0%
000 Total All Industries (Nonag)	78,665	89,370	10,705	13.6%

Northwest Iowa will promote opportunities in Educational Services, Healthcare, and Administrative Services.

The counties included in the former Southwest LWDA include the following counties: Adair, Adams, Clarke, Decatur, Montgomery, Ringgold, Taylor, and Union. This area is expected to add 3,165 nonfarm jobs from 2020-2030.

Industry Projections Southwest

Long-Term 2020-2030 Southwest Iowa LWDA Top 2-digit NAICS Industry Projections by Numeric Growth.



2020-2030 Employment Numeric Change

Long-Term 2020-2030 Southwest Iowa LWDA Industry Projections

NAICS + Industry Description	Base Estimated Employment	Projected Estimated Employment	Employment Numeric Change	Employment Percent Change
611 Educational Services	2,440	2,950	510	20.9%
561 Administrative and Support Services	485	715	230	47.4%
671 Self Employed and Unpaid Family Workers	2,990	3,180	190	6.4%
722 Food Services and Drinking Places	1,010	1,185	175	17.3%
721 Accommodation	360	525	165	45.8%
930 Local Government, Excluding Education a.	1,170	1,330	160	13.7%
484 Truck Transportation	380	530	150	39.5%
624 Social Assistance	585	730	145	24.8%
623 Nursing and Residential Care Facilities	1,305	1,440	135	10.3%
493 Warehousing and Storage	155	285	130	83.9%
447 Gasoline Stations	605	730	125	20.7%
622 Hospitals	1,410	1,520	110	7.8%
621 Ambulatory Health Care Services	650	730	80	12.3%
452 General Merchandise Stores	475	545	70	14.7%
522 Credit Intermediation and Related Activities	405	470	65	16.0%
713 Amusement, Gambling, and Recreation In..	135	195	60	44.4%
326 Plastics and Rubber Products	190	250	60	31.6%
311 Food Manufacturing	1,390	1,450	60	4.3%
333 Machinery Manufacturing	1,365	1,420	55	4.0%
000 Total All Industries (Nonag)	25,895	29,060	3,165	12.2%

2020-2030 Employment Percent Change

Long-Term 2020-2030 Southwest Iowa LWDA Industry Projections

NAICS + Industry Description	Base Estimated Employment	Projected Estimated Employment	Employment Numeric Change	Employment Percent Change
711 Performing Arts, Spectator Sports, and Re..	5	10	5	100.0%
493 Warehousing and Storage	155	285	130	83.9%
451 Sporting Goods, Hobby, Book and Music ..	15	25	10	66.7%
336 Transportation Equipment Manufacturing	95	145	50	52.6%
561 Administrative and Support Services	485	715	230	47.4%
721 Accommodation	360	525	165	45.8%
713 Amusement, Gambling, and Recreation In..	135	195	60	44.4%
115 Support Activities for Agriculture	85	120	35	41.2%
484 Truck Transportation	380	530	150	39.5%
326 Plastics and Rubber Products	190	250	60	31.6%
512 Motion Picture and Sound Recording	20	25	5	25.0%
624 Social Assistance	585	730	145	24.8%
611 Educational Services	2,440	2,950	510	20.9%
447 Gasoline Stations	605	730	125	20.7%
515 Broadcasting (except Internet)	25	30	5	20.0%
444 Building Material and Garden Equipment	235	280	45	19.1%
237 Heavy and Civil Engineering Construction	230	270	40	17.4%
722 Food Services and Drinking Places	1,010	1,185	175	17.3%
811 Repair and Maintenance	300	350	50	16.7%
000 Total All Industries (Nonag)	25,895	29,060	3,165	12.2%

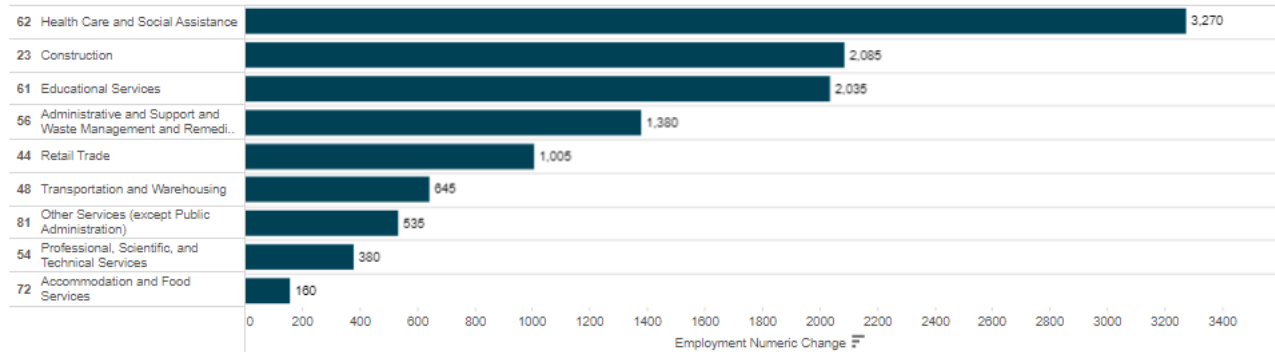
Southwest Iowa will promote opportunities in Educational Services, Healthcare, Administrative Services, Transportation, and Warehouse.

North Central, Northwest, and Southwest Iowa all have high projections in Food Services sector. Although the average wages for this industry do not meet Iowa Plains prevailing wages, this industry provides opportunities for job seekers who are looking for additional income, need flexibility, and a great opportunity for those who have not been in the workforce to build customer service skills. This sector also provides opportunities for advancement within the Food Services industry.

The former Western LWDA included: Audubon, Carroll, Cass, Cherokee, Crawford, Fremont, Greene, Guthrie, Harrison, Ida, Monona, Mills, Page, Plymouth, Pottawattamie, Sac, Shelby, and Woodbury Counties. 15,535 nonfarm jobs are expected to be added from 2020-2030.

Industry Projections Western

Long-Term 2020-2030 Western Iowa LWDA Top 2-digit NAICS Industry Projections by Numeric Growth.



2020-2030 Employment Numeric Change

Long-Term 2020-2030 Western Iowa LWDA Industry Projections

NAICS + Industry Description	Base Estimated Employment	Projected Estimated Employment	Employment Numeric Change	Employment Percent Change
611 Educational Services	15,100	17,135	2,035	13.5%
561 Administrative and Support Services	5,635	6,955	1,320	23.4%
621 Ambulatory Health Care Services	6,215	7,475	1,260	20.3%
238 Specialty Trade Contractors	5,345	6,480	1,135	21.2%
623 Nursing and Residential Care Facilities	7,535	8,645	1,110	14.7%
721 Accommodation	2,900	3,945	1,045	36.0%
493 Warehousing and Storage	1,930	2,755	825	42.7%
622 Hospitals	8,500	9,170	670	7.9%
311 Food Manufacturing	13,485	14,100	615	4.6%
236 Construction of Buildings	1,400	1,995	595	42.5%
452 General Merchandise Stores	4,410	4,875	465	10.5%
541 Professional, Scientific, and Technical Ser...	3,180	3,560	380	11.9%
237 Heavy and Civil Engineering Construction	1,645	2,000	355	21.6%
336 Transportation Equipment Manufacturing	1,805	2,150	345	19.1%
484 Truck Transportation	3,870	4,190	320	8.3%
524 Insurance Carriers and Related Activities	1,840	2,150	310	16.8%
671 Self Employed and Unpaid Family Workers	19,720	20,010	290	1.5%
812 Personal and Laundry Services	1,040	1,310	270	26.0%
447 Gasoline Stations	3,125	3,375	250	8.0%
000 Total All Industries (Nonag)	184,295	199,830	15,535	8.4%

2020-2030 Employment Percent Change

Long-Term 2020-2030 Western Iowa LWDA Industry Projections

NAICS + Industry Description	Base Estimated Employment	Projected Estimated Employment	Employment Numeric Change	Employment Percent Change
485 Transit and Ground Passenger Transport	300	505	205	68.3%
512 Motion Picture and Sound Recording	145	230	85	58.6%
115 Support Activities for Agriculture	380	545	165	43.4%
493 Warehousing and Storage	1,930	2,755	825	42.7%
236 Construction of Buildings	1,400	1,995	595	42.5%
721 Accommodation	2,900	3,945	1,045	36.0%
532 Rental and Leasing Services	430	560	130	30.2%
492 Couriers and Messengers	870	1,110	240	27.6%
442 Furniture and Home Furnishings Stores	240	305	65	27.1%
812 Personal and Laundry Services	1,040	1,310	270	26.0%
481 Air Transportation	20	25	5	25.0%
561 Administrative and Support Services	5,635	6,955	1,320	23.4%
237 Heavy and Civil Engineering Construction	1,645	2,000	355	21.6%
238 Specialty Trade Contractors	5,345	6,480	1,135	21.2%
621 Ambulatory Health Care Services	6,215	7,475	1,260	20.3%
451 Sporting Goods, Hobby, Book and Music...	590	705	115	19.5%
336 Transportation Equipment Manufacturing	1,805	2,150	345	19.1%
448 Clothing and Clothing Accessories Stores	680	800	120	17.6%
524 Insurance Carriers and Related Activities	1,840	2,150	310	16.8%
000 Total All Industries (Nonag)	184,295	199,830	15,535	8.4%

Source: [Data Visualization: Industry Projections](#)

Western Iowa will promote opportunities in Healthcare, Construction, Education, and Administrative Services.

Emerging Sectors and Occupations

The charts below show each of the former LWDA’s emerging sectors and occupations.

North Central LWDA 2020-2030 Annual Openings

Long-Term (2020-2030) North Central Iowa LWDA Occupational Projections

SOC + Occupational Title	Base Estimated Employment	Projected Estimated Employment	Annual Growth Rate	Total Annual Openings	Entry Wage*	Median Wage*
11-9013 Farmers, Ranchers, and Other Agricultural Managers	2,820	2,940	0.4%	290		
53-3032 Heavy and Tractor-Trailer Truck Drivers	1,835	2,025	1.0%	230	\$16.68	\$22.05
41-2031 Retail Salespersons	965	1,020	0.6%	145	\$10.48	\$14.08
41-2011 Cashiers	825	785	-0.5%	140	\$10.01	\$12.73
35-3031 Waiters and Waitresses	635	730	1.5%	140	\$8.39	\$10.12
53-7062 Laborers and Freight, Stock, and Material Movers, Hand	785	825	0.5%	110	\$13.88	\$18.60
53-7095 Stockers and Order Fillers	570	645	1.4%	100	\$12.68	\$17.35
43-9061 Office Clerks, General	820	805	-0.2%	90	\$12.66	\$17.88
43-3031 Bookkeeping, Accounting, and Auditing Clerks	800	790	-0.1%	85	\$13.28	\$19.44
31-1131 Nursing Assistants	665	705	0.7%	85	\$14.35	\$16.50
37-2011 Janitors and Cleaners, Except Maids and Housekeeping Cleaners	580	590	0.2%	80	\$11.77	\$15.89
47-2061 Construction Laborers	385	560	4.5%	65	\$16.67	\$21.93

North Central LWDA 2020-2030 Employment Annual Growth

Long-Term (2020-2030) North Central Iowa LWDA Occupational Projections

SOC + Occupational Title	Base Estimated Employment	Projected Estimated Employment	Annual Growth Rate	Total Annual Openings	Entry Wage*	Median Wage*
51-4081 Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	100	155	5.5%	20		
47-2061 Construction Laborers	385	560	4.5%	65	\$16.67	\$21.93
49-9044 Millwrights	115	165	4.3%	15	\$22.55	\$29.15
35-2014 Cooks, Restaurant	250	345	3.8%	55	\$10.81	\$13.34
11-9021 Construction Managers	135	185	3.7%	15	\$30.98	\$40.85
49-3031 Bus and Truck Mechanics and Diesel Engine Specialists	185	245	3.5%	25	\$18.58	\$24.91
49-9041 Industrial Machinery Mechanics	215	290	3.5%	30	\$25.00	\$29.13
11-9111 Medical and Health Services Managers	180	240	3.3%	20	\$34.31	\$43.69
47-1011 First-Line Supervisors of Construction Trades and Extraction Workers	200	265	3.3%	25	\$24.62	\$30.70
47-2031 Carpenters	245	315	2.9%	30	\$16.98	\$23.35
13-1161 Market Research Analysts and Marketing Specialists	95	120	2.6%	10	\$17.68	\$26.05
51-4121 Welders, Cutters, Solderers, and Brazers	200	245	2.5%	30	\$17.22	\$21.85

Northwest LWDA 2020-2030 Annual Openings

Long-Term (2020-2030) Northwest Iowa LWDA Occupational Projections

SOC + Occupational Title	Base Estimated Employment	Projected Estimated Employment	Annual Growth Rate	Total Annual Openings	Entry Wage*	Median Wage*
41-2011 Cashiers	2,145	2,220	0.4%	405	\$9.83	\$12.70
35-3023 Fast Food and Counter Workers	1,480	1,740	1.8%	350	\$9.44	\$11.27
53-7062 Laborers and Freight, Stock, and Material Movers, Hand	1,995	2,270	1.4%	305	\$14.11	\$18.24
41-2031 Retail Salespersons	1,815	2,055	1.3%	290	\$10.56	\$13.64
37-2011 Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,370	1,675	2.2%	235	\$11.88	\$17.24
43-9061 Office Clerks, General	1,745	1,845	0.6%	215	\$12.47	\$17.69
43-3031 Bookkeeping, Accounting, and Auditing Clerks	1,415	1,490	0.5%	165	\$12.68	\$18.54
31-1131 Nursing Assistants	1,220	1,290	0.6%	160	\$14.16	\$16.54
45-2093 Farmworkers, Farm, Ranch, and Aquacultural Animals	735	915	2.4%	145	\$13.68	\$14.58
25-9045 Teaching Assistants, Except Postsecondary	1,080	1,355	2.6%	140	\$10.69	\$13.47
51-2090 Miscellaneous Assemblers and Fabricators	1,140	1,165	0.2%	130	\$15.00	\$18.86
35-3031 Waiters and Waitresses	560	660	1.9%	130	\$8.46	\$10.25

Northwest LWDA 2020-2030 Employment Annual Growth

Long-Term (2020-2030) Northwest Iowa LWDA Occupational Projections

SOC + Occupational Title	Base Estimated Employment	Projected Estimated Employment	Annual Growth Rate	Total Annual Openings	Entry Wage*	Median Wage*
49-9081 Wind Turbine Service Technicians	75	135	8.0%	15	\$24.40	\$31.71
39-3031 Ushers, Lobby Attendants, and Ticket Takers	55	85	5.5%	20		
37-3012 Pesticide Handlers, Sprayers, and Applicators, Vegetation	170	250	5.0%	35		
35-2014 Cooks, Restaurant	570	835	4.7%	130	\$11.10	\$13.82
25-3021 Self-Enrichment Education Teachers	105	155	4.3%	20	\$9.11	\$11.43
45-2021 Animal Breeders	60	85	4.2%	15		
25-1072 Nursing Instructors and Teachers, Postsecondary	60	90	4.2%	10	\$21.95	\$28.97
27-2022 Coaches and Scouts	265	360	3.9%	55	\$10.45	\$20.88
13-1161 Market Research Analysts and Marketing Specialists	165	225	3.6%	25	\$16.67	\$26.28
11-9111 Medical and Health Services Managers	280	370	3.4%	35	\$34.15	\$44.19
49-9041 Industrial Machinery Mechanics	355	475	3.4%	45	\$21.87	\$28.00
53-7061 Cleaners of Vehicles and Equipment	180	240	3.3%	35	\$11.10	\$13.40

