



Application

141588 - WIOA Local Service Plan

165257 - Application ID Number 154892 Region 9 Local Plan Workforce Innovation and Opportunity Act

Workforce Innovation and Opportunity Act

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Program Area of Interest Workforce Innovation and Opportunity Act

Fax:

Agency

Organization Information

Organization Name: Eastern Iowa Community Colleges
Organization Type: Community College
DUNS: 87-948-9037

Organization Website: www.eicc.edu
Address: 306 W. River Drive
Davenport Iowa 52801
City State/Province Postal Code/Zip
Phone: 563-336-3300
Ext.
Fax: 563-336-3350
Benefactor
Vendor Number

Board Details

Board Chair Name: Diana Gradert
Title: Board Chair
Provide current business title.
Business Name: WTC Communications
Provide current business organization name.
Business address: 810 W. Fifth Street, PO Box 970, Wilton 52778
Provide current business address.
Business phone:* 563-571-4001
extension:
Board Chair business email: diana@wtccommunications.com
Identify counties served by Region: Clinton County, Jackson County, Muscatine County, Scott County
Indicate each county currently served by the proposed plan. Use CTRL to multi-select.

Local Area's Chief Elected Official Chair

Local Area's Chief Elected Official Chair Name: Jack Willey
Provide current Local Area's Chief Elected Official Chair.
Elected Title: Jackson County Board Supervisor
Provide current title.
Local Government Affiliation: Jackson County Board of Supervisors
Provide local area's chief elected chair current government affiliation.
Address: Courthouse, 201 West Platt, Maquoketa IA 52060

Provide local area elected official's current government affiliation address.

Phone:*

563-652-4474

Provide local area elected official's current government affiliation phone number. extension:

Email:

jcbos@co.jackson.ia.us

Provide local area elected official's current government affiliation email.

Core Partners

Workforce Development

WIOA (Title I) Director - Adult and Dislocated Worker Services: Paula Arends
Organization Name: Eastern Iowa Community Colleges
Address: 902 W. Kimberly Rd., Ste 51
Phone:* 563-445-3200 extension:
Email: paula.arends@iwd.iowa.gov

WIOA (Title I) Director - Youth Services: Paula Arends
Organization Name: Eastern Iowa Community Colleges
Phone:* 563-445-3200 extension:
Email: paula.arends@iwd.iowa.gov

Wagner-Peyser Manager: Jeremy Ritchie
Address: 902 W. Kimberly Rd., Ste 51
Phone:* 563-445-3200 43347 extension:
Email: jeremy.ritchie@iwd.iowa.gov

Rehabilitation Services

Vocational Rehabilitation Supervisor: Chad Pratz
Address: 3827 W. Locust Street, Davenport IA 52804
Phone:* 563-386-1200 extension:
Email: chad.pratz@iowa.gov

Department for the Blind Supervisor: Keri Osterhaus
Address: 524 4th, Des Moines IA 50309
Phone:* 515-281-1333 extension:
Email: keri.osterhaus@blind.state.ia.us

Adult Education and Literacy

Adult Education and Literacy Services Coordinator: Scott Schneider
Title: Dean of Adult Basic Education
Organization: Eastern Iowa Community Colleges

Address: 2950 N. Fairmount, Davenport IA 52804
Phone:* 563-328-7690
extension:
Email: sjschneider@eicc.edu

One-Stop System

One-Stop System Center Name: IowaWORKS of Eastern Iowa
Street Address: 902 W. Kimberly Rd., Ste 51
City: Davenport
Zip Code: 52806
Phone: 563-445-3200
Fax: 563-445-3240
Office Hours: Monday, Tuesday, Thursday, Friday 8:30 a.m to 4:30 p.m.;
Wednesday 9 a.m. to 4:30 p.m.

One-Stop Center Operator

One-Stop Center Operator Name: Region 9 CSP Partners (Mike Witt and Paula Arends)
One-Stop Center Operator Title: IWD District Manager/Title I Director
One-Stop Center Operator Organization: IowaWORKS of Eastern Iowa
Attach a spreadsheet of all one-stop service locations: 1462827317718_Region 9 Local One Stop System.docx

Fiscal Agent

Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds: Elizabeth Balmer

Provide contact name as the fiscal agent.

Fiscal Agent Title: Fiscal Agent

Fiscal Agent Organization: Eastern Iowa Community Colleges

Provide the name of the associated organization.

Fiscal Agent DUNS: 879489037

By providing the Data Universal Numbering System (DUNS), the agency is assuring that the it will maintain the correct DUNS number on file with the STATE (2 CFR 200.300) as well as an assurance of a valid and current Central Contractor Registration (CCR) in the System for Award Management (SAM.gov) system (2 CFR 200.300).

Does the board have a separate Fiscal Agent for Administrative funds? No

Administrative Fiscal Agent - responsible for managing administrative funds for the board:

Provide contact name as the fiscal agent.

Administrative Fiscal Agent Title:

Administrative Fiscal Agent Organization:

Provide the name of the associated organization.

Administrative Fiscal Agent DUNS:

By providing the Data Universal Numbering System (DUNS), the agency is assuring that the it will maintain the correct DUNS number on file with the STATE (2 CFR 200.300) as well as an assurance of a valid and current Central Contractor Registration (CCR) in the System for Award Management (SAM.gov) system (2 CFR 200.300).