Southwest LWDA 2020-2030 Annual Openings

Long-Term (2020-2030) Southwest Iowa LWDA Occupational Projections

SOC + Occupational Title	Base Estimated Employment	Projected Estimated Employment	Annual Growth Rate	Total Annual Openings	Entry Wage*	Median Wage*
11-9013 Farmers, Ranchers, and Other Agricultural Managers	2,885	3,085	0.7%	310		
41-2011 Cashiers	1,220	1,305	0.7%	235	\$9.92	\$11.63
53-7062 Laborers and Freight, Stock, and Material Movers, Hand	655	790	2.1%	110	\$13.59	\$18.28
53-3032 Heavy and Tractor-Trailer Truck Drivers	815	930	1.4%	105	\$16.11	\$22.91
35-3023 Fast Food and Counter Workers	415	490	1.8%	100	\$9.19	\$11.25
31-1131 Nursing Assistants	565	620	0.9%	75	\$13.96	\$16.15
31-1120 Home Health and Personal Care Aides	420	545	3.0%	70	\$12.31	\$14.75
53-3058 Passenger Vehicle Drivers, Except Bus Drivers, Transit and Intercity	470	540	1.5%	65		
45-2099 Agricultural Workers, All Other	410	425	0.4%	65		
37-2011 Janitors and Cleaners, Except Maids and Housekeeping Cleaners	400	465	1.6%	65	\$11.87	\$16.00
43-9061 Office Clerks, General	480	480	0.0%	55	\$12.22	\$17.25
53-7064 Packers and Packagers, Hand	340	380	0.8%	50	\$15.13	\$19.16

Southwest LWDA 2020-2030 Employment Annual Growth

Long-Term (2020-2030) Southwest Iowa LWDA Occupational Projections

SOC + Occupational Title	Base Estimated Employment	Projected Estimated Employment	Annual Growth Rate	Total Annual Openings	Entry Wage*	Median Wage*
35-2014 Cooks, Restaurant	125	175	4.0%	25	\$11.11	\$13.38
43-4081 Hotel, Motel, and Resort Desk Clerks	65	90	3.8%	15		
27-2022 Coaches and Scouts	110	150	3.8%	20	\$10.04	\$17.27
35-3011 Bartenders	75	100	3.3%	15	\$8.63	\$10.07
35-9011 Dining Room and Cafeteria Attendants and Bartender Helpers	65	85	3.1%	15		
31-1120 Home Health and Personal Care Aides	420	545	3.0%	70	\$12.31	\$14.75
49-9041 Industrial Machinery Mechanics	190	250	2.9%	25	\$20.63	\$24.01
11-9111 Medical and Health Services Managers	145	185	2.8%	15	\$34.98	\$46.27
35-9031 Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	55	65	2.7%	15		
25-2011 Preschool Teachers, Except Special Education	95	120	2.6%	10	\$10.26	\$14.90
11-3031 Financial Managers	95	120	2.6%	10	\$28.36	\$42.94
39-5012 Hairdressers, Hairstylists, and Cosmetologists	100	125	2.5%	15		

Western LWDA 2020-2030 Annual Openings

Long-Term (2020-2030) Western Iowa LWDA Occupational Projections

SOC + Occupational Title	Base Estimated Employment	Projected Estimated Employment	Annual Growth Rate	Total Annual Openings	Entry Wage*	Median Wage*
41-2011 Cashiers	5,420	5,435	0.0%	985	\$10.24	\$12.86
35-3023 Fast Food and Counter Workers	4,540	4,200	-0.8%	850	\$9.68	\$12.52
41-2031 Retail Salespersons	5,140	5,745	1.2%	815	\$10.73	\$13.85
11-9013 Farmers, Ranchers, and Other Agricultural Managers	7,235	7,655	0.6%	780	\$21.29	\$55.42
53-3032 Heavy and Tractor-Trailer Truck Drivers	5,880	6,390	0.9%	720	\$17.01	\$23.04
53-7062 Laborers and Freight, Stock, and Material Movers, Hand	4,080	4,525	1.1%	605	\$13.88	\$18.20
53-7065 Stockers and Order Fillers	2,465	3,070	2.5%	490	\$13.19	\$17.22
31-1131 Nursing Assistants	3,265	3,590	1.0%	445	\$14.56	\$16.86
31-1120 Home Health and Personal Care Aides	2,810	3,435	2.2%	440	\$12.86	\$15.37
37-2011 Janitors and Cleaners, Except Maids and Housekeeping Cleaners	2,285	2,555	1.2%	350	\$12.00	\$15.78
43-9061 Office Clerks, General	2,950	2,950	0.0%	335	\$12.71	\$17.69
35-3031 Waiters and Waitresses	1,715	1,605	-0.6%	310	\$8.54	\$10.40

Western LWDA 2020-2030 Employment Annual Growth

Long-Term (2020-2030) Western Iowa LWDA Occupational Projections

SOC + Occupational Title	Base Estimated Employment	Projected Estimated Employment	Annual Growth Rate	Total Annual Openings	Entry Wage*	Median Wage*
39-3031 Ushers, Lobby Attendants, and Ticket Takers	60	95	5.8%	20		
29-1171 Nurse Practitioners	230	355	5.4%	25	\$49.42	\$60.14
51-9195 Molders, Shapers, and Casters, Except Metal and Plastic	75	110	4.7%	10	\$15.45	\$19.32
11-9021 Construction Managers	300	425	4.3%	40	\$33.52	\$45.05
31-9011 Massage Therapists	60	85	4.2%	10	\$14.64	\$19.56
11-9081 Lodging Managers	75	110	4.0%	15	\$17.21	\$22.05
33-9098 School Bus Monitors and Protective Service Workers, All Other	65	90	3.8%	20	\$13.48	\$16.69
29-1071 Physician Assistants	105	145	3.8%	10	\$41.37	\$60.40
31-2021 Physical Therapist Assistants	120	165	3.8%	20	\$22.10	\$27.04
11-9111 Medical and Health Services Managers	800	1,075	3.4%	100	\$32.64	\$41.91
25-1072 Nursing Instructors and Teachers, Postsecondary	115	150	3.0%	15	\$27.50	\$42.74
25-1071 Health Specialties Teachers, Postsecondary	115	150	3.0%	15	\$18.10	\$27.70

Source: Iowa Workforce Development Data Visualization: Occupational Projections

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

Iowa Plains employers are consistently in search of qualified talent to meet both immediate job demands and to support future growth and expansion plans. Specifically, in sectors like healthcare, employers require applicants with the essential skills and credentials, such as licenses issued by relevant state boards. While not all industries necessitate formalized or lengthy training programs for entry-level positions, there are available resources to address various needs, including transitional jobs, work experience, short-term pre-vocational services, on-the-job training, and incumbent worker training.

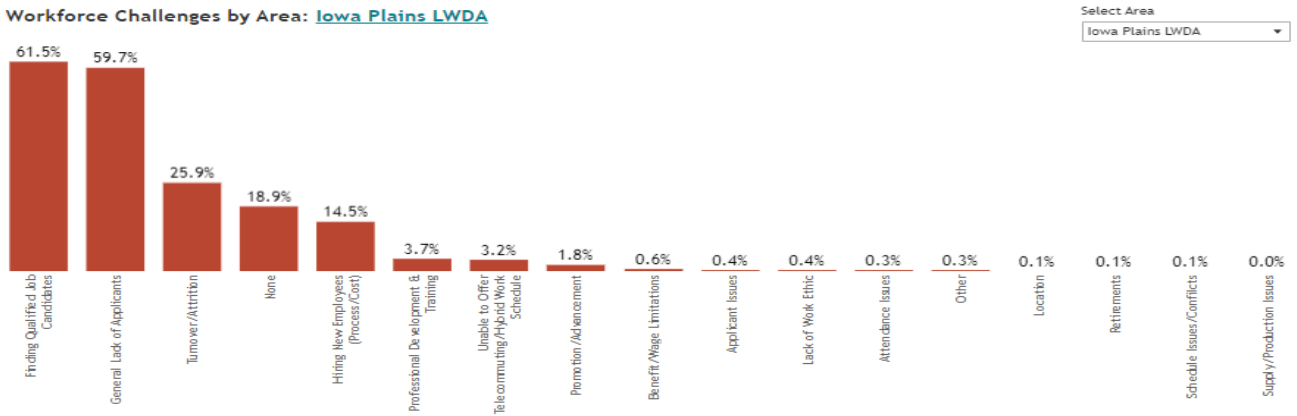
The dynamic nature of job content and skill requirements underscores the importance for employers to establish mechanisms for ongoing education and skills enhancement. To stay competitive in the global economy, businesses must innovate and adopt more efficient, high value production systems that rely on highly skilled workers. The evolving landscape of technologically advanced job skills calls for a more flexible education and workforce training system, leading to a growing demand for accessible career pathways and the retraining of incumbent workers to adapt to new processes.

Iowa Workforce Development (IWD) conducted the current Workforce Needs Assessment Survey during the fall of 2022 through the spring of 2023. This survey collected information from employers across Iowa Plains regarding their vacancies, workforce challenges, difficulties in hiring, perceptions of applicants, advertising outlets for job openings, and upcoming retirements, among other questions. The highest-ranking need from employers was identified as soft skills, as they are essential to teamwork and organizational success. The local area contracted a speaker to train Career Planners and Business Engagement Consultants in A-Game that focuses on soft skills such as attendance, and accountability along with 5 other soft skills proven to be beneficial in the world of work. This training now can be offered to job seekers and incumbent workers.

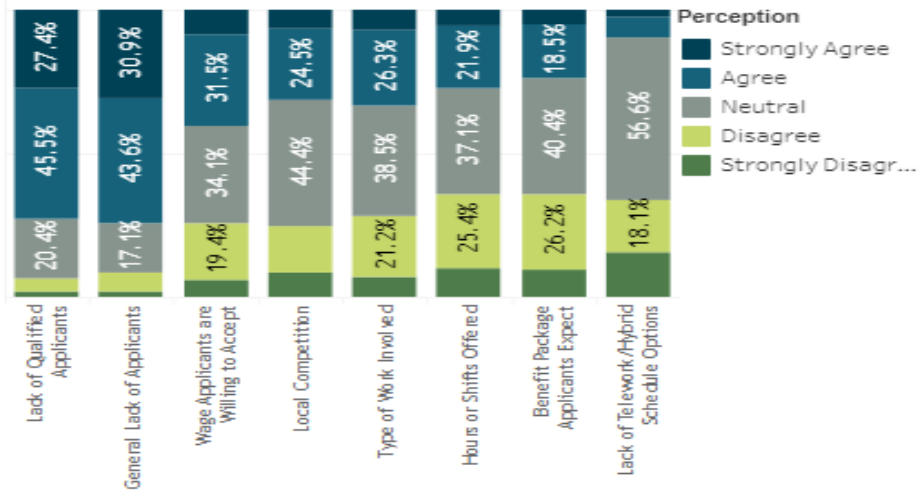
Iowa Plains will also focus on work-based learning opportunities that will address technical and soft skills. Work base learning opportunities such as on the job training, work experience programs and registered apprenticeships will also create a pipeline of talent to satisfy the needs of the employers in the local area. Career Planners in Iowa Plains also utilize the job development process as a tool to promote qualified job seekers to employers. This process assists job seekers to identify their career goal, ensure that they have the skills and training that the employer is seeking, and then promotes them to area employers for possible job placement.

The top challenges and needs identified by employers within Iowa Plains are summarized below.

Workforce Challenges by Area: [Iowa Plains LWDA](#)



Problems in Filling Job Openings as Reported by Employers, by Area: [Iowa Plains LWDA](#)



Source: Iowa Workforce Development Data Visualization: Iowa Workforce Needs Assessment

2. Workforce Analysis

a. The knowledge and skills needed to meet the employment needs of employers in Iowa Plains, including employment needs in in-demand industry sectors and occupations.

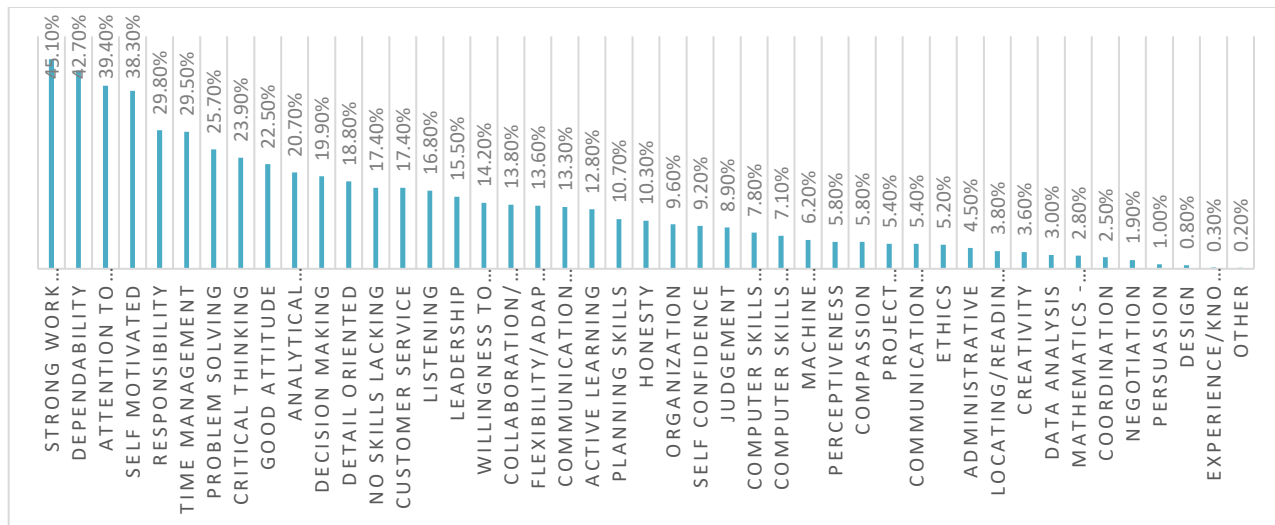
The Iowa Workforce Needs Assessment revealed that Iowa Plains employers identified that the following skills were necessary to fill their occupations: Critical Thinking, Coordination, Active Listening, Active Learning, Complex Problem Solving, Time Management, Judgement & Decision Making, Reading Comprehension, Social Perceptiveness, Speaking, and Negotiation.

Iowa Plains uses a variety of assessments to determine the skill level, education level and interest level of customers. The results of these assessments are used to coach and guide customers to high demand occupations needed in the local area. Iowa Plains also utilizes assessments to identify barriers to employment such as homelessness, transportation and daycare and provides referrals to eliminate these barriers so customers can enter the workforce.

Iowa Plains will emphasize work-based learning opportunities to enhance the skills of our participants and provide employers with individuals who are eager to learn. These opportunities provide customers soft skills and technical skills and benefit the employer by providing them the opportunity to train an individual based on their requirements. Iowa Plains has a dedicated team member that works directly with businesses, with the focus on developing work-based learning opportunities in the local area. This team member will work with employers to identify the skills that are needed to be successful within their company and help them develop a training plan. Career planners will then prepare participants for these opportunities and match them with the employers that best match their skill set.

Disability Career Planners specialize in providing services to individuals with disabilities by providing them with the tools and resources to be successful. They provide resume and application assistance, review assessments, discuss LMI, perform mock interview assistance and create job development opportunities.