Economic Analysis

Industry Sectors and Occupations

The four identified growing sector areas in Region 9 include: advanced manufacturing, allied health, information technology, and transportation/ logistics. Sector boards have been developed in each of these areas to discuss industry needs, and develop innovative methods for creating a pipeline of qualified individuals entering each sector. Each sector board meets quarterly, and input from the sector boards is shared with the Regional Workforce Development Board to be taken into account as they determine approval of potential training programs.

From October 2014 through September 2015, Region 9 had 10,564 unique job postings in IowaJobs. The top ten occupations posted included:

Describe existing in-demand industries and occupations for the region:

Heavy Tractor-Trailer Truck Drivers

Registered Nurses

Retail Salespersons

First-Line Supervisors of Retail

Sales Workers

Cashiers

Customer Service Representatives

Insurance Sales Agents

First-Line Supervisors of Office and
Administrative Support Workers

First-Line Supervisors of Food Preparation
and Serving Workers

Pharmacists

Many Center activities including hiring events and mock interview sessions involving employers focus on the areas included in the region 9 job posting list including: heavy tractor-trailer truck drivers, customer service representatives, retail salespersons, nursing assistants, and maintenance and repair workers.

Refer to question B-3.

In Region 9, the highest need for skilled workers falls in the manufacturing, health care, information technology, and transportation areas. On-going work within these sectors has led to a greater awareness of specific occupations with high demand, skills needed for individuals entering these fields, and greater communication among stakeholders.

Describe emerging in-demand industries and sectors in the region:

Region 9's largest private industry was manufacturing, representing 17.7 percent (24,932) of the region's total covered employment of 141,027. The region's total employment increased by 1.0 percent since 2013, while the average annual wage increased by 2.6 percent to \$40,819 for all industries. The Agricultural industry posted the largest employment percentage increase of 6.6 percent during 2014.

Refer to question B-3.

Knowledge and Skills Needed

Region 9's educational attainment levels are, for the most part, consistent with the rest of the state, and equal to or near the national levels. The exceptions in our region would be in the attainment of bachelor and graduate degrees, where region 9 falls below the national average.

The real story with regard to educational attainment lies in the discrepancies among the counties of the region.

According to American College Fact Finder, Iowa: Education and Workforce Trends Through 2025, 68 percent of all jobs are expected to require post-secondary education and training beyond high school. Clearly none of the counties in Region 9 are close to this level. Most concerning with regard to this is Jackson County, with only 34.5 percent of the population reporting education/training beyond high school. Clinton and Muscatine Counties also fall 10+% behind Scott County in this regard. All counties in the region fall considerably short of the 68% reported need for workers with education beyond high school. This is clearly indicative of a need to promote training and education beyond high school in order to meet industry needs.

Describe knowledge and skills needed to meet employer needs of identified existing and emerging in-demand industry sectors and occupations:

Thirty-eight percent of employers in the region reported that applicants did not possess the occupational skills required. This number aligns well with the numbers laid out in the Skilled Labor reports. We clearly have a need to upskill workers at all levels in order to meet workforce needs. According to this survey, concern over the lack of occupational skills has now surpassed the concern regarding a lack of soft skills. This supports the need for training, and the importance of helping job seekers develop a marketable skill set so they can find and retain employment.

About 24% of employers reported that applicants

could not pass background checks. Job seekers with criminal records have become a major challenge in the region. Many employers are holding firm to their policies when it comes to considering these individuals for employment. This is also a consideration when job seekers request training assistance. It is important for staff to be aware of what the industry standards are for hiring so they can adequately advise job seekers, and ensure that training dollars are spent in industries where there is a good possibility of an employment outcome. Region 9 provides monthly workshops geared toward individuals with criminal backgrounds. The Regional also works closely with local half-way houses and agencies serving these individuals to address barriers to employment, and help them better access the support needed.

Labor market research from Iowa Workforce Development indicates that only 29% of employers agree or strongly agree that applicants fulfill all necessary requirements for the job. Thirty-four percent disagree or strongly disagree. When it comes to basic skills, employers feel that about 44% of applicants possess the needed basic skills for job openings, and 34% feel that they possess the needed soft skills. Employers involved with the one stop seem to report a much more significant need for soft skills development. Only 25% report that applicants possess the occupational skills required. This need supports the Future Ready Iowa goals of increasing training throughout the state and the region. Many skilled openings in Region 9 remain unfilled because there are not enough qualified individuals to fill them. In the basic skills, soft skills, and the hard skills category, communication remains a major issue for employers. Center training including Basic Computers and Mock Interviews are designed to help job seekers address this issue. Dependability is the number one soft skill lacking in applicants.

This is consistent with employer feedback received locally. Getting workers to show up on time and consistently is a struggle. Programs such as High School to High Skills and the Unemployment Boot Camp are strong attendance reinforcers designed to address this issue.

Refer to question B-3. With regard to the industry sectors and occupations identified, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

***OPTIONAL Additional Needs Assessment**

Attach additional documentation for regional needs:

[1487692212618_VR outcomes 2014 to 2016.xlsx](#)

Upload a single PDF that includes all additional materials required to define regional needs.

Workforce Analysis

Employment and Unemployment

The unemployment rate in Region 9 was 4.2% in October 2015, however according to the Quad Cities Labor Shed study, 11.1% of the region report as unemployed. This is likely due to a large number of individuals who lost employment during high unemployment periods and have not successfully re-entered the workforce, and individuals who were either not eligible to receive unemployment benefits or exhausted those benefits. It is estimated that an additional 10% of the region is long-term unemployed and /or out of the labor market. Unemployment has been on a steady decline since 2010 in Region 9. The Region tends to have about 1% higher unemployment than the state overall. Low unemployment rates have resulted in strong employment levels for individuals with marketable skills.

Provide an analysis of current employment and unemployment data and trends in the region:

According to the Quad Cities Labor Shed Analysis, the available workforce in Region 9 is 588,213. It is estimated that 4.5% of the workforce is underemployed due to inadequate hours, a mismatch of skills, or low income.

Individuals with disabilities in Region 9 show the greatest challenges with regard to employment. Clinton County reports 9.5% of its residents with a disability, Jackson County reports 9.4%, Muscatine County reports 8.6%, and Scott County reports 8.5%. Clinton County's 2014 census reports that 40.6% of disabled individuals are employed, compared to 66.6% of non-disabled individuals. Jackson County reports 48.6% of disabled citizens working, while 64.3% of its non-disabled citizens are working. Muscatine County fares the best with 51.9% of its disabled working, and 67.1% of non-disabled. Scott County reports 44% of disabled individuals employed, while 66.6% of its non-disabled citizens are employed.

With regard to individuals who report that they do not speak English "very well", Clinton County reports 1%, Jackson County reports 1%, Muscatine County reports 5.9%, and Scott County reports 2.1%. According to the 2015 Census Quick Facts: Scott County has a rising Hispanic or Latino population at 6.9%; Muscatine County has a 17.5% Hispanic or Latino population; Louisa County has a 16.2% Hispanic or Latino population; and Columbus Junction in Louisa County has the state's largest population of migrant families at nearly 40%, the largest percentage of Hispanic students at 12%, and over 10% of families living below poverty level. According to the Iowa Department of Education (2013), several school districts in the EICC service area have a large percentage of "limited English proficient (LEP) students" in their classrooms, including Columbus Junction school district at nearly 28%, West Liberty school district at 20%, and Muscatine school district at 8.1%. In most cases, families who have children with limited English proficiency also have parents in similar situations.

Subsequent to the 2010 Census, more than 500 Chin Burmese have moved to Columbus Junction in the EICC district. Many of these families have young children who are not yet reflected in the public school statistics. The major employer in Columbus Junction is Tyson Foods and 10% of the employees at Tyson are now Chin Burmese, adding to the total of 13 different languages spoken at Tyson.

EICC has enrolled 1,516 ESL students since PY 2009/10. The population, along with local community organizers, has identified three (3) areas of strongest need for ESL education: a) digital literacy (basic computer skills), b)

introduction to career pathways, and c) workplace readiness. These three areas are of most importance in the daily lives of individuals who move here from other countries. EL learners arriving from other countries must obtain both English skills and employment as soon as possible, making application and interviewing skills and familiarity with workplace norms essential.

High School completion rates for the region are:

Clinton County 91.5%

Jackson County 90.7%

Muscatine county 86.2%

Scott County 92.6%

The lack of a high school diploma greatly affects both income level and job security. Average weekly earnings for individuals without a high school diploma were reported at \$140 (CPS Merged Outgoing Rotation Group, 2010). Individuals without a high school diploma tend to be employed at a rate of 43%, whereas those with a high school diploma are employed at a rate of 62%. The lifetime value of a high school diploma averages \$1,304,000.

Refer to question B-4.

Labor Market Trends

As anticipated, the current workforce asks for a higher level of skills than previous generations. Technology requires that individuals are better able to understand and analyze as opposed to simply doing repetitive tasks. We see this particularly in the manufacturing sector, where there is a high need for skilled workers. Maintenance technicians, CNC machinists, and other skilled manufacturing occupations are in high demand. The challenge in this sector lies in the perceptions that still exist about manufacturing careers. In order to meet the changing needs in the industry, educators, parents, job seekers, and youth must understand that manufacturing not only requires more from its workers, but it has also become an industry that is cleaner, safer, and holds great opportunities for advancement and higher salaries.

Provide an analysis of key labor market trends, including across existing industries and occupations:

The health care and IT industries struggle to get and keep employees in high demand occupations. Health care needs include nurses, C.N.A.'s, skilled technicians, and medical records positions. Region 9 is pushing hard to promote these fields to job seekers and youth who plan to stay in the state as they enter the workforce. Career pathway documents have been developed for the Advanced Manufacturing and IT sectors. Additional pathway documents are being developed for Allied Health and Transportation/Logistics. These tools help staff learn about the options and programs available to provide them with skills needed in each industry.

The transportation industry suffers from a severe lack of truck drivers. Challenges in this sector include background issues, driving offenses, and a hesitancy about being on the road for extended periods of time. Due to insurance regulations, companies must ensure that drivers can be insured. Although the demand in this area is extreme, there is no indication that the companies or the insurers they utilize are softening regulations.

Refer to question B-4.

Educational Skill Levels of the Workforce

Region 9's educational attainment levels are, for the most part, consistent with the rest of the state, and equal to or near the national levels. The exceptions in our region would be in the attainment of bachelor and graduate degrees, where region 9 falls below the national average.

The real story with regard to educational attainment lies in the discrepancies among the counties of the region. The following chart outlines educational attainment for Clinton, Jackson, Muscatine, and Scott Counties:

High school equivalency programming is available in all four counties. Through county teams, the region connects high school equivalency students with services offered through Title I, workforce development, vocational rehabilitation services, and department for the blind.