Iowa Plains gains demographic information from customers entering the AJCs. This information includes educational information and when it is identified that the customer has less than a high school diploma, career planners discuss this with the customer and make a referral to achieve their HiSED. Iowa Plains will ensure educational programs are available to fulfill the in-demand occupations.



Source: Iowa Workforce Development Data Visualization: Iowa Workforce Needs Assessment

Below are the top skills needed within the in-demand occupations in Iowa Plains.



Source: Iowa Workforce Development Data Visualization: Occupational Projections

- b. An analysis of Iowa Plains, including current labor force employment and unemployment data, information on labor market trends, and education and skill levels of the workforce, including individuals with barriers to employment.

The estimated population within the Iowa Plains Local Workforce Development Area from April 1, 2020, to July 1, 2022, was 706,726. (Source: State Data Center)

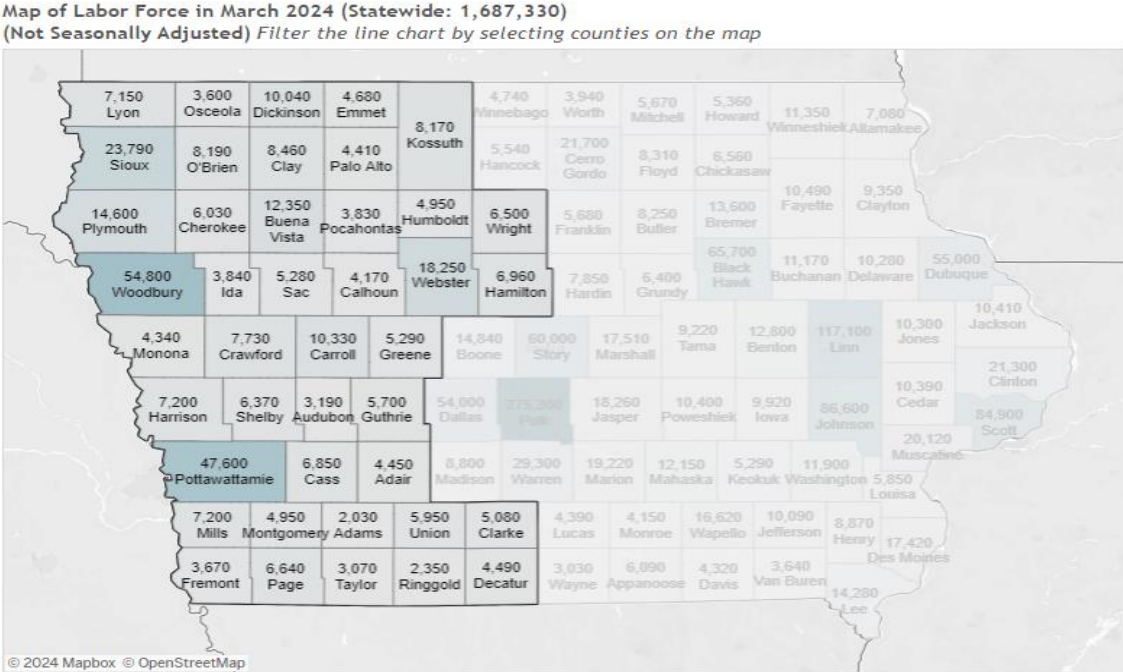
As of March 2024, the total Labor Force amount within Iowa Plains is 374,600; with an employment total of 364,800 and unemployment total 9,900, with the average unadjusted unemployment rate of 2.6%. The average Labor Force Participation Rate is 64%. 9% of Iowans in the Iowa Plains area have less than a High School Diploma, 31% have a High School Diploma, 37% have some college or associate's degree, and 23% have a bachelor's degree or higher.

Iowa Plains will focus on work base learning opportunities to provide the soft skills and technical skills by employers. Iowa Plains also has indicated that soft skill training has been provided to Career Planners and Business Engagement Consultants so they can continue to train, coach and counsel customers on soft skills needed for the workforce.

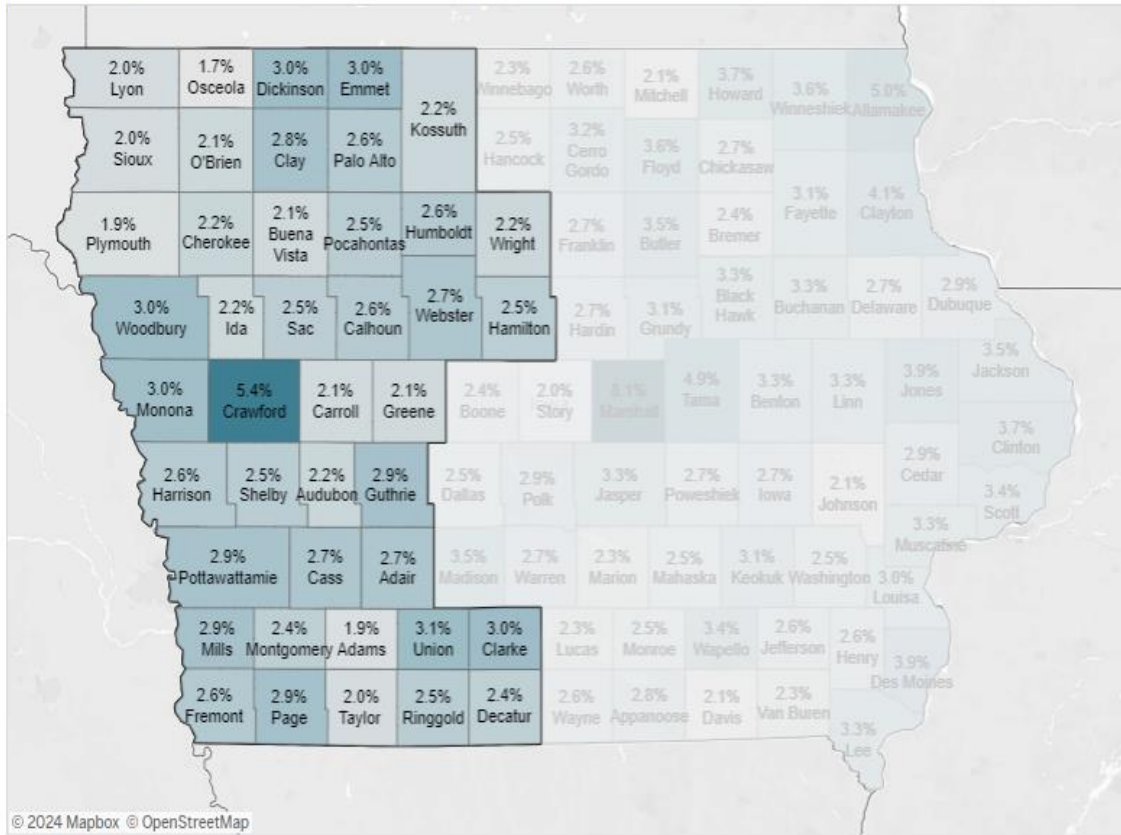
Iowa Plains has several counties above the state average for unemployment rate. To assist individuals receiving UI benefits Iowa Plains started a project with the RESEA program that serves individuals receiving UI benefits to do a direct handoff to Title I to discuss intensive job seeking and training services. This allows direct linkage on the day of the RESEA appointment and allows the customer to learn about additional service to accelerate the rate of them returning to employment.

Iowa Plains has Disability Career Planners in each AJC that are able to work with customers that disclose a disability or limitation that impacts the type of employment that they can perform. If the job seeker can qualify for Vocational Rehabilitation or Department for the Blind services, a referral will be made for co-enrollment. This direct linkage allows customers to have access to more resources and opportunities to successfully secure employment within their limitations.

The charts below show a breakdown of all counties Labor Force, Employment, Unemployment, and Unemployment Rate.



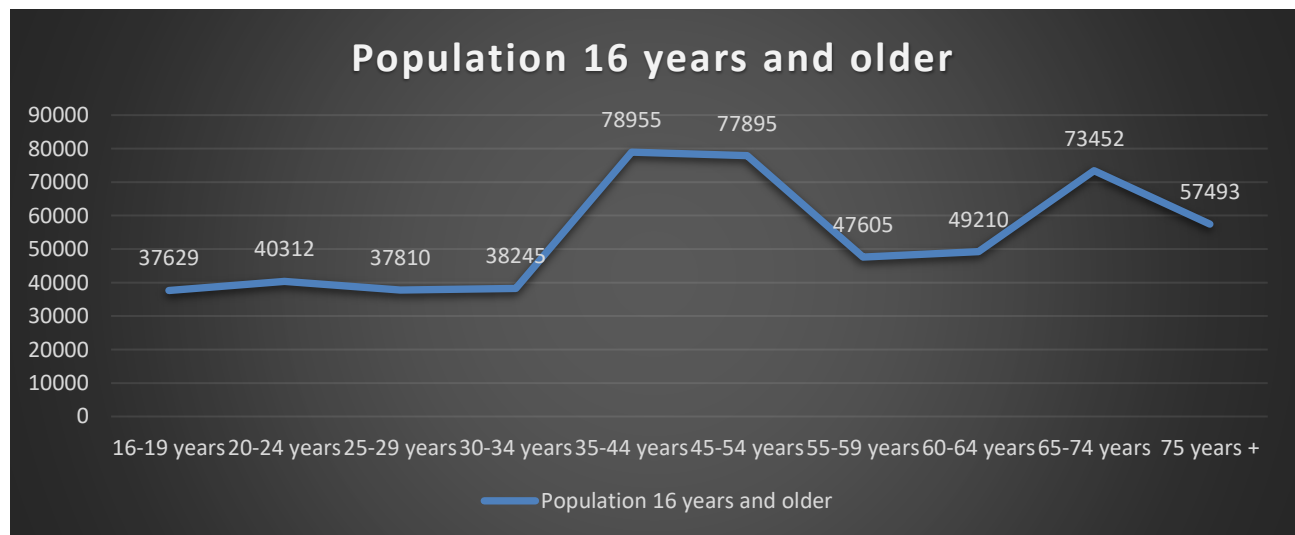
Map of Unemployment Rate (%) in March 2024 (Statewide: 2.9%)
 (Not Seasonally Adjusted) Filter the line chart by selecting counties on the map



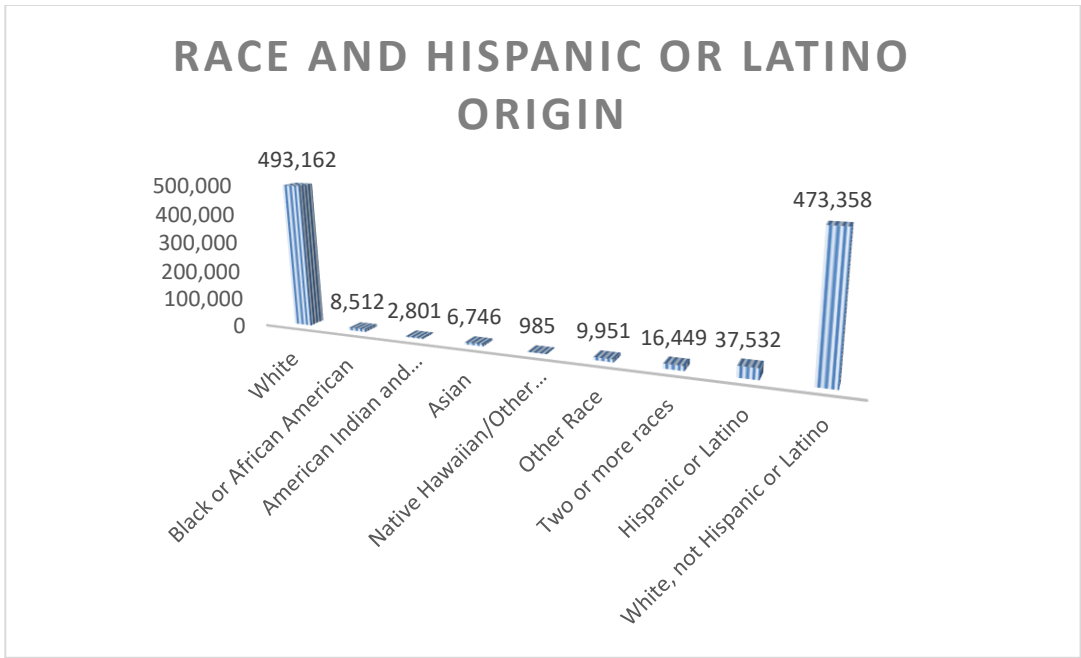
SOURCE: IOWA WORKFORCE DEVELOPMENT DATA VISUALIZATION: LOCAL AREA UNEMPLOYMENT STATISTICS

CURRENT LABOR FORCE DATA

The charts below show the characteristics of the Iowa Plains population such as: age distribution, educational attainment levels, and individuals with barriers to employment (below poverty level and disability status).



SOURCE: U.S. CENSUS BUREAU, 2017-2021 AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES

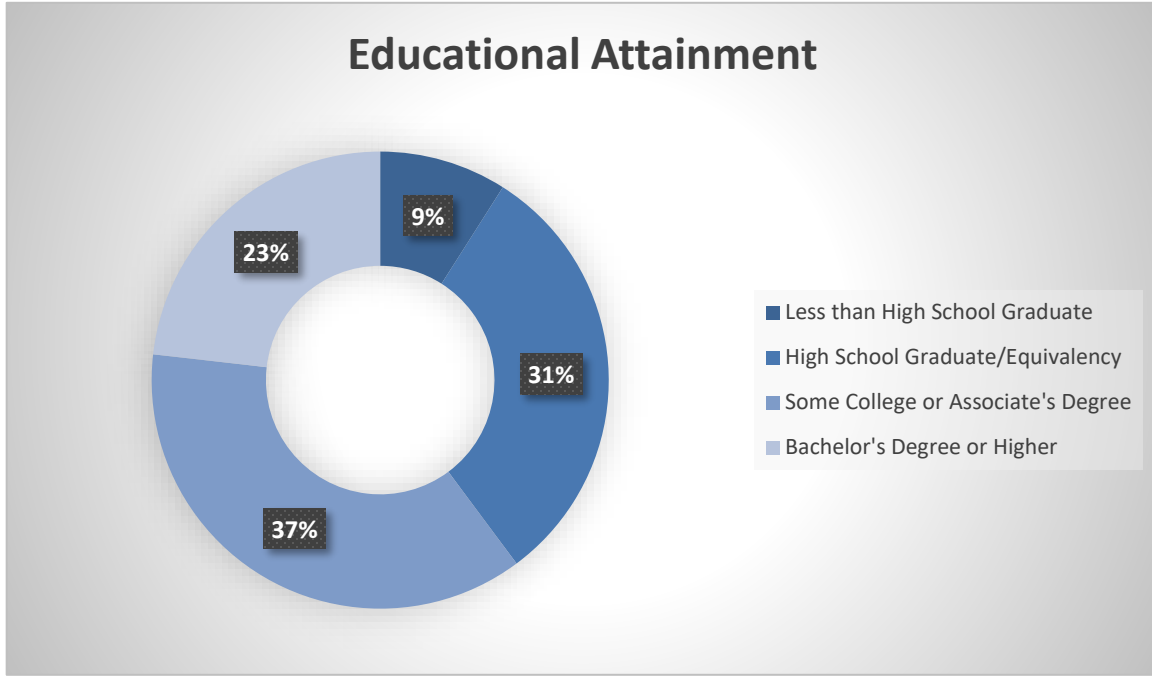


SOURCE: U.S CENSUS BUREAU, 2017-2021 AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES

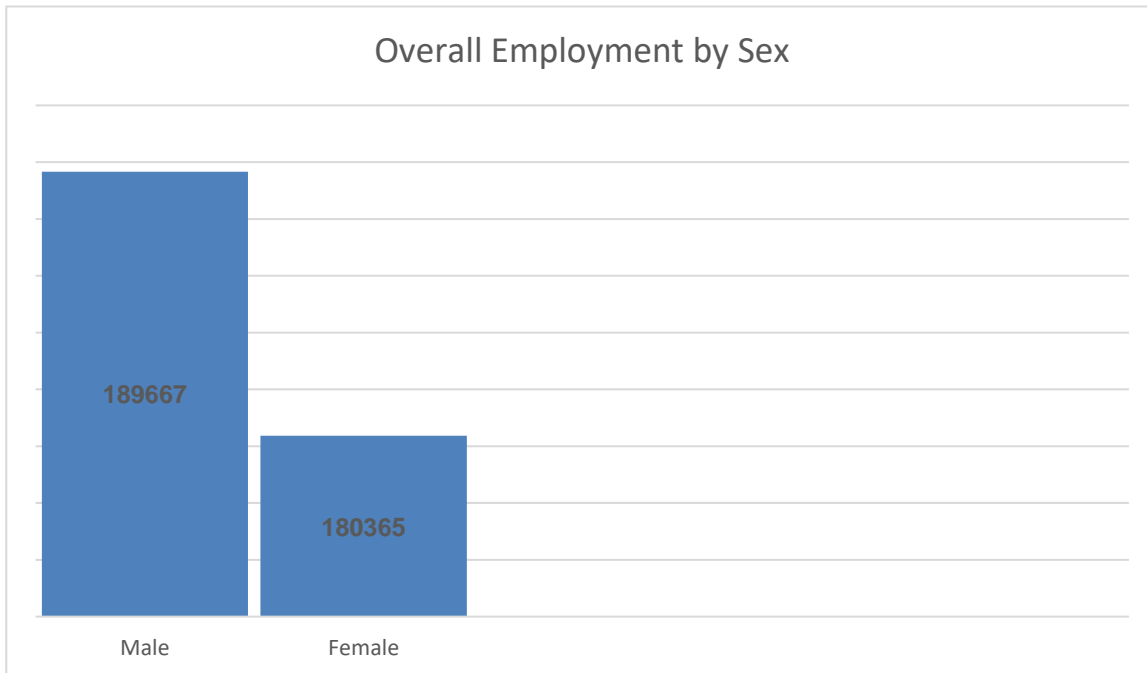


SOURCE: U.S CENSUS BUREAU, 2017-2021 AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES

The Educational Attainment graph below was developed from data provided among the population of 25 to 64 years of age.



SOURCE: U.S CENSUS BUREAU, 2017-2021 AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES



SOURCE: U.S CENSUS BUREAU, 2017-2021 AMERICAN COMMUNITY SURVEY 5-YEAR ESTIMATES

3. Workforce Development, Education and Training Analysis: Include an analysis of:
a. The strengths and weaknesses of workforce development activities.

The Iowa Plains Local Workforce Development Area is made up of 42 counties, merging 4 previous areas into one. The new local area allows the workforce partners to bring further collaboration across a larger area to provide seamless services to job seekers and businesses.

Strengths

- Collaboration and Collective Expertise:
 - Core and Required Partners provide expertise, community connections, organizational tools, and common customers that are utilized to improve the effectiveness and linkage of services.
 - Commitment of partners to the shared objectives and goals.
 - Effective partner referral processes.
 - Responsive and flexible to address the evolving needs of the community, businesses, and partner organizations.
 - Identifies and expand means to share information about programs, resources and training opportunities to staff and to
- Business Engagement:
 - Strong relationships with businesses and other service providers throughout the area including Chambers of Commerce and Economic Development organizations.
 - Staff are cross trained and knowledgeable on business services and WIOA programs to expand the outreach and awareness to businesses.
- Individualized Services to Job Seekers:
 - Connection to a large variety of programs and resources that can be utilized to address the unique skill attainment and remove barriers, tailoring support to the unique needs of Iowans at any phase within their employment path.
 - Individualized services offered through multiple options the meet the customer where they are at: in-person or electronically.
- Training Connections:
 - Community colleges and universities play a pivotal role in offering a diverse array of training opportunities. There are currently 8 colleges and universities, plus an additional 36 training entities on the Eligible Training Providers List, which continues to grow their programs and collaborate to make them available WIOA participants.
 - Training programs are offered at multiple locations and through various means to meet the needs and demands of the area.
 - Established Relationships with Secondary Schools that provides valuable insights into the specific barriers faced by students as they enter the workforce and connections for them to utilize programs to create a future ready workforce.
 - Area business support to partner and provide opportunities for Work Experience opportunities to area job seekers, which includes underutilized populations.

Weaknesses below present Iowa Plains with areas of focus for growth and opportunity

- Limited Program Visibility:
 - There is a need for greater visibility of workforce programs and services among the public, city/county officials, employers, and community agencies. The challenge lies in effectively communicating and utilizing the popular communication methods to reach the targeted audiences.

- Technology:
 - Ongoing difficulties in data sharing across systems hinder the provision of valid and reliable data. This poses challenges to obtaining comprehensive insights into the effectiveness of workforce development initiatives.
 - While some data sharing has been established, it would be beneficial to have a common data sharing system between departments and state agencies to eliminate duplication of services to be more effective and productive when coordinating services and providing financial supports.
 - Despite efforts to use technology to overcome barriers, training on how to use this technology is lacking for customers. Affordability and access issues persist for individuals who cannot afford a cell phone or internet or lack high-speed internet access.
 - Inconsistent internet service in rural communities make virtual connections to IowaWORKS services difficult.
 - Lack of adequate rural internet broadband capability. Many of the areas in Iowa Plains has poor quality and/or expensive internet service. To take advantage of virtual IowaWORKS service, online coursework, or remote job openings, high-speed internet is needed.

Economic and Systemic Barriers:

- Childcare:
 - The availability and affordability of childcare remains a significant barrier within Iowa Plains. This challenge affects individuals seeking employment and hinders their participation in workforce development programs.

- Transportation:
 - The lack of accessible and affordable public transportation rural areas impacts service delivery to these areas. Many individuals also lack the resources to obtain their driver's license and a vehicle.

- Housing:
 - With the shortage of available and affordable rural homes to rent or own, it has become increasingly difficult for the area to maintain and attract skilled labor.

- Cost of Living & Wages:
 - Programs that help low-wage families meet basic needs such as SNAP, Childcare Assistance and the Low-Income Energy Assistance Program are effective, but often fall short of fully filling the gap between low wages and the cost of a strict, bare bones budget. Low skilled Iowans often faced with the challenge of accepting positions that earn less than what is required to meet the cost-of-living burden, only to discover that they are no longer eligible for public assistance and forced into the decision to return to public assistance by limiting or removing themselves from the labor force.

- **Mental Health/Substance Abuse:**
 - Workforce services are often sought by Iowa's most vulnerable populations and Iowa Plains is no exception. Individuals suffering from mental health or substance abuse, often go without treatment due to social stigma, lack of available/assessable treatment, or do not recognize that an issue exists. This is creating difficulty with obtaining employment as these individuals often have criminal/background barriers and lack driver's license to obtain or maintain employment.
- **Rural Service Area:**
 - The rural nature of many counties in the area presents challenges in providing services where travel is necessary. This issue is compounded by the scarcity or non-existence of many necessary services in some counties, including transportation, internet, and other public services. While staff can travel, it is limited. Services are offset by connecting electronically and over the phone, however this has its limitations and individuals can be impacted if they do not have internet or phone services.
- **Skills Gap Challenges:**
 - Employers in the local area have continued to express challenges in finding skilled workers or workers in general. This highlights a need for targeted efforts to bridge the skills gap within the local workforce.
 - While employers have expressed interest in hiring underutilized populations such as veterans, ex-offenders, disabled, non-English speaking minorities, older workers, youth, and families on Temporary Assistance (TANF) in the local area, this has not been regularly implemented as part of hiring practices.
 - Challenges in hiring come from the need to quickly establish staffing levels with skilled staff to maintain operations and the costs involved with training practices.

b. Capacity to Provide Workforce Development Activities:

Capacity to address the education and skills needs of the workforce, especially for individuals facing barriers to employment, is a key focus within the Iowa Plains area. Each collaborating partner contributes distinct strengths that, when combined, enhance the overall delivery of services. These strategic partnerships actively involve core agencies and programs dedicated to fortifying services, expanding capacity, minimizing redundancy, and promoting the seamless integration of education and workforce initiatives. Iowa Plains partners share a common vision of a system that links workforce needs of employers to skilled Iowans. All partners recognize the importance of communication and collaboration to avoid the duplication of services and increase efficiency and effectiveness. Core partners meet monthly to discuss updates, referral process, plans, and services.

Through a combined effort of shared responsibilities, partners will be able to meet the capacity of customer needs by cross training staff on partner programming, making referrals to connect individuals to all options available for training and employment, and reduce duplications. Core partners will continue to develop and provide direction on activities to address the education and skill needs of the workforce in the Iowa Plains local area and target those individuals that have barriers to employment. Core partners will also continue to provide and maintain linkages among Title I Adult, Dislocated Worker and Youth programs, Wagner-Peyser, Vocational Rehabilitation, Iowa Dept. for the Blind, Adult Education & Literacy, Temporary Assistance for Needy Families (TANF), Trade Assistance, Ticket to Work, Senior Community Services Employment Program, Unemployment Compensation, Jobs for Veterans State Grant (JVSG), and Reentry Employment Opportunities to facilitate access to workforce services and educational programs.

All workforce partner services can be accessed through the One-Stop Center. Services are either provided in-person on site, through a cross trained partner, or a direct linkage through technology in a timely manner. Potential participants, particularly those with barriers to employment, may not be aware of all the services that workforce partners offer within the local area. Coordinated efforts will be made to enhance orientation and outreach. Transportation in rural areas is an issue and connections will need to be made to address this. Technological options will also be considered to provide services within the local area to give options and the greatest flexibility to connect to customers. VR and IDB will be consulted for service accessibility and technology options and capabilities.

Core program partners have developed a solid working relationship with a good understanding of each core program. Training opportunities will be developed so that staff from all programs are able to have a common understanding of information and this can be provided uniformly to participants. Core program staff also have a wealth of experience and knowledge, and staff recognize the expertise that each can provide regarding career pathways, sector strategies, and training and credentials that will be used to enhance workforce activities and services.

IowaWORKS operates as a one-stop center, providing connections to all Core Partners, Required Partners, and community resources. Through Title III, job seekers are provided an assessment of their skills and abilities to develop career strategies and connection to employment through various services such as, workshops, one-on-one career exploration, events, and referrals to meet hiring needs of employers. The Title I Youth program has expertise on working with youth, mentoring on making positive choices, providing opportunities to gain employment experience, and pathways to career decisions to be self-sufficient adults. The Adult and Dislocated Worker program provides intense case management to individuals needing career pathway navigation, which can range from assistance to obtaining employment or skill upgrading through work-based learning or education to obtain employment. Title II Adult Education and Literacy has expertise on working with those who are basic skills deficient and lack English language skills, including providing specialized training options to employers to assist their employees acquire basic workplace communication skills. Title IV, VR and IDB offers expertise on working with participants with disabilities and understanding needs related to accessibility and reasonable accommodations. Services also include assistance with job search and placement, and could include work experience, on-the-job training, education, and supportive services to obtaining and maintaining employment. Employers are also provided assistive technology and accommodation evaluations, ADA consultations, and Disability Awareness and Sensitivity Training to support individuals with disabilities. Ongoing cross training will continue to occur to help staff understand the strengths each brings and how to utilize those strengths to avoid duplication of services and align resources.

Core Partners have built and will continue to build relationships with community and social service agencies in the area. This allows connect to disadvantaged populations needing to secure employment. These community and social service agencies also provide a means to assist individuals by removing barriers such as income, home utilities, housing, medical, childcare, food, and clothing which is complementary to Core Partner program services that assists with obtaining skills to become employable and contributes to the overall success of the individual.

c. The employment needs of employers

Concerns for employers within Iowa Plains, according to the Iowa Workforce Needs Assessment survey, are Soft Skills and Hard Skills. Soft Skills, with a rate of 95.8% are skills that are most often considered to be skills associated with an individual's habits, personality, and character. Examples include dependability,

honesty, self-motivation, communication skills, time management, and teamwork. Applicants lacking Hard Skills have a rate of 65.1%. Hard Skills are generally considered to be teachable and measurable abilities, which apply directly to the job. Examples include critical thinking, data analysis, problem-solving, machine operation, computer literacy, and software knowledge.

IowaWORKS provides work readiness curriculum via virtual workshops monthly to increase the soft skills needed by Employers. All offices have the monthly workshop calendar available to individuals that visit the centers. To address the needs for hard skills, basic computer training is offered through in person, online, and/or purchases resources. Vocational Rehabilitation provides a Customer Service Certificate Training. Additional services available are on-the-job training, occupational skills training (OST), internships, skills upgrade, registered apprenticeships, quality pre-apprenticeships, and incumbent worker training.

There are numerous post-secondary training providers who offer a range of program types, costs, lengths, and job placement programs. There are literacy programs designed for those with very low basic skills, bridge programs for those who need to upgrade basic skills, short-and long-term training programs, technical and associate degree providers, and two-and four-year colleges.

The local technical colleges provide effective training services and activities including English as a second language, HiSET completion programs, basic skill enhancement programs, and occupational skills training.

4. Iowa Plains Vision

Provide an agile and streamlined workforce delivery system that provides employers the workforce they desire and lowans the skills they need for a successful career.

Goal I: Preparing an educated and skilled workforce

- Outreach to all Iowa Plains area high schools and community agencies/resources to provide information on WIOA programs that can guide and prepare students and individuals with barriers to economic growth and self-sufficiency opportunities. Efforts will be achieved through consolidated efforts of all core partners to reach all counties within Iowa Plains.
- Increase employer and workforce awareness and simplify the utilization of Iowa Workforce Development programs, with the focus geared toward employers providing Work Based Learning (WBL) opportunities to upskill job seekers and fill their vacant positions. Concentration will be to fill those WBL opportunities with youth and individuals with barriers.
- Support the development and enhancement of sector partnerships.
- Develop a system for sharing data and workforce solutions between Centers.
- Increase awareness and utilization of work-based learning, pre-apprenticeship, and registered apprenticeship programs to prepare an educated and skilled workforce, including youth and individuals with barriers to employment. Kind of a repeat, perhaps reword first two bullets or this bullet.
- Support the development of a strategic marketing plan that will enable Successful completion of performance accountability goals based upon appropriate key Performance indicators.

Goal II: Performance Accountability Measures

- Performance Measure: Unsubsidized Employment Second Quarter After Exit
- Performance Measure: Unsubsidized Employment or Education and Training Activities Second Quarter After Exit
- Performance Measure: Unsubsidized Employment Fourth Quarter After Exit

- Performance Measure: Unsubsidized Employment or Education and Training Activities Fourth Quarter After Exit
- Performance Measure: Median Earning Second Quarter After Exit
- Performance Measure: Credential Attainment
- Performance Measure: Measurable Skills Gains
- Performance Measure: Effectiveness in Serving Employers – Repeat Business Customers & Employer Penetration

Strategic Vision to Align Resources

Increase the utilization of Iowa Plains current, potential, and future employers and workforce to the education, training, and career opportunities available in the local area.