Provide an analysis of the educational skill levels of the region's workforce, including individuals with barriers to employment:

According to Iowa: Education and Workforce Trends Through 2025, 68 percent of all jobs are expected to require post-secondary education and training beyond high school. Clearly none of the counties in Region 9 are close to this level. Most concerning with regard to this is Jackson County, with only 34.5 percent of the population reporting education/training beyond high school. Clinton and Muscatine Counties also fall 10+% behind Scott County in this regard. All counties in the region fall considerably short of the 68% reported need for workers with education beyond high school. This is clearly indicative of a need to promote training and education beyond high school in order to meet industry needs.

Refer to question B-4.

Skill Gaps

Low unemployment rates have resulted in a much more challenged group of job seekers in the One Stop. Job seekers overall tend to have multiple barriers to employment ranging from disabilities, criminal backgrounds, lack of transportation, lack of work history, lack of high school diploma or equivalency, and mental health issues.

According to the regional needs assessment, 18.6% of employers indicate that they perceive a lack of basic skills. Twenty-seven percent of employers report a lack of soft skills, and 24.4% indicate that they strongly agree or agree that candidates are disqualified due to not being able to pass criminal background screenings.

Clearly there is a significant and consistent discrepancy in employment rates for individuals with disabilities. Region 9 will work to address this issue through core partner functions and a well aligned referral process. In addition, youth programs with have a strong focus on youth with disabilities.

Provide an analysis of the skill gaps for the region's workforce, including individuals with barriers to employment:

Although the unemployment rate in the region is low, individuals with little or no work experience, or negative work experiences have difficulty finding self-sustaining employment. Workplace skills are often cited as the number one issue for employers, and in many cases employers would rather leave positions open than hire someone without good workplace skills. In order to address some of these challenges, the Center has developed workshops such as the A-Game and Job Search for Ex-Offenders. Staff work to identify those in need of additional training in order to become employable. Referrals are made frequently to connect customers with partner agencies who can assist. A team approach to services is often required in order to address these barriers. Vocational Rehabilitation

Services and Iowa Department for the Blind provide skill coaches for individuals with disabilities who need to learn workplace skills. In addition work experiences are provided for youth to help build strong employment skills. Beyond the basic skills, there is a need to advance the work-based skills for all job seekers. Once soft skill and workplace behavior issues have been addressed, it is important that all job seekers who do not have a specific skill-set are encouraged to develop a career pathway that will not only help them in attainment employment, but will also help them retain employment moving forward.

Individuals who have not completed high school find it particularly difficult to find and maintain quality employment. All partners work to identify and refer high school drop-outs for High School Equivalency programming. This is seen as the first step toward employment and increasing skills. Title I staff are closely tied with the local high school equivalency programs in order to assist students, and encourage additional training and/or education beyond the high school equivalency diploma.

English language learners face barriers to employment that may be long term in nature. Many do not have educational credentials from the United States, so prior learning may be lost as they transition into the local workforce. Core partners refer individuals to ELL classes in order to help them attain the level of reading, writing, and speaking skills they will need in order to pursue additional education and/or employment.

Another challenged job seeker group is re-entering citizens. Davenport houses about 180 individuals in work release and residential corrections. IowaWORKS of Eastern Iowa partners with local half-way houses and courts to provide job search assistance, and employment skills. An Ex-Offender

Boot Camp is a week-long session that prepares those leaving the criminal justice system to enter employment and consider options that will help them be self-sufficient, and develop skills that employers are seeking.

Refer to question B-4.

Activities Analysis

Accomplishments in Past Year

IowaWorks of Eastern Iowa has had numerous accomplishments over the past year. Internally we have progressed with all aspects of the integration process and flow, providing training on all tools, processes and procedures to all staff. Staff has participated in workshops and training sessions so they are better able to help customers determine which sessions will be most beneficial and meet his/her individual needs.

We have increased our business engagement at all levels, increasing our job orders in the region by 50%, over 120 targeted employer events at the center, 7 career fairs in the community, and 83 new Letters of Commitment for Skilled Iowa.

We tested the NCRC credential in 11 High Schools and West Liberty, our first community to reach the Skilled Iowa designation, occurred in 2015.

Provide a brief synopsis of the region's significant workforce development activities during the past year:

Region 9 had 6 Home Base Iowa Veterans who successfully gained employment in the area, 3 of those newly located to Iowa.

Eastern Iowa Community Colleges' Adult Basic Education (ABE), High School Equivalency Diploma (HiSED) and English Language Learner (ELL) programs continue to realize growth in enrollment and in student success rates, measured through completion of the HiSED and through Educational Functioning Level gains. The local and regional demand for Adult Education services continues to rise as economic conditions impact the local workforce. EICC's Adult Education program met or exceeded all of its benchmarks for the 2015 program year.

The High School to High Skills summer program had its fourth successful year, and the summer program for youth with autism completed its second

year. Both programs have shown continuous improvement and positive results for youth including employment outcomes, continued high school and post-secondary education, and connections with appropriate community agencies for services and supports.

Region 9 has discovered a best practice with the development of a Mock Interview session. Mock Interviews are speed dating format interviews with a variety of employers. Individuals meet for five minutes with each employer and then receive feedback from the employers to help them become better prepared and more comfortable in actual interview situations. These sessions have resulted in several job interviews and offers for participants, and employers love the quick contact to help them identify potential applicants. So far, Mock Interviews have been offered in the One Stop. In the spring, a larger session involving 30-35 employers will be held.

Region 9 has struggled with services to the counties where workforce offices have been closed for almost four years. While we have maintained partner staff in those areas, there are challenges in providing a full range of services with only one person. WIOA presented a great opportunity to help us to address this challenge. Region 9 is developing three county workforce service teams made up of representatives from Iowa Workforce Development, Title I, Vocational Rehabilitation, Department for the Blind, and Adult Education. These teams will work collaboratively to develop county-centered services, promote One Stop services, and provide outreach to job seekers.

In order for county workforce teams to provide information regarding the core partners' services, brochures and PowerPoints have been developed to share with customers and other service

providers.

Refer to question B-1 and B-5. Provide an analysis of the region's workforce development activities, including education and training activities of the core partners.

Mandatory and Other Partners

Attach a spreadsheet of all mandatory and other partners for the regional workforce development system:

1462828103664_One stop required and addl partners.docx

Strengths and Weaknesses of Workforce Development Activities

Our strengths center on a strong core partner team and engagement at every level. From core staff activities, training, business outreach or customer engagement, those activities are expanding into a full core partner approach. Each core partner brings staff expertise, community connections, organization tools, common customers and knowledge that is being shared across the system.

The Region 9 Adult and Dislocated Worker programs provide quality support and assistance for individuals who require training/education in order to become employed. Employment and Training Counselors work closely with applicants to identify interests, abilities, and barriers. They ensure that the focus from the first meeting is on an employment outcome, and maximizing the individual's strengths. At times, this requires some difficult conversations. Because the Adult and Dislocated Worker programs run out of the One Stop, all one stop staff are aware of Adult and Dislocated Worker programs, and involved in helping to identify individuals who may benefit from assistance. Skills staff are typically the first point of contact with customers. Through that contact, they become familiar with the individual's job search, identify potential barriers, refer to workshops and training provided at the center, and determine whether the individual might be a good candidate for career services. In addition, GAP and PACE staff are well informed of Title I services, and able to easily refer using a common application that is utilized for all three programs. Region 9 Adult and Dislocated Worker programs have consistently met or exceeded performance goals each year. These outcomes are due in large part to a staff with extensive experience in employment and training. Staff members are well versed in training programs with local training providers, and have established relationships with support staff and business offices

Provide an analysis of the strengths and weaknesses of existing workforce development activities of the core partners:

in various institutions. These relationships make it possible for them to help participants navigate through programs to completion.

Eastern Iowa Community Colleges Adult Education and Literacy (AEL) program brings many strengths to the regional partnership, included but not limited to geographical coverage, accessibility, affordability, access to educational services, and a strong success rate among its students. The AEL program has Adult Education centers located on each main campus, Clinton, Scott, and Muscatine Community Colleges. In addition, AEL services are offered at college satellite centers in Maquoketa, West Liberty, and Columbus Junction. The geographical coverage of the program ensures that citizens throughout the region have direct and full access to services within a short travel distance from their home. In cooperation with the core partners, space can be made readily available at any of the above centers to accommodate representatives from Iowa Works, Wagner Peysner, Vocational Rehabilitation and the Department of the Blind, as well as any of their subcontractors and community partners, to conduct face-to-face meetings with their respective clients. This expanded community presence allows all collaborating partners to maintain physical visibility throughout the service area and provide personal services to their clientele. Access to the AEL program and its services is open and affordable to all students. The program charges a minimal annual registration fee of \$15. The fee covers all instruction, materials, pre- and post-assessments, and accommodations. Upon the completion of their instructional component, High School Equivalency (HSE) students are charged \$51.50 to purchase their official test battery to demonstrate their proficiency in each of the five academic areas. A battery consists of up to three attempts in each subject area. Lastly, upon graduation, HSE

students pay a \$10 processing fee to receive their official diploma. These are the only costs associated with the programs offered through AEL. The program is committed to ensuring that costs are not a barrier to entry or to ultimate success. Waivers for all associated fees are available for students who qualify for any public assistance program. Additionally, students in the AEL program are immediately connected with a Career Navigator, who assists them in gaining access to other opportunities within and outside of the college. These individuals work with students one-on-one and in group settings to expose them to the services and opportunities that are afforded them as a participant in the program. They engage students in conversations about personal and career goals, vision for their future, and how to navigate the various systems to make their plans a reality. They provide assistance in identifying career pathway opportunities, gaining access to credit and/or non-credit educational opportunities within the college, and anticipating requirements for accessing educational programs not offered by the local community colleges. Navigators also assist their students in identifying other core partner services and additional community resources that will support their efforts in advancing their education as well as preparing to enter the workforce. EICC's AEL program has consistently met or exceeded internal and state identified goals with respect to student enrollment, achievement of educational gains, and program completion. The district enrolls an average of 1200 students in its AEL programs each year, ranking third among the state community colleges in total enrollments. Regarding HSE completers (students who graduate from the HiSET program), EICC ranks second in the state. Further, HSE completers are succeeding with better than average scores on their HiSET exams. Many are reaching college readiness score levels, a nationally normed level that is a solid

predictor for success with college-level work. As an institution, EICC has agreed to acknowledge the HiSET normed score for college readiness when assessing new student placement in related subjects. This is a strong endorsement for the quality of learning that is taking place in the AEL program and demonstrates a best practice in helping students make reasonable progress in attaining higher level credentials.

One challenge in workforce funding throughout the years, and particular in the last decade, has been declining funding. As funding fluctuates, the programs must either ramp up efforts to enroll or decline from adding new enrollments. This fluctuation makes it difficult to consistently market programs. In 2015, a position was added to focus of promoting the Adult and Dislocated Worker Programs through the development of consistent marketing and a simpler, more streamlined message.