- Align and implement an agile service delivery model that is easy to use and that incorporates all workforce system partners and is easy to utilize.
- Support the development of career pathways that integrate work-based learning, pre-apprenticeship, and registered apprenticeship programs for Iowa Plains youth and young adults.

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

- Description of the strategy to work with the entities that carry out the core programs and required partners to align resources available in the local area to achieve the strategic vision and goals described in section 4 above.**

Systemic Collaboration

While each of our One-Stop partners administer separately funded programs, we must deliver them as a set of aligned streamlined services to customers. We all serve a relatively common customer base, many of whom are low income or face barriers to employment. One-Stop Centers and partners provide job seekers, including individuals with barriers to employment with skills and credentials necessary to secure and advance in employment with family-sustaining wages. Iowa Plains will facilitate public-private partnerships; support sector strategies and career pathways that advance opportunities for all workers and job seekers; foster innovation; and ensure streamlined operations and service delivery excellence. We will work to ensure that workforce and economic development goals are aligned. The Core partners will work to develop a crosswalk of services available to individuals and specifically, to individuals with barriers to employment.

Iowa has partnered with the Workforce Innovation Technical Assistance Center (WINTAC) to explore service integration and the implementation of the requirements of WIOA. Aligning and developing integrated education and training (IET) programs for low-literacy and low-skilled adults to concurrently address foundational skills with workforce training. The IET programs prepare adults with limited academic or limited English skills to enter and succeed in post-secondary education and training leading to career path employment in demand occupations. The core partners will focus on expanding access and success in sector-based education and training programs that provide opportunities for low-skilled and low-literate youth and adults. The state will support new initiatives that promote sector-based pre-IET, and IET models that expand access and success of low-skilled youth and adults in career pathways. These programs are designed to

introduce individuals to career pathway programs of interest. Iowa Plains has also worked with WINTAC to develop a current model of the integration continuum assessment. This model assists us in determining where we are at in the different levels of integration.

Expand ability of all partners in the network to inform clients of workforce system services. This will be the result of extensive cross-training. Assess the ability to increase access. The core partners will work with local boards and the future one-stop operators to assess the ability to increase access to the system. For example, several adult education programs may be made available as itinerant sites to provide basic career services. This action can greatly expand the number and proximity of access points of contact for both employers and clients. Expand the use of technology. Given Iowa’s diverse regional needs, it cannot be assumed that all who need to travel to the current comprehensive sites will be able to do so. To address the barriers of distance, childcare, transportation, and schedules that many people face, services will be available digitally. These services will include up-to-date and comprehensive employment and training websites with links to partner websites. In addition, resources will be accessible using videoconferencing and live chat.

Integrated Service Delivery

All populations will receive the necessary services regardless of where they enter the system, whether it be through the AJC or connection with a partner program or agency. This approach supports an integrated workforce staff, so that any customer who walks into any AJC can be served seamlessly by any staff member.

All Core Partner staff are cross trained to improve knowledge of programs and services available to understand other partner programs’ services, and share their own expertise related to the needs of specific populations so that all staff can better serve all customers and to ensure a “no wrong door” customer service approach. Core partners will ensure that all referrals are appropriate based upon the needs of the customer.

The Clearinghouse for Work-Based Learning connects students and employers through shared projects that give students professional experience. This virtual platform is available to all Iowa schools, K-12 classrooms, and businesses for project involvement through a system where both classes and businesses can enter themselves as an interested party and browse for a good match for a project. Students work on the projects primarily in the classroom, making this distinctly different from work-study or internship formats.

Co-enrollment is another important strategy to provide services to a customer that a specific program might not be able to fund themselves. This is where the crosswalk of services available will be needed to address customer needs. Co-enrollment provides the ability to use multiple funding sources and share accountability for an individual.

Data-Informed Services

We will focus on continuous improvement. Continuous evaluations support continuous improvement of the American Job Centers by identifying which strategies work better for different populations. The Local Workforce Development Board will hold training providers accountable for the performance Measures. Reports provided from the Core Partners provide high-quality, integrated data to inform the Local Workforce Development Board for policy decision making. It also drives how we need to change, innovate, or align services to meet the needs of job seekers and business customers.

Leveraged Resources

Effectively and strategically leveraging and braiding an array of public and private financial and in-kind resources to ensure sufficient broad support to meet the service and training needs of all participants. This includes sources from businesses, industry associations, labor organizations, community-based organizations, education, and training providers. No one program can address all the needs of the individuals we serve. Aligning and coordinating WIOA Title I service with efforts that currently address justice-involved and returning citizens. Iowa Plains is exploring a range of career pathway models for justice-involved participants that examines best practices and ways to braid and blend funding for maximum impact.

Improved Outcomes for Business and Job Seeker Customers

We will go beyond the performance indicators that are negotiated; we will look at the customer experience and we will look at economic mobility of the individuals we have served. We will continuously evaluate the needs of participants and businesses to ensure we are providing services that meet the needs and removes barriers.

Business Objectives: Iowa Plains Local Workforce Area sets the following objectives for the next 2 years to meet the Vision and Mission of this region:

1. Provide integrated/seamless services that are streamlined to train jobseekers as quickly as possible, so they are ready for jobs with local businesses
2. Promote Work Based learning strategies to validate skills of the area's workforce to optimize their ability to demonstrate their skills to employers and to provide a method of evaluation for businesses to make appropriate hiring decisions
3. Continuously improve menu of local services based on input from jobseekers and businesses so services are flexible and effective.
4. Continuously improve internal processes so they are as lean and paperless as possible to maximize the time we have available to provide value-added services to our customers.
5. Utilize data and performance reports as well as feedback from employers and jobseekers to drive continuous improvement initiatives in our services and programming
6. Incorporate STEM goals into One-Stop programming to align that initiative with One-Stop Center goals
7. Partner with ECI to develop programming that provides relevant information and services that improve and enhance businesses in our local area
8. Improve communications in all areas so we continue to use our internal and external partnerships to their maximum benefit for the customers we serve.

SECTION 3 – IowaWORKS SYSTEM COORDINATION

1. The workforce development system in the local area, including the identification of:
 - a. The programs that are included in the system:

PROGRAMS	PARTNER	CENTER LOCATION	TYPE OF PARTNER
Title I Adult	Iowa Workforce Development	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Core Partner
Title I Dislocated Worker	Iowa Workforce Development	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Core Partner
Title I Youth	Iowa Workforce Development	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Core Partner
Title II – Adult Education & Family Literacy	Iowa Western Community College	Council Bluffs, Atlantic, Harlan, Clarinda, Shenandoah, Missouri Valley	Core Partner
Title II – Adult Education & Family Literacy	Iowa Central Community College	Fort Dodge, Storm Lake	Core Partner
Title II – Adult Education & Family Literacy	Northwest Iowa Community College	Sheldon	Core Partner
Title II – Adult Education & Family Literacy	Iowa Lakes Community College	Estherville	Core Partner
Title II – Adult Education & Family Literacy	Western Iowa Tech Community College	Sioux City, Denison	Core Partner
Title II – Adult Education & Family Literacy	Des Moines Area Community College	Carroll, Ankeny, Des Moines	Core Partner
Title II – Adult Education & Family Literacy	Southwestern Community College	Creston	Core Partner
Title III-Wagner Peysner	Iowa Workforce Development	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Core Partner
Title IV-Vocational Rehabilitation	Iowa Workforce Development	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Core Partner
Title IV – Department for the Blind	Iowa Department for the Blind	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Core Partner
Senior Community Services Employment Program	National ABLE Network	Council Bluffs, Creston, Denison, Fort Dodge, Spencer	Required Partner
Senior Community Services Employment Program	AARP	Sioux City	Required Partner
Job Corps	Denison Job Corps	Denison	Required Partner
National Farmworker Jobs Program	Proteus, Inc	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Required Partner

State Unemployment Compensation Program	Iowa Workforce Development	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Required Partner
Jobs for Veterans State Grant (JVSG)	Iowa Workforce Development	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Required Partner
ReEntry Employment Opportunities Programs	Iowa Workforce Development	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Required Partner
Temporary Assistance for Needy Families (TANF)	PROMISE JOBS	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Required Partner
RESEA	Iowa Workforce Development	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Required Partner
Trade Adjustment Assistance Program	Iowa Workforce Development	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Required Partner
Native American Programs	American Indian Council	Sioux City	Required Partner
Career and Technical Education	Iowa Western Community College	Council Bluffs, Atlantic, Harlan, Clarinda, Shenandoah, Missouri Valley	Required Partner
Career and Technical Education	Iowa Central Community College	Fort Dodge, Storm Lake	Required Partner
Career and Technical Education	Northwest Iowa Community College	Sheldon	Required Partner
Career and Technical Education	Iowa Lakes Community College	Estherville	Required Partner
Career and Technical Education	Western Iowa Tech Community College	Sioux City, Denison	Required Partner
Career and Technical Education	Des Moines Area Community College	Carroll, Ankeny, Des Moines	Required Partner
Career and Technical Education	Southwest Community College	Creston	Required Partner
Ticket to Work	Iowa Workforce Development	Council Bluffs, Creston, Denison, Fort Dodge, Sioux City, Spencer	Required Partner
Community Services Block Grant	Mid Sioux Opportunity	Sioux City, Spencer	Required Partner
Community Services Block Grant	Community Action Agency of Siouxland	Sioux City	Required Partner
Community Services Block Grant	Upper Des Moines Opportunity Inc	Fort Dodge, Spencer	Required Partner
Community Services Block Grant	New Opportunities Inc	Denison, Fort Dodge	Required Partner
Community Services	West Central Community	Council Bluffs, Denison,	

Block Grant	Action	Sioux City	Required Partner
Community Services Block Grant	South Central Iowa Community Action Program	Creston	Required Partner
Community Services Block Grant	Matura Action Corporation	Creston	Required Partner
Community Services Block Grant	North Iowa Community Action Organization	Spencer	Required Partner

b. Description of the steps Iowa Plains 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.

State Strategy 1.1: Align and implement an accessible, integrated service delivery model incorporating all workforce system partners.

To align and implement an accessible, integrated service delivery model, core partners will hold monthly meetings to discuss services, service delivery, direct linkages, and braiding of funds to better align services and resources and to ensure that employers and Iowans receive access to all available services through the workforce development systems that will meet their unique needs. Partners and staff lean on each other’s expertise to remove barriers that may prevent access.

State Strategy 1.2: Ensure all Iowa students have opportunities for meaningful work-based learning experiences.

Core Partners will work with the local secondary and postsecondary schools to establish a connection for interaction, such as partnering with events, assisting with classroom training on workforce services, and providing information on work-based learning opportunities to ensure all Iowa students have opportunities for meaningful work-based learning experiences.

State Strategy 1.3: Target services to underserved populations, including individuals with disabilities, minorities, returning citizens, women, rural Iowans, new citizens, veterans, etc.

Core partners will continue to provide services to underserved populations by co-enrolling and braiding of funds, increasing outreach efforts to target specific populations, and continue to develop relationships with community partners to provide resources not available within the Core Partners.

State Strategy 2.1: Support local workforce boards in the development and enhancement of sector partnerships.

Sector partnerships are comprised of industries with shared needs, as well as various education, workforce, economic, and community organizations in supportive roles. These partnerships develop and continuously evaluate goals, policies, and service-delivery strategies to meet the needs of employers in a given sector. In doing so, they operate within labor market regions and are not confined to municipal, county, educational,

or state boundaries. Effective sector partnerships are industry-driven, meaning industries identify needs and assume the lead role in developing strategies which address their identified needs.

The Iowa Plains Executive Committee has received initial training regarding the benefits and opportunities for sector partnerships. Iowa Plains will have a subject matter expert in sector partnerships beginning in July 2024. This individual will provide additional training to employers through virtual lunch & learns and in person meetings creating opportunities to expand sector partnerships in the local area. The Iowa Plains Executive Committee is committed to increasing sector partnerships throughout Iowa Plains.

State Strategy 2.2: Create and implement a unified and collaborative business engagement model.

Iowa Plains has created a robust, unified, and collaborative business engagement model. We have three Business Engagement Consultants (BEC) who focus on creating relationships with businesses in our local area. The BECs meet with businesses to share information about valuable business resources to help support them throughout their business cycle. We will have a sector partnership subject matter expert who will be joining our team in July 2024. In addition to sector partnerships this individual will work with employers to develop more WBL opportunities for our job seekers. Iowa Plains has developed strong partnerships with WIOA core partners who partner to provide services to businesses in our local area. As previously stated, the Iowa Plains Executive Committee is dedicated to ensuring that businesses have access to a skilled workforce. Our business engagement model will play a vital role in connecting our job seekers with our employers.

State Strategy 2.3: Increase the awareness and engagement by employers in work-based learning opportunities.

Career pathways organize education and training into a coherent, stackable sequence aligned within specific occupations within a given industry. In that way, career pathways support an individual in developing the personal, technical, and employability skills required for advancement within an industry and transitioning from training and education into the workforce. Colleges, primary and secondary schools, economic development agencies, workforce service providers, employers, labor groups, and social service providers all play a vital role in the successful development of career pathways.

The Iowa Plains Executive Committee is committed to increasing opportunities for job seekers to enter career pathways in various in demand industries. We have developed an engaging and committed workforce system in Iowa Plains that realizes the benefit of building partnerships with WIOA core partners, colleges, economic development agencies, labor groups and employers. The Iowa Plains Executive Committee is devoted to increasing WBL opportunities for job seekers in the local area. Growing WBL opportunities will effortlessly increase career pathways for our job seekers and will provide our employers with the opportunity to grow their talent pool based on their needs.

- 2. Description on how Iowa Plains 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.**

All Core Partners within Iowa Plains work together to provide access to employment and training opportunities through the use of referral forms and shared documents, which facilitate communication between partners. Each core partner provides information on different programs and services each partner

provides to avoid the duplication of services offered by the providers and to find opportunities for collaboration. Professional development opportunities and cross training between agencies are provided to help agencies understand services and resources to address barriers to employment.

Outreach materials will be updated on a regular basis to adjust for changes and include information on accessibility. Materials will also be translated into common languages most used in the area to provide access to service for job seekers with language barriers. Core partners will make every effort to streamline outreach in order to maximize outreach efforts for expanding program access, with focus on connections that reach individuals with barriers to employment.

b. Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.

All partners through their orientation processes address goals, and any barriers or obstacles they might encounter before enrolling. All partners will have conversations with prospective participants about services and resources available to them within the community and core partner organizations.

It is encouraged that partners connect individuals to utilize the Eligibility Explorer in IowaWORKS to help identify programs for co-enrollment that they may be eligible for and assist with their career goals through co-enrollment. Additional tools to develop career pathways would be to promote the use of Integrated Resource Teams (IRT), consisting of core partners, to help identify programs and resources. The Business Engagement Team will communicate industry trends and employer needs to help partners strategize career pathway options within the Iowa Plains area.

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.

Collaboration between agencies and core partners, along with grant funding, make it possible for partners to offer services to participants which include employability skill preparation, upscaling, workforce preparation, and training. Programs will have regular conversations with enrolled participants to identify barriers and review goals. Referrals to core partners and/or community resources will be made to help with additional needs. This will improve access to programs and services that can lead to post-secondary credentials that are stackable and industry recognized. Core partners will review their enrollment process to identify areas that may create barriers to access or duplicate services.