With integration, Region 9 implemented an Intensive and Training Team. The Team is responsible for reviewing all applications for Intensive and Training (Career) services. The Team includes representatives from all core partners. This Team has been beneficial because it stimulates conversation and promotes additional counselor interaction with participants, in addition to establishing wrap around services prior to enrollment. The challenge with this process is that it takes additional time to make enrollments. The Region needs to investigate ways to streamline the process without losing the benefits it provides.

Region 9 benefits from a strong core partner team. This team has worked closely together since the inception of WIOA, and continues to collaborate at every opportunity. Core partner staff have

participated in two full-day training sessions to learn about WIOA, and develop local processes and policies. Although all partners are not co-located, they have on-going opportunities to get to know partner staff, learn about services, and develop new and innovative ways to work together to best serve customers.

Each of the EICC adult education centers is ADA compliant and is designed for full accessibility. Students with disabilities have access to designated parking, street access to facilities, and ADA compliant building layouts. Programmatically, AEL partners with Vocational Rehabilitation and Department of the Blind to identify necessary accommodations for students with disabilities. Instruction and testing for these individuals may include a number of specialized accommodations as needs are documented. This may include the use of assistive devices, persona and digital readers, assistive software, one-on-one tutoring, expanded testing time, testing in isolation, flexible seating, and other specialized accommodations. Though a strengthened partnership with Vocational Rehabilitation and Department of the Blind, we plan to research additional means of accommodating these clients in the future.

A pilot shadowing project has been initiated to provide all staff of the core partners with more information regarding the services of the core partners' programs. A referral and follow up process has been determined to log referrals among the core partners, and staff have been designated to capture the referral data. These initiatives are increasing the level of seamless services to customers of all the core partners since all staff have a better awareness of available programs resulting in customers to achieve their goals more efficiently.

Refer to question E-2.

Current Level of Integration and Alignment

Region 9 has a history of strong ties with economic development. Through the years, CETA, JTPA, WIA, and now WIOA are overseen through Eastern Iowa Community College's economic development department. Economic development officials from the community are involved in center activities such as Rapid Response meetings, sector board activities, and workforce activities. Economic development staff has regularly been invited to attend regional workforce board meetings to brief the board on current and trending economic activities. As the board transitions to WIOA structure, our economic development partners have become ex-officio members and have an even greater opportunity to share information and take part in workforce decision making. As the board transitions, they will become board members.

Describe strategies and services of the core partners used to coordinate workforce development activities with economic development programs and activities:

Regional economic development has been an important part of the Eastern Iowa area for many years. The Quad City Development Group was started in the 1960's and provided economic development services for the bi-state four county area of Scott, Rock Island, Henry and Mercer Counties for many years. Besides representing all of the communities to prospective business and industry, they developed a model existing industry retention program that was replicated throughout the U.S. In 2007, the counties of Clinton, Muscatine, Jackson, Cedar and Scott formed an organization called Eastern Iowa Economic Development Alliance with support from the Iowa Department of Economic Development (now IEDA). This group brought about the development of a strategic planning document and target industries study for the region as well as each individual county. A website was developed for EIEDA and populated with greatly updated information on various existing buildings and available properties. This brought about better prepared economic development organizations with current information

on their assets than ever before. In FY-2013, the EIEDA decided to blend itself into the new Quad Cities First organization so that the quality and effectiveness of regional marketing would increase. Currently in Region 9, only Jackson County has not committed to joining the Quad Cities First.

With regard to programs, IowaWORKS of Eastern Iowa and our Economic Development partners have collaborated on the development and implementation of Skilled Iowa and Home Base Iowa. We also work closely to coordinate career fairs, and co-facilitate classes, workshops, and training focused on sharing local workforce information.

Eastern Iowa Community Colleges and the AEL program are intimately tapped into the region's economic development activities. Through the use of Workforce Training and Economic Development funds, the AEL program offers scholarship vouchers to high-achieving students who wish to dual enroll in credit Career and Technical Education (CTE) courses or certification bearing continuing education courses while working to complete their HSE. This program allows students who are committed to creating a better future to accelerate their entry into their chosen field. For those who choose a certification program, it can even create an opportunity to enter the workforce into a higher paying field immediately upon completion of their HSE. Career Navigators work with students to provide insight into career opportunities and academic requirements that will address their needs. These individuals keep a sharp focus on the job market and help students identify key labor statistics that will help them to make informed decisions about their pathways. In collaboration with the college's continuing education division, AEL administrators establish critical community contacts in business and

industry as a means of informing students of new opportunities as well as discovering ways in which AEL and Continuing Education can team together to provide new critical skills to the workforce. In addition, Region 9 has been innovative in the use of HF 260F Job Training Funds to assist employers who have colleagues in need of basic skills. In one example, an employer with a large percentage of non-native English speakers has utilized 260F funds to teach ESL on-site at the manufacturing facility, customizing content to help the workers better understand the policies and procedures unique to that organization.

Refer to question B-5.

Although the focus of WIOA is on out of school youth, it is helpful to develop relationships with youth and high schools prior to graduation. All youth who are served by both IVRS and IDB and Title I are co-case-managed, and counselors strive to remove any duplication of services. Most meetings are held jointly so the youth is fully supported. College disability coordinators are also an important part of the support team. As challenges arise the team is brought into play to discuss issues and develop strategies to help the youth be successful.

IowaWORKS and Iowa Vocational Rehabilitation Services (IVRS) staff members are very active in area high schools. IVRS has a counselor who is

assigned to every school in the region providing

Describe how the region coordinates with area secondary and post-secondary educational institutions to align strategies, enhance services and avoid duplication of core partner services:

services to all students with disabilities. Iowa Department for the Blind (IDB) staff works with IVRS, Region Mississippi Bend Area Education Agency, and Iowa Educational Services for the Blind to determine students whose primary disability is blindness to provide services to those individuals.