The partners provide a workforce delivery system to build a pipeline of skilled workers to meet the workforce needs of Iowa's current and emerging industries. GAP and PACE programs funded by the state are aligned to business and industry needs and students are encouraged to choose career pathways in high demand jobs. Integrated Education and Training programs provide opportunities for students to have concurrent programming for AEL, workplace education, and workplace training to meet business and industry needs. Collaboration with the community colleges in Iowa Plains will ensure that the postsecondary credential programs align with academic courses and seamlessly transfer into higher education pathways. This collaboration has continued to show and strengthen the continuum of education and training opportunities for participants. Community colleges offer Integrated Education and Training (IET) combine basic skills in adult education and job training skills, such as CNA programs. CNA is a popular

credential through IET programs across Iowa Plains areas. Students are referred to Iowa Workforce Development, whose staff seeks to match job seekers against the employment needs of prospective employers, and to make appropriate referrals.

3. Description of 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.

- An integrated Business Services Team comprised of business services staff from core partners will assist businesses in developing the long-term strength of their workforce. Coordinated efforts are focused on creating a streamlined business process and preventing duplication of services and contacts to businesses. An integrated approach to business services will lead to improved skills, credentials and employment attainment in areas driven by business demand. This team will help develop relationships with businesses throughout the Iowa Plains LWDA through the following methods:
 - a. Reducing employer fatigue by coordinating outreach efforts
 - b. Use a single point of contact approach
 - c. Establish and develop relationships with business networks both large and small.
 - d. Use integrated outreach materials
 - e. Partner with Chambers of Commerce, Economic Development organizations, and other partners to provide outreach and educational opportunities.
- Develop an effective outreach process to cover the entire Iowa Plains LWDA.
 - a. The integrated Business Services Team will meet (monthly, quarterly, bi-annually, annually?) to discuss how integrated and effective the business services are currently, and to determine where enhancements can be made including team goals and strategies.
- Established an Executive Committee which is comprised of business representation throughout Iowa Plains. Having businesses on the committee helps provide direction on the needs of employers such as skill requirements and industry trends. This committee meets quarterly and will share experiences and needs of their respective industries. Committee members will collaborate with business leaders and community partners to enhance connection to core partner programming.

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

Iowa Plains meets the needs of businesses by providing no-cost services that includes assistance with creating an account within the IowaWORKS system, job postings, applicant recruitment, ADA Awareness training, ADA Accessibility evaluations, accommodation recommendations for current employees and retention services. Iowa Plains also continues to partner with employers with On-the-Job Training (OJT), providing 50% wage reimbursement to businesses that hire Title I participants. A critical part of the local business service strategy is aligning and leveraging the business services of multiple programs and funding sources wherever possible.

To support the local workforce, the Business Engagement Division will include Core Partner programming when meeting with local businesses to identify ways to meet their needs through all services available. Business outreach will be provided as a consolidated effort by all partners with diligence in sharing information in order to avoid duplicating efforts. Core Partners can provide additional workshops along with

the community colleges providing tailored short-term or long-term classes and trainings as needed through programs such as Integrated English Literacy and Civics Education (IELCE) and IET. For example, many colleges provide English Language Learner (ELL) classes on site at business and industries to meet their individual workplace needs. Core Partners shall seek opportunities to make connections with employers and participants through events such as drive-through career fairs, hiring events, and partnerships.

Other services that can be provided to employers include:

Rapid Response

Core Partner staff provide early intervention business services that assist workers and employers during the entire business cycle. Rapid Response coordinates layoff aversion and outplacement services for employers and workers affected by layoffs, plant closures, or natural disasters. Iowa Plains partners recognize the importance of Rapid Response programs and services as part of a holistic approach to coordinate employer engagement, including layoff aversion; re-skilling, placement services; and connection with UI. Iowa Plains Rapid Response team is designated to support any rapid response events and ensure that staff properly inform eligible individuals about the Title I Dislocated Worker Program.

Incumbent Worker Training

Incumbent worker training (IWT) is designed to meet the special requirements of an employer, including a group of employers, to retain a skilled workforce or to avert the need to lay off employees by assisting

c. Better coordinate workforce development programs and economic development.

The coordination of local workforce investment activities with economic development activities is crucial for maximizing the impact of business services. Below are strategies and activities to improve collaboration:

- Economic Development partners will be invited to attend meetings, sector initiatives, and other special forums. This collaboration will help to link new businesses and employer needs to workforce service programs.
- The Iowa Plains Executive Committee integrates workforce development and economic development plans to ensure alignment and mutual support. This will involve joint planning sessions and discussions during executive committee meetings, where goals and strategies are developed collaboratively.
- Regular data sharing and analysis between the Iowa Plains Executive Committee and economic development entities will help in assessing the effectiveness of programs. This iterative process allows for adjustments to be made based on real-time information.

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

Unemployment is the gateway to reemployment services. Iowa Plains recognizes the importance of connecting individuals on unemployment insurance programs to services and job referral to keep them attached to the workforce and to re-enter the workforce at a rapid rate.

Each AJC in the Iowa Plains local area participates in the Reemployment Case Management (RCM) Initiative and Reemployment Services and Eligibility Assessment (RESEA) program to connect UI claimants immediately

to reemployment services available through direct linkage to all partner programs.

Individuals that apply for UI benefits are contacted the following week and an appointment is set up with a Career Planner. These appointments continue through the duration of the unemployment claim until the individual obtains employment. During these appointments, UI claimants are required to attend re-employment workshops offered through the one-stop delivery system, receive resume assistance and are offered referrals to core partners. UI claimants are also given information for work-based learning opportunities and attend an AJC Orientation (Essential Tools) where they learn about all of the services offered in the one-stop delivery system. All core partner services are discussed in Essential Tools and referrals to partners are offered through the ongoing appointments.

Iowa Plains has Career Planners trained in Basic and Advanced Unemployment approved by the Unemployment Insurance Division. UI Claimants receive basic guidance on filing an unemployment but also can be provided a one-on-one appointment for in depth UI assistance. During the appointments, a claimant should receive at least one re-employment service and any appropriate referrals to core partners are given.

Iowa Plains partners are involved in all Rapid Response plans and efforts after a business announces layoffs or closure to assist employees with education, training and retraining needs to find new positions. The core partners participate in the Rapid Response events and provide program materials to affected employees.

e. Implement initiatives such as transitional jobs, 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.

The following initiatives will be utilized to meet the needs of local employers.

- Industry and Sector Strategies drive program design; local policy and priorities.
 - Committed to the development and the success of Sector Partnerships.
 - Work in alignment with other stakeholders to not duplicate efforts or contribute to employer fatigue in participating in these initiatives.
- Incumbent Worker Training (IWT)
 - Upskill existing workforce – Partner with Business Engagement and ECI to increase productivity and support retention efforts.
- Work-based Learning Programs (WBL) - Work-based learning has shown to be an effective way for participants to learn new skills, quickly acclimate to a new employer's processes and procedures, and improve retention outcomes.
 - Form strong relationships with WBL program providers.
 - Drive job seekers to high demand industries by developing OJT training contacts with local employers in coordination with the Business Engagement team.
 - Co-enroll Title I services with other work-based learning providers when youth graduate from their services, particularly Vocational-Rehabilitation
 - Focus on Work-Based learning for Title I Youth and Young Adult in schools that do not have Work-Based learning staff or on-site programs.

- Develop job shadows, WEPs and Internships with local employers in order to expose youth and young adults to a wide array of employment opportunities within Iowa Plains.
- Registered Apprenticeship (RA)
 - Embrace the use of RA as part of Work-Based learning including job shadowing, paid work experience, on the job training, and internship.
 - Support aspiring registered apprenticeship programs in developing a quality apprenticeship.
 - Educating clients on the value proposition of “earn and learn” platforms as opposed to traditional post-secondary education pathways.
- Career Pathways
 - Access job seekers for skills, passions and goals to by utilizing assessments and coaching to guide them toward a career pathway.
 - Target underserved populations and individuals with disabilities to connect to Career Pathway opportunities.
 - Working with Economic Development and BECs to provide information to job seekers about in demand career pathways.
- Customized Training Programs
 - Utilize for Integrated Employment and Training (IET) programs, Rapid Response initiatives, or Incumbent Worker training (IWT).
 - Contracts and customized training programs can be prioritized when they provide economies of scale and help respond in a timely manner to client needs.
- Business Services/Intermediaries
 - Continue coordinated business engagement team member meetings; and enhance involvement in it by local committee business representatives.
 - Ensure collaboration between Business Engagement Consultants and other core partner business team members.

4. Description on how Iowa Plains will coordinate local workforce investment activities with economic development activities that are carried out in the local area and how Iowa Plains will promote entrepreneurial skills training and microenterprise services.

Iowa Plains will engage the IWD Business Engagement Consultants to network with local chamber of commerce, main street, and economic development organizations. This action will assist in learning what services are currently being offered in the region for entrepreneurial development workshops and training opportunities. The IWD Business Engagement Consultants will also network with local community colleges and small business development centers to learn services for one-on-one business counseling, the development of business, marketing, and financial planning. Iowa Plains will serve the role as a business resource referral via the American Job Centers and share information with clients who have barriers to employment. Iowa Plains will also engage the Vocational Rehabilitation (VR) Services and the Iowa Department of the Blind (IDB).

5. Describe the one-stop delivery system in the local area, including:

- a. How Iowa Plains 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.**

Core Partners meet regularly to discuss training needs within the area, relying on surveys, economic development, and employer feedback to meet the training needs within the area. Within Iowa Plains, career planners from all Core Partners have developed ties to post-secondary institutions and training providers by cooperative education efforts. With assistance from the Workforce Program Coordinator at IWD, there is an ongoing review of ETPL providers. Core Partner programs provide technical assistance to training providers seeking to be listed on the ETPL and Title I career planners can be alerted through the IowaWORKS data management system if a training program is no longer eligible.

b. How Iowa Plains 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.

Multiple points of access are available through partner websites that includes information on services available to individuals and with physical one-stop centers. IowaWORKS staff provide outreach and enrollment in rural counties within the area along with utilizing the AJC Mobile Unit, if available. Core Partners participate in ongoing referral, co-enrollment, and performance management. Appointments, workshops, and one-on-one assistance can be provided through the use of Teams and Zoom meetings. IowaWORKS one-stop centers will utilize social media to engage with job seekers in the local area to highlight services that are being provided, including but not limited to, workshops, hiring events, career fairs, job postings, and programs available. Core partners also have the ability to meet with participants in rural areas at local libraries or other public meeting areas.

The IowaWORKS Virtual One-Stop System allows workforce program management in one integrated system which ultimately improves service delivery. Since the system is virtual, job seekers and employers can access these services in remote areas with internet connection.

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. How Iowa Plains will utilize Disability Access Committees (DACs) as a strategy, when established.

The role of the Disability Access Committee (DAC) will be to promote physical and program accessibility within Iowa Plains. Regular assessments will be made by the DAC pertaining to available among core partner resources, as well as assistance with the coordination of core partner training.

The strategy of the Disability Access Committee within Iowa Plains will be:

- Accessibility evaluations will be completed at all one stop centers along with implementation of recommended changes.
- Make recommendations for adaptive equipment and/or assistive technology that will be readily available to individuals with disabilities so services can be accessed at the physical locations.

- Promotional materials for services and workshops will include the statement: “Auxiliary Aids and services available upon request for individuals with disabilities”.
- Print materials will be provided in an accessible format.
- Specific services will be offered virtually to mitigate transportation or physical barriers.
- Staff will utilize public areas such as libraries or community agencies to meet with participants from rural areas as needed. Workshops, orientation, Career Service appointments, and intake options being provided to assist in services through virtual access. Online training, assessment, and instruction are available, as well as assistance with obtaining access to devices and internet service for low-income individuals who need it.
- Staff will be trained in providing accommodations and being sensitive to accommodation requests.

ii. Description of 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.

IowaWORKS Centers must be physically and programmatically accessible to all customers, including individuals with disabilities and other barriers. Accommodation notices are posted on all materials provided to job seekers, within program guides and agreements, and posters hung within the center outlining how to request accommodations and options available. Needs for accommodations can be identified at any point services are provided. Any individual is free to request an accommodation and the obligation to provide such, is triggered upon request. An assistive technology list is available, including consultation from designated experts such as the Disability Access Committee that can help identify additional strategies. Core Partners will be trained on disability etiquette and how to use assistive technology on a yearly basis.

iii. Description of how partners/operator will ensure individuals with disabilities can participate in workshops and services offered throughout the center.

- IowaWORKS will provide any reasonable accommodation that is needed by individuals with disabilities to participate in workshops and other services offered throughout the center. Information to request that accommodation is on all marketing materials and posters.

d. The roles and resource contributions of the one-stop partners.

The One Stop Operator will coordinate with partners to develop training opportunities throughout the year to discuss various topics of serving individuals with disabilities; these may include topics on adaptive devices, employment connections, resources, access to services and complaint process, with guidance from the DAC. The DAC will develop a list of items that partners will review and check off to ensure that options and opportunities are available for those with disabilities. These checklists will be collected by OSOs from each partner on a yearly basis. Items on this checklist will include options for reasonable accommodation, auxiliary aids/services, Equal Opportunity is the Law notices posted, complaint forms and logs, ADA signage, and accessible areas (this could be the same as or incorporated into the ADA Self-Evaluation form). Every 2 years, IowaWORKS will provide a Request for ADA Review on Physical Accessibility, and the DAC will review and make a Physical Accessibility Report on its findings and corrections.

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

Adult and Dislocated Worker employment and training activities are available in the 42 county Iowa Plains region. These services are provided through the comprehensive IowaWORKS centers in Creston, Council Bluffs, Denison, Fort Dodge, Sioux City and Spencer. Title I and Title III career planners are present in each office and core partner services such as Title IV are either co-located or in the case of Title II available as an online service or at a community college within the area of the local AJC. To make accommodations for individuals in rural areas or those who struggle with transportation, options such as phone consultations or video conferencing are available. In cases where the job seeker is not able to travel to the local office or they lack internet access the Title I program has established partnerships with other core partners such as community colleges and Vocational Rehabilitation as well as local libraries, human service providers and county facilities to provide space for Title I career planners to meet with potential adult and dislocated worker participants in rural, small communities within Iowa Plains. Adults and Dislocated workers may be co-enrolled in one or all Core Partner programs to braid funding and provide a team approach to case management ensuring the job seeker's success despite multiple barriers to employment.