Area 9 partners have strategically aligned themselves with educational services at all levels. As a core partner in the WIOA service network, EICC Adult Education partners with secondary and post-secondary institutions to create educational pathways for its students. Through the work of Career Navigators, HiSED students are personally counseled on their options for certificate and degree programs that will add credentials to their portfolio. Short, mid, and long-term educational options exist that provide options for students with varying interests, abilities, and timelines.

Partnerships with community school districts create dual enrollment options for secondary and HiSED students who wish to jump start their advanced education. Through Title I, PACE, GAP, WTED, and Ability to Benefit Pell programs, students are able to access funding to make dual enrollment opportunities affordable.

IowaWORKS and Vocational Rehabilitation staff members are very active in area high schools. Vocational Rehabilitation has a counselor who is assigned to every school in the region providing services to all students with disabilities. Although the focus of WIOA is on out of school youth, it is helpful to develop relationships with youth and high schools prior to graduation. All youth who are served by both Vocational Rehabilitation and Title I are co-case-managed, and counselors strive to remove any duplication of services. Most meetings are held jointly so the youth is fully supported. College disability coordinators are also an important part of the support team. As challenges arise the team is brought into play to discuss issues and develop strategies to help the youth be successful.

Region 9 has a very good relationship with local area secondary education, community colleges and universities. Those relationships begin in the local center with co-located partners, and expand out to each county and partner in the region. That collaboration shows through engagement with the local board, community groups, regional initiatives, and many one on one efforts with each individual entity. Through training involving all the partners, information on services is shared at every entry point into the system. Leadership at almost every level of this sector, talk, coordinate, share and collaborate to avoid duplicating efforts and better streamline services down to the customer level.

IDB and IVRS provide support to other core members to ensure appropriate accommodations are in place to maximize the student's abilities to access materials and resources.

Examples of this can be found in many ways. The National Career Readiness Certificate is one key example. Although testing sessions can be found or have been provided at almost every education partner facility, the strategy of marketing, business engagement and community involvement has been a collaborative and consistent message from all sides. Aligning the marketing, message and mission with each entity, has produced a consistent message to customers and business in the region.

Skilled Iowa is also another example of a consistent, aligned focus between communities, stakeholders, education and business, to drive awareness of the need for positively impacting the middle skills gap in Iowa. The education community plays a key role and by aligning the message and goals, the initiative was able to gain better traction with less duplication of services.

Moving forward, the Region will collaborate with area secondary education partners as a collaborative entity including all WIOA core partners. This coordination will not only enable the region to more fully connect with schools, but it will also provide a more stream-lined process for educators, students, and parents.

Refer to question B-7.

Regional Strategic Vision and Goals

Regional Vision Statement

Provide a vision statement which demonstrates alignment with the Governor's Future Ready Iowa initiative and Iowa's Unified State Plan.

Regional Vision Statement:

Region 9's vision is to work as an integrated entity in collaboration with local partners to provide comprehensive workforce services to individuals and businesses in our counties.

Description of Regional Strategic Vision

The Region 9 Workforce Partners, working as an integrated entity in collaboration with local partners, will provide comprehensive workforce services to individuals and businesses in our counties by

Focusing on local labor market needs,

Aligning programs and services so that they are responsive to the needs of local populations and businesses,

Working collaboratively to utilize limited resources in the most effective and efficient way possible,

Providing exceptional customer service, and

Embracing diversity within our offices, among our customers, and within our communities.

Describe the regional boards strategic vision and goals and priorities for preparing an educated and skilled workforce including youth and individuals with barriers to employment:

Region 9 priorities include:

Aligning workforce with employer needs,
Building a strong local workforce, and

Collaborating with partners in order to best utilize resources.

The Region 9 board and staff will focus on employment outcomes, which are attained through center services, collaboration among core partner and other partner programs to address barriers, and staff support in determining training and employment goals based on individual strengths and workforce needs.

The region will encourage the use of career pathways to help customers not only achieve self-sufficiency, but also have awareness and access to a wider range of career options.

Region 9 will focus on meeting and exceeding all defined goals with regard to center operations and Title I outcomes with regard to credential attainment, and employment.

The region will promote opportunities to make Adult Education services more accessible to the communities served. ABE/HSE/ELL educational programs will make use of classroom-based and distance education strategies to make course content accessible where the clients are best able to engage. This blend of instructional methodologies will also support the goal of basic digital literacy among students.

The region will strategically partner with schools and other educational entities to promote a wide breadth of educational engagement and attainment. Access to basic skills via the community school districts, promotion of dual enrollment opportunities, and achievement of stackable credentials will ensure the development of a higher skilled future workforce.

Refer to question C-1.

Vision Alignment to State Vision and Goals

The Governor's Future Ready Iowa initiative promotes strong ties between community and regional partners as they address the needs of its current and future workforce. Realizing a growing gap between workforce needs and the availability of new workers, the region strives to ensure that individuals have equal and easy access to workforce, education, and disability services. Staff shared among regional partners allows a greater breadth of knowledge, understanding, and ability to serve constituents where they live and work. Open access to all services allows individuals to take advantage of the services that are unique to their personal situations. Work continues in creating processes that are complimentary and that minimize duplication and crossover. Partners concentrate on the services that they are most qualified to provide while, at the same time, maintaining a high level of comprehension of other services. An enhanced referral process will ensure that no clients are lost in the system.

Describe how the regional board's vision aligns with the States Strategic Vision and Goals in the Unified Plan:

Future Ready Iowa is focused on ensuring that 70 percent of Iowans in the workforce have two- and four-year college degrees, certificates, and other valuable credentials and experience by 2025. The report, Iowa: Education and Workforce Trends Through 2025, also finds that 68 percent of all jobs are expected to require post-secondary education and training beyond high school, which positions Iowa 18th among the states and 3 percentage points above the national average. Region 9's vision is to work as an integrated entity in collaboration with local partners to provide comprehensive workforce services to individuals and businesses in our counties. In order to carry out this vision, Region 9 will:

Focus on local labor market trends;

Align programs and services so that they are responsive to the needs of local

populations and businesses;

Work collaboratively to utilize limited

resources in the most effective and

efficient way possible;

Provide exceptional customer service; and

Embrace diversity within our offices,

among our customers, and within our

communities.

Focusing on Local Labor Market Trends

Having a focus on the local labor market helps to ensure that the information and direction lowaWORKS staff provides to customers is reflective of the needs in our local community.

Whether individuals are looking for employment or seeking training in order to become employed in a high demand, high skill occupation, labor market information is key.

Region 9 staff is trained to access labor market information. Customers who attend the Six Steps workshops are trained to access labor market data, and most importantly shown the importance of targeting their job search in a direction that indicates need and sufficient wages. All individuals who transition into intensive and training services work with center staff to ensure that they are entering a career field that meets their interests and self-sufficiency needs.

Aligning Programs and Services

Through an understand of the local workforce, on-going conversations with area business and industry, input from our regional board, and communication with customers, IowaWORKS is able to target programs and services to the specific needs in Clinton, Jackson, Muscatine, and Scott Counties. For example, the region places a high need on computer training due to the need for computer skills in almost every workplace, and the low level of skills many job seekers possess. In response to this need, the one stop offers a Computer Basics course every week, and also provides MicroSoft Office Word, Excel, and Power Point training.

Working Collaboratively

The management team representing Wagner Peyser, Title I, Vocational Rehabilitation, and Adult Basic Education began meeting regularly in the fall of 2015. In the spring of 2016, core partners learned that Iowa Department for the Blind is also a core partner. At that time, the group expanded to include the agency in the local plan, and all planning meetings and communications. Meetings centered around invoking an awareness of the need for change in partner staff, providing opportunities for staff to gain the knowledge and skills needed in order to implement WIOA, and service delivery improvements that would be needed in order to advance programming in the region.

At the October IWD inservice, Wagner Peyser and Title I staff participated in a Scavenger Hunt. They visited core partner offices, and asked targeted questions about services, eligibility, and discussed ways they could work together to serve customers. A group photo was taken at each site. This activity

enabled all staff to learn more about the array of services available within our WIOA system, and to further develop working relationships with core partner staff.

In October, the Region 9 Workforce Development Board added the manager from Vocational Rehabilitation and the Dean from Adult Basic Education as ex-officio members. These individuals not only attend meetings, but now play a role in developing agendas for meetings. Each Core Partner has a standing agenda item at Regional Workforce Development Board meetings to talk about individual programs and coordinated activities in the region.

Core Partner staff have been invited to participate in on-site training at the One Stop. They also receive on-going communication regarding One Stop activities. Core Partners have also been invited to participate in the One Stop employee recognition program, which allows staff to recognize one another for exceptional internal and external customer service.

Staff from Core Partner agencies has been active participants in the One Stop Intensive and Training Team. Each month this group comes together to review training applications and make recommendations for services and advancement into intensive and training programs.

Providing Exceptional Customer Service

As Region 9 integrated, customer service to both internal and external customers was a major focus. In order to provide great service, and get customers to keep coming back, it was apparent that we would have to offer a welcoming environment with supportive staff. We set out to change our identity

from the unemployment office to the employment office. Less than two years later, IowaWORKS of Eastern Iowa was nominated for the area Locals Love Us program. The center is promoted among the ranks of nationwide employment services with branches in our community.

Embracing Diversity

Region 9, in and of itself, is very diverse. Our community ranges from very urban areas to extremely rural areas. The diversity of our customer base, is also very diverse. Staff in the region have received training on socio-economic diversity, helping them better understand and relate to some of the challenges customers are facing.

The Core Partner Management Team will work together to pro-actively address any need for training related to diversity within our staff and customer base.

Refer to question B-2.

Regional Strategies

Strategic Alignment of Resources

Aligning Workforce with Employer Needs

The Region 9 board includes representation from Clinton, Jackson, Muscatine, and Scott Counties. These representatives play a major role in helping to identify and anticipate workforce needs. Input from regional sector boards is also helpful in guiding programming. In order to take this priority to the local level, county workforce teams have been established. The county teams come together each month to plan outreach, activities, and provide targeted services that align with the county's unique needs. ECI groups in Scott and Muscatine Counties also serve as a good source of information on changing workforce needs.

Building a Strong Local Workforce

Taking into account the analyses described in the Regional Strategic Planning section, describe strategies of the core partners to align resources available to the local area to achieve the strategic vision and goals:

Just as the Future Ready Iowa report lays out, it is important for our region to be focused on developing the skill levels of the individuals we serve. As the workforce becomes more driven by technology, it is imperative that our customers are focused on learning and developing the skills that will help them not only become employed, but be able to retain employment and meet the needs of their families.

Region 9 core partners initiated collaboration prior to the passage of the Workforce Innovation and Opportunity