Basic career services are made available to all individuals seeking employment and training services. These services are available face to face in the local AJC office or can be accessed online through IowaWorks.gov. Basic career services include:

- Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs
- Outreach and orientation to information and other services available through the one-stop delivery system
- Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service's needs. The Iowa Plains region has chosen CASAS as the method to assess basic literacy and numeracy level.
- Labor exchange services, including:
 - Job search and placement assistance, and, as-needed, career counseling, including:
 - information on in-demand industry sectors and occupations; and
 - information on nontraditional employment
 - Appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services other than those traditionally offered through the one-stop delivery system
- Referrals to and coordination of activities with other programs and services, including programs and services within the one-stop delivery system and, when appropriate, other workforce development programs
- Workforce and labor market employment statistics information, including providing accurate information relating to local, regional, and national labor market areas, including:
 - Job vacancy listings in labor market areas
 - Information on job skills necessary to obtain the vacant jobs listed; and
 - Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs
- Performance information and program cost information on eligible providers of education, training, and workforce services by program and type of providers

- Information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area’s one-stop delivery system
- Information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including:
 - childcare
 - child support
 - medical or child health assistance available through the State’s Medicaid program and Children’s Health Insurance Program (CHIP)
 - benefits under Supplemental Nutrition Assistance Program (SNAP)
 - assistance through the earned income tax credit
 - assistance under a State program for TANF, and other supportive services and transportation provided through that program
- Information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation
 - “Meaningful assistance” means:
 - providing assistance on-site using staff who are well-trained in unemployment compensation claims filing and the rights and responsibilities of claimants; or
 - providing assistance by phone or via other technology, as long as the assistance is provided by trained and available staff and within a reasonable time
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA Title I

Individualized career services must be provided to individuals after it has been determined that such services are required to retain or obtain employment. Individualized career services involve more staff time and are customized to each person depending on their needs. WIOA Title I, WIOA Title III and Title IV can provide these services. The following individualized career services must be made available if determined to be appropriate for an individual to obtain or retain employment:

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include:
 - diagnostic testing and use of other assessment tools including but not limited to CASAS to determine if an individual is basic skills deficient in math or reading, O’Net Interest Profile to determine the individuals interest in a particular career cluster, assessments within the IowaWORKS system such as Work Values which determines the desired work environment and business culture the individual would prefer in-depth interviewing and evaluation during the Objective Assessment to identify employment barriers and appropriate employment goals
- Development of an Individual Employment Plan (IEP), to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve their employment goals, including the list of, and information about, the eligible training providers
- Guidance and Counseling to assist with personal barriers and make referrals to community agencies such as mental health providers, substance abuse provides and those community organizations that can assist with basic needs such as food, clothing and housing.
- Career planning to map out the career pathway that may include education and training to advance to the next step.

- Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training. This can be achieved through one on one meetings with a career planner or through one of the many workshops provided in the AJC.
- Internships and work experiences that are linked to careers
- Workforce preparation activities
- Financial literacy services
- Out-of-area job search assistance and relocation assistance
- English language acquisition and integrated education and training programs through referrals to Title II

If a job seeker is still unable to find employment after receiving both basic and individualized services, training services may be provided to adults and dislocating workers needing to obtain additional training to enter or re-enter the workforce.

Adult and DW training services will include the following:

- On-the Job training (OJT): OJT reimburses the participating employer up to 50% of the employee's wage (up to a maximum amount determined by local policy) depending on the skill level required and any prior training experience. The Career Planner will work with the businesses to create an individualized training plan that is aligned with the customer's interests and aptitude.
- Incumbent Worker Training which is an employer service that can retrain employees to avoid layoff.
- Secondary Education Certificate Training: The focus of the training is for the customer to achieve high school completion by taking and passing the HiSED
- Skill upgrading and retraining in the form of Pre-Vocation training that may be needed or required for a particular career field.
- Entrepreneurial training that may be provided through a community college or Small Business Administration services
- 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. OST will focus on those occupations that are in high demand in the local area to ensure participants have the best chance for re-employment and a self-sustaining wage.
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training
- Registered Apprenticeships: WIOA staff will work with employers in the LWDA to find apprenticeship opportunities in high growth/high demand occupations.

Comprehensive case management and ongoing support for the adult/DW will be a routine during a training program. These contacts will include discussion with the customer, employer, supervisor, or instructor to ensure that guidelines are being met and to reinforce expectations for the training program. Career planners will work with community agencies to ensure participants are provided an array of support services to assist them in overcoming barriers to training and employment.

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

Rapid Response is a pro-active, business-focused, and flexible strategy that is a critical component of the workforce system's approach to addressing the difficult transitions that businesses and workers must navigate when dealing with layoff and business closings. Team members work with businesses to respond to layoffs and plant closings, including those that result from increased competition from imports, natural disasters, and other events, by quickly coordinating services and providing immediate aid to companies and their affected workers.

Iowa Plains will follow the Iowa Workforce System Rapid Response Process and Procedure, designating a Local Rapid Response Team (LRRT) comprised of individuals that provide information, resources, and services to assist affected employers and workers. The LRRT will oversee planning implementation, and tracking/reporting of Rapid Response services, including Layoff Aversion. The LRRT includes the Local Rapid Response Team Lead (LRRTL), and a representative from Title I, Title II (Adult Education and Literacy), Title III (Wagner-Peyser), and Business Engagement. Additional partner programs may also be added to the LRRT based on the unique circumstances of the Rapid Response event.

When Iowa Plains receives an alert of a Federal WARN, State WARN, or Non-WARN event the LRRTL will contact the employer within two business days to arrange an Employer Informational Meeting (EIM) to gather information regarding the pending layoff, demographics of the affected workforce and types of services that the business and impacted workers will need. EIMs may happen in person, virtually, or via a telephone call. If the employer accepts services and willing schedule an EIM, the LRRTL will send a calendar invite to all necessary attendees, including the employer and Union Representative (if applicable). The LRRTL will function as the lead in the meeting. During the EIM, a Rapid Response Service Delivery Plan will be developed, and a Worker Information Meeting (WIM) scheduled. If an employer does not accept services, the Iowa Plains LRRT will make every effort to develop a Rapid Response Service Delivery Plan and schedule a WIM for affected workers.

The Rapid Response Delivery Plan for the WIM will include Standard or Expanded Services based on the needs of the affected workers. Standard Services included Unemployment Insurance, training services, career services, insurance and retirement, Adult Education (if needed), Vocational Rehabilitation (if needed), and outline next steps for affected workers. Expanded Services includes the Standard Services plus additional activities developed and/or organized specifically for the affected workers and can be delivered at the same event as the WIM or different date, time and location. These Expanded Services can include job fairs, workshops, and connection local area resources.

Rapid Response activities are intended to minimize the negative impacts of dislocation on workers, businesses, and communities and ensure rapid reemployment for workers affected by layoffs. It also serves to establish community transition teams to assist the impacted community

in organizing support for dislocated workers and in meeting the basic needs of their families, including heat, shelter, food, clothing and other necessities and services that are beyond the resources and ability of the one-stop delivery system to provide.

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.

The Iowa Plains Title I Program endeavors to guarantee that participants can access a wide range of services to bolster their chosen career path and aspirations for postsecondary education. These services are delivered either by Title I Program Career Planners or in collaboration with partners such as technical colleges, One-Stop partners, businesses, or community organizations. Additionally, the Iowa Plains Title I Program incorporates assurance language ensuring that services are accessible to all, including individuals with disabilities.

Activities and services available in the local area for youth include the required 14 youth program elements:

- Adult mentoring;
- Alternative secondary school services or high school dropout recovery services;
- Career awareness, counseling, and exploration (e.g., labor market information, assessments);
- Case management and coaching;
- Comprehensive guidance and counseling;
- Education offered concurrently with and in the same context as workforce preparation and training; Entrepreneurial skills training;
- Financial literacy services;
- Follow-up services;
- Leadership development opportunities;
- Occupational skills training;
- Postsecondary preparation and transition activities;
- Support services;
- Tutoring, study skills training, instruction, and dropout prevention and recovery services; and,
- Work experience, both paid and unpaid (e.g., pre-apprenticeship programs, internships, on-the-job training)

The Iowa Plains Title I Program is actively assessing and enhancing its youth program framework. The goal is to integrate conventional, work-based, and career-focused learning techniques to facilitate the shift from secondary education to postsecondary education and/or employment. The existing program adopts a career academy model, prioritizing significant investments in career-related opportunities such as youth apprenticeships, pre-apprenticeship training, career readiness initiatives, work experiences, and stackable credentials for both in-school and out-of-school youth.

Title IV is present in every high school and staff go to the schools to meet with potentially eligible and eligible students monthly, at minimum. They also serve every college within the Iowa Plains area. They work with youth starting at the age of 14 -21 in order to provide pre-employment transition services (Pre-ETS). Pre-ETS are activities for students with disabilities. They provide an early start at job exploration. They also assist with making decisions about post-secondary education or employment. These services include job exploration counseling, work-based learning experiences, counseling on opportunities, workplace readiness training, and

instruction on self-advocacy. These services can take place in a group setting or an individualized setting depending on the needs of the students.

a. Description of how Iowa Plains will utilize the Youth Standing Committee as a strategy.

The Youth Committee of the Iowa Plains Title I Program, currently overseen by a Title I Program Coordinator, consists of members dedicated to serving the youth demographic. Functioning as a central platform within the program, the committee facilitates ongoing discussions on addressing and advocating for the needs and interests of young individuals. It plays a pivotal role in shaping policies and initiatives concerning workforce development that directly affect newcomers to the job market. The committee concentrates on comprehending the unique hurdles encountered by youth in accessing job opportunities, honing skills, and advancing careers. Through fostering collaboration among diverse stakeholders, including educational institutions, employers, and community organizations, the Youth Committee strives to devise and execute strategies enhancing the overall workforce prospects for the younger generation, thereby facilitating their successful transition into the labor market. Additionally, the committee provides information and aids in planning operational and other issues pertinent to delivering services to youth.

b. Pending approval of the State’s waiver request, include if Iowa Plains will utilize the waiver to lower the out-of-school youth expenditure rate to 50%, or if Iowa Plains opts to retain the 75% out-of-school youth expenditure requirement.

Iowa Plains has chosen to maintain the 75% expenditure requirement for out-of-school youth. By not utilizing the waiver, the program will focus on outreach to youth involved in or aged out of foster care, justice-involved youth, and young adults who are pregnant or parenting. To achieve these goals, the program will establish partnerships with local high school districts (including alternative schools), community colleges, Foster Youth and Independent Living Programs, Juvenile and Adult Probation, Social Services/Teen Parent Programs, and other community-based organizations.

Given the abundance of programs and services available for in-school youth, and to minimize the duplication of services, Iowa Plains will focus in-school youth outreach and services towards incoming juniors and seniors. In-School youth referred from these partners will benefit from additional support and comprehensive resources to complete their educational and employment objectives.

9. How Iowa Plains 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.

In the Iowa Plains local area there are seven community college grantees that provide Title II services: Iowa Lakes Community College (ILCC), Northwest Community College (NCC), Iowa Central Community College (ICCC), Des Moines Area Community College (DMACC), Western Iowa Tech Community College (WITCC), Iowa Western Community College (IWCC), and Southwestern Community College (SWCC). Although the grantees have some differences among them in terms of the format and policies regarding their classes, all offer similar services to assist adults with basic skills needs to raise their math, digital, and English literacy levels, obtain a high school equivalency credential, or receive training in high-demand career areas. Title II providers also collaborate with other core partners to provide employability services to both individuals and businesses. The programs attempt to meet students at their own level and meet their individual needs

to help them be successful.

Secondary and post-secondary educational strategies in the area are strategically aligned with workforce services through various coordination efforts. The AEL program plays a critical role by establishing a direct linkage, enabling partners to exchange referrals, and preventing duplication of assessments and services. Core partner meetings ensure a seamless connection between educational initiatives and workforce services within the Iowa Plains framework, including Incumbent Worker Training.

The Title II program administers Comprehensive Adult Student Assessment System (CASAS) intake assessments and may share with core partners. Individuals who lack a high school credential or exhibit deficiencies in basic skills, upon assessment, are provided guidance regarding available options through the AEL program. Upon completion of the assessments (reading and math for Adult Basic Education (ABE) and HSE participants; reading and listening for ELL), the intake scores are assessed to determine academic skill levels. These levels inform the program in the placement of the student in appropriately leveled curriculum.

Establishing robust connections between core partners and employers is a priority for Iowa Plains, as they actively promote employer engagement to optimize services and coordinate effective strategies. This collaboration aims to facilitate the seamless entry of individuals into high-demand careers within the local area and minimize duplication of services. The sector boards, designed to be both industry-specific (e.g., healthcare, manufacturing, transportation) and area-specific, play a pivotal role. Sector boards will be structured to offer input from businesses to education providers, fostering the development of career pathways that span from secondary education to adult learners.

a. Include the name of the Title II adult education provider grantee(s) in the local area that were included in this coordination.

Iowa Lakes Community College (ILCC), Northwest Community College (NCC), Iowa Central Community College (ICCC), Des Moines Area Community College (DMACC), Western Iowa Tech Community College (WITCC), Iowa Western Community College (IWCC), and Southwestern Community College (SWCC)

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

Supportive services are extended to eligible WIOA adults, youth, and dislocated workers to help them overcome barriers hindering their employment and training objectives. Policy mandates documenting the necessity, reasonableness, and unavailability of other resources for the supportive service. Such services encompass transportation, books, tools, clothing, employment/training-related tests, and other approved supportive services. For youth participants, support services also come in the form of Youth Incentive and Bonus that are given for career and benchmark goal achievement as identified on the Individual Service Strategy. These are only provided when essential for participation in career services or training. A Financial Needs Determination form assesses the need for supportive services, ensuring they are the last resort after exploring other funding options.

To enhance participant success, the Iowa Plains Title I Program maintains its collaboration with program and education providers to deliver supportive services to eligible individuals. These services aim to address external barriers to employment, such as transportation challenges, childcare, and other pertinent supportive

needs. The Iowa Plains Title I Program will collaborate with federal, state, and local agencies, as well as Pell, Unemployment Insurance, and any other available funding resources, to coordinate supportive services for participants.

The cost of transportation necessary to participate in WIOA Title I activities and services, including job searching and job interviews, is allowable. Assistance can consist of:

- Per mile reimbursement,
 - Mileage will be reimbursed at the Federal rate.
 - Mileage expenses must be supported with a map from a web mapping service.
- ride share services, like Uber and Lyft for example,
 - Itemized receipts/invoices are required for other transportation.
- bus and/or taxi passes.
 - Bus passes must not be provided for more than 30 days in advance, 1-day bus passes are also allowable.
- Bicycle and safety equipment purchases capped at \$500

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

Wagner-Peyser also known as Employment Services (ES) administers labor exchange services including but not limited to job search assistance, job referral, and placement assistance for job seekers, re-employment services to UI claimants, job seeker assessment of skill levels, abilities and aptitudes, career guidance when appropriate, job search workshops, referrals to training and recruitment services to employers with job openings. Services are delivered in one of three modes including self-service, facilitated self-help services and staff assisted service delivery approaches.

Continuous training for AJC staff is a priority to enhance their skills and knowledge, ensuring the provision of superior customer service. Cross-training initiatives between programs are implemented to deepen the staff's understanding of their roles and those of other core partners, facilitating more effective referrals and minimizing duplication between programs.

Whenever possible, Iowa Plains strives for the co-location of partner programs, ensuring program staff members are physically present in the AJC. In cases where co-location is not feasible, appropriately trained team members from different partner programs are available to provide information about services and guide customers on accessing those services, either in person or through technology.

Wagner-Peyser Career Planners play a crucial role in promoting Integrated Resource Teams. These teams collaborate with participants utilizing services from multiple partner programs, conducting meetings to identify customer needs and develop tailored plans. This approach ensures that each participant receives the most effective assistance in progressing through their individual plans.

Strategies

- MOU service tables will be reviewed to see where duplication is occurring, and meetings will be held with partner programs on each service duplicated to see how resources may be maximized to reduce overlap in service delivery and coordination.
- Monthly meetings with core partner leadership and quarterly meetings with required partners. These meetings allow opportunities to share program information and any changes that may impact processes developed. Service delivery and partnerships are reviewed, and any needed changes are discussed, and strategies developed.
- Partners will review intake forms, releases and other required documentation to see where consolidation or reductions in duplication can be made.
- Develop an agreement to utilize the same "foundational" assessment questions that are accessible to all partners through the utilization of a "same" shared documentation system.
- Use Integrated resource teams that develop goals that are cross-agency specific
- An Integrated Response Team (IRT) model will be created and agreed upon by core partners to assist co-enrolled clientele and reduce the possibility of the duplication of services.
- Core partner staff will engage in monthly case management meetings and/or provide monthly updates on co-enrolled clientele.

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

The Adult Education and Family Literacy Act (AEFLA) programs in the Iowa Plains Workforce Development Area operate through the seven community college grantees in the area. These programs offer a diverse range of services to support adult learners in their educational pursuits. Among the services provided are Adult Basic Education classes, High School Equivalency Diploma instruction, English Language Learning (ELL) programs for non-native English speakers, and computer skills. Title I participants are directed to AEFLA when there is a need to enhance their foundational skills in reading, math, or computer literacy. Additionally, AEFLA serves as a resource for those seeking to attain a high school equivalency diploma or improve their proficiency in the English language. The collaboration between AEFLA and Title I ensure a comprehensive approach to addressing the varied educational needs of individuals within the LWDB, fostering a supportive environment for adult learners to achieve their educational goals.

Coordination of Services between Titles I and II: Iowa Plains provides a collaborative approach between Title I and Title II providers by focusing on strengths of each program to enhance academic support and promote career readiness for participants.

Iowa Plains places a high priority on encouraging co-enrollment between the two programs. Emphasizing this collaborative approach, Iowa Plains stresses the importance of participants benefiting from the combined resources of both Title I and Title II. Through collaboration, individuals can seamlessly access the diverse range of services offered by both programs, ultimately enhancing their academic and career success.

To facilitate seamless collaboration, Title I and II staff will utilize a referral process, ensuring efficient communication and coordination in making and receiving referrals from their respective programs. The Iowa Plains referral process is in place and offers an opportunity for ongoing collaboration and ongoing communication. Moreover, Title II providers will share information on Title I services during new student orientation sessions to showcase the array of services they offer.

Adult Education and Literacy staff attend core partner meetings to discuss service coordination and collaborate on workforce initiatives. Adult Education and Literacy staff attend training sessions and the in-service trainings opportunities that are available.

Review of AEFLA applications: WIOA mandates Local Boards to coordinate activities with education and training providers within the Local Workforce Development Board (LWDB) area [WIOA Section 107(11)(d) and Title 20 Code of Federal Regulations 679.370(n)]. In accordance with WIOA Title II, the Iowa AEFLA grant applications (section 231 and Section 243/IELCE) requires a Local Board(s) to review each application to determine whether the proposed services is consistent with the strategies, needs and activities of the local plan. Upon completing this review, Iowa Plains Committee will submit a recommendation that rates the degree of alignment and offers suggestions for better alignment with the local plan. There are 13 federal considerations that Title II eligible providers must respond to in the AEFLA application.

Review Process for Iowa Plains: A five-step process was developed for Iowa Plains Committee's review of WIOA, Title II AEFLA applications. The LWDB will select a committee to review and score applications based on the scoring criteria that is provided. The Iowa Plains Committee will adhere to this process when reviewing applications.

1. Providers will submit their AEFLA applications through the IowaGrants system.
2. Only those eligible will be forwarded for review. Some local areas may receive multiple applications per grant.
3. A designated point of contact will be assigned to access the online AEFLA applications with a rubric for an alignment review based on Iowa Plains approved local plan.
4. The Iowa Plains Committee will review the AEFLA applications. Reviewers will sign a conflict-of-interest agreement and disclose in writing any potential conflicts.
5. The Iowa Plains Committee point of contact, must complete and submit the review and any recommendations through the IowaGrants system.

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. – Iowa Plains is currently developing a Memorandum of Understanding with all Core Partners.

14. The competitive process that will be used to award sub-grants and contracts for WIOA Title I activities does not apply to Iowa Plains as it is operated by Iowa Workforce Development.

15. Each local area must submit an expected level of performance for each of the primary indicators of performance for the first two years covered by the plan. The Local Area is required to reach agreement with the State on local-negotiated levels of performance for the indicators for each of the first two years of the plan.

Title I Adult Program

Performance Indicators	PY24 Expected Level of Performance	PY24 Negotiated Level of Performance	PY25 Expected Level of Performance	PY25 Negotiated Level of Performance
Employment (Second Quarter After Exit)		75%		75.5%
Employment (Fourth Quarter After Exit)		73.5%		75%
Median Earnings (Second Quarter After Exit)		\$6,500.00		\$6,600.00
Credential Attainment Rate		75%		75%
Measurable Skill Gains		65%		65%

Title I Dislocated Worker Program

Performance Indicators	PY24 Expected Level of Performance	PY24 Negotiated Level of Performance	PY25 Expected Level of Performance	PY25 Negotiated Level of Performance
Employment (Second Quarter After Exit)		82%		82.5%
Employment (Fourth Quarter After Exit)		84%		85%
Median Earnings (Second Quarter After Exit)		\$10,600.00		\$10,700.00
Credential Attainment Rate		72%		73%
Measurable Skill Gains		63%		65%

Title I Youth Program

Performance Indicators	PY24 Expected Level of Performance	PY24 Negotiated Level of Performance	PY25 Expected Level of Performance	PY25 Negotiated Level of Performance
Employment (Second Quarter After Exit)		74.5%		75%
Employment (Fourth Quarter After Exit)		73%		75%
Median Earnings (Second Quarter After Exit)		\$4,200.00		\$4,200.00
Credential Attainment Rate		61%		62%
Measurable Skill Gains		50%		55%

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 PY2024 local plan submission as the SWDB must first establish criteria to define a high-performing local board.

17. Description on how training services will be provided through the use of individual training accounts (ITAs):

Customers, including out-of-school youth, who have participated in career services and are still unable to secure a self-sustaining job may be eligible for an ITA (Individual Training Account) or an OJT (On-the-Job Training). Training services for WIOA eligible Adults, Dislocated Workers, and Youth are provided through ITAs after completion of a Financial Needs Determination which will address both living and training unmet needs. The ITA is designed to provide services to participants who are in need of training that prepares the individual for employment in a high demand occupation within the Iowa Plains region. Title I participants who are considering traditional college degrees or certificates are required to apply for financial aid through FAFSA. In addition, when participants are co-enrolled with Vocational Rehabilitation or one of the required partners such as PROMISE JOBS, a meeting between the participant and career planners will occur to discuss the braiding of funds from both partners in order to ensure the participant's unmet needs are addressed. Using ITA funds, WIOA eligible Adults, Dislocated Workers, and Youth purchase training services from eligible training providers they select in consultation with their Career planners.

The limit for ITAs for Title I is \$7,000.00 per program year per participant. Combined Supportive Services and ITA will not exceed \$16,000.00 per participant, per WIOA Title I enrollment.

A participant must complete career exploration assignments for the purpose of gathering sufficient information for them to make an informed decision in choosing occupational training that they will be likely to complete successfully and in which they will be likely to find employment. Participants are given consumer choice and with the assistance of their career planner must research training providers on the ETPL regarding cost and performance of the provider so they can make the best decision for them about where they want to use their ITAs. Occupations that require additional training in order to work in that industry must be backed by Labor Market Information that shows that the occupational field is in high demand in the local area. Unless the program has exhausted training funds for the program year, the Career Planner must refer the individual to the selected provider and establish an ITA for the individual to pay for training.

Participants are expected to utilize information such as skills assessments, labor market information, high in demand occupation list, and training providers' performance. Career Planners will assist participants by helping them to understand the individual's assessment results and labor market information. Participants will take an active role in managing their employment future using the ITA. ITA training should lead to the achievement of a recognized credential such as but not limited to Diploma, Degree, Certificate or License. Training should be completed within the ITA training time and cost limits. Training should also lead to a self-sufficient wage.

a. If contracts for trainings services will be used.

Individual Training Accounts (ITAs) are the primary method to be used for procuring training services under WIOA. However, in certain circumstances, a training contract may be used to provide training services, instead of an ITA.

Training contracts may only be used when:

- The local plan describes the process to be used in selecting the providers under a contract for services
- The Local Workforce Development Board (WDB) has satisfied consumer choice requirements, and
- At least one of the five contract exceptions listed below applies

Contract Exceptions

- On-the-job training, which may include paying for the on-the-job training portion of a Registered Apprenticeship program, customized training, incumbent worker training, or transitional jobs.
- If the Local WDB determines that there are an insufficient number of Eligible Training Providers in the local area to accomplish the purpose of a system of ITAs. This determination process must include a public comment period of at least 30 days for interested providers and must be described in the local plan.
- To use a training services program of demonstrated effectiveness offered in a local area by a community-based organization or other private organization to serve individuals with barriers to employment. The Local WDB must develop criteria to be used in determining demonstrated effectiveness, particularly as it applies to individuals with barriers to employment to be served. The criteria may include:
 - Financial stability of the organization.
 - Demonstrated performance in the delivery of services to individuals with barriers to employment through such means as program completion rate; attainment of the skills, certificates, or degrees the program is designed to provide; placement after training in unsubsidized employment, and retention in employment.
 - How the specific program relates to the workforce investment needs identified in the local plan.
- If the Local WDB determines that the most appropriate training could be provided by an institution of higher education or other provider of training services in order to facilitate the training of multiple individuals in in-demand industry sectors or occupations. This is true provided that the contract does not limit consumer choice.
- If the Local WDB determines a pay-for-performance contract is suitable. No more than 10 percent of the local funds may be spent on pay-for performance contract strategies.

b. How the use of contracts will be coordinated with the use of ITAs.

Iowa Plains may determine that providing training through a combination of ITAs and contracts is the most effective approach. This approach could be used to support placing participants in programs such as Registered Apprenticeships and other similar types of training.

c. How Iowa Plains will ensure informed consumer choice in the selection of training programs regardless of how the training services are to be provided.

Iowa Plains will satisfy the consumer choice requirement for training services by:

- Determining the initial eligibility of entities providing a program of training services, renewing the eligibility of providers, and considering the possible termination of an eligible training provider due to the provider's submission of inaccurate eligibility and performance information or the provider's substantial violation of WIOA.
- The state will disseminate the ETPL, including performance and cost information, to Local WDBs, the one-stop delivery system and program partners and members of the public. The state will host the ETPL on an agency website. The state will ensure the ETPL is accurate and current.
- Participants will work with their Career Planner to complete a consumer choice worksheet comparing at least three different training providers. Areas to review are training cost, distance from the participant, length of training, median earnings for graduates and the training program completion rate.

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.

The Core Partners will complete the Local Plan, submit it to the Executive Committee for final review, and then posted for public comment for 20 business days on the Iowa Plains Local Workforce Development website.

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

The IowaWORKS data management system incorporates case management, data collection, system reports, Labor Market Information, assessments, job postings etc. and is used in all the AJCs among several partners to track customers and activities in one database. This database provides a coefficient method to managing multiple programs, while streamlining services to customers. Customers are able to utilize this database to create and/or update their resume, take self-assessments, attend online trainings through different outlets, register for IowaWORKS virtual workshops, and upload and sign documents without the need of coming to the office. IowaWORKS is currently going through modernization so customers will be able to apply for unemployment, file their weekly claims, and enter their job contacts all within this database.

Iowa Plains is aware that not all core partners are able to use the same database, therefore, Iowa Plains uses a unified referral system and accessible SharePoint folders, that have been put in place for every core partner operating locally. Through the use of an online form, staff from core partners can enter essential customer information. The online form is structured to automatically email a notification to the agency receiving the referral, guaranteeing timely follow-up with the customer. The online referral form provides a process for partner staff to seamlessly refer individuals among different programs. All partners have access to the spreadsheet to track, manage, and update information. The SharePoint provides ease of access to communicate and share documentation.

20. Description of how Iowa Plains 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).

For Title I Adult Career and Training Services priority must be provided in the following order after eligibility has been established:

1. Veterans and eligible spouses who are also included in the groups given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low- income individuals, or individuals who are basic skills deficient would receive priority for services with WIOA Adult formula funds for individualized career services and training services.
2. Non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the groups given priority for WIOA Title I Adult formula funds.
3. Veterans and eligible spouses who are not included in WIOA's priority groups.
4. Priority populations in Iowa Plains LWDA.
 - Individuals that will exhaust unemployment benefits within 4 weeks of application
5. Non-covered persons outside the groups given priority under WIOA.

All parties certify that they will adhere to all statutes, regulations, policies, and plans regarding priority of service, including, but not limited to, priority of service for veterans and their eligible spouses, and priority of service for the WIOA title I Adult program, as required by 38 U.S.C. §4215 and its implementing regulations and guidance, and WIOA sec. 134(c)(3)(E) and its implementing regulations and guidance. Partners will target recruitment of special populations that receive a focus for services under WIOA, such as individuals with disabilities, low-income individuals, basic skills deficient youth, and English language learners.

21. A description of how Iowa Plains will provide Veterans priority of service.

The Jobs for Veterans Act provides an emphasis on serving veterans by establishing a priority of service for veterans with at least one day of active military service and eligible spouses in all employment and training programs funded by the Department of Labor.

IowaWORKS and its partners pride itself on providing outstanding services to our veterans. All WIOA team members are trained on veteran services and resources and have a solid understanding of Priority of Service. Priority of Service posters are displayed throughout the center in all Iowa Plains AJC locations. Education and training for staff regarding veterans' services and resources are covered by Local Veteran Employment Representative (LVER), Disabled Veterans Outreach Program (DVOP) Career Planner, and the Veterans Program Coordinator (VPC). Staff training on Priority of Service is provided through yearly trainings and upon request by the VPC and LVER.

At the IowaWORKS center, Career Planners make a collaborative effort to provide support to veterans and their spouses, including the promotion of Home Base Iowa (HBI). HBI is a partner program designed to help veterans across the country to find private sector jobs, explore career paths, and make a smooth transition to civilian life in Iowa. It assists to link veterans to dedicated support, resources, and opportunities across the state. There are key staff directly involved with HBI and assigned to serve the North Central service area.

Veteran support is offered through a variety of enhancements to center and program processes that include identifying veterans and promoting veterans within outreach efforts. These key processes include:

1. While conducting outreach, team members (which include LVER and DVOP Career Planners), will promote HBI to businesses, partners, community organizations and veteran organizations.
2. Quarterly events will be planned to connect, provide services, and create awareness to and for veterans during the year.
3. When large job fairs are hosted veterans, service members, and spouses will be invited to attend earlier than the public.
4. A 24-hour hold is placed on all job orders allowing veterans to receive priority over non- veterans.

As customers come to the center, they are greeted by Career Planners. These key processes have been implemented through the SOP:

- o Each new customer entering the center at the point of entry will be asked, “Have you, or your spouse, ever served in the U.S. Military?” If the customer states that they are a Veteran, we thank them for their service, if it is the spouse, we thank them for their support.
- o Once identified and checked-in through the VOS Greeter, the veteran/spouse works one-on-one with a Career Planner in Career Services. Through conversation triage questions are asked to determine the visit reason. A folder is provided with veteran-related resource information based upon the discuss and needs, including information regarding Priority of Service. The Career Planner completes the IowaWORKS registration and Wagner-Peyser application to identify additional veteran services that may be available through the Disabled Veterans’ Outreach Program. During this time additional questions are asked regarding employment needs, including training and connection to resources and direct linkages are provided, including a referral to HBI within the IowaWORKS data entry system.

22. Assurances

- b. 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.
 - Local policies will be reviewed by Iowa Plains Executive Committee and will be presented at the next SWDB meeting on December 6, 2024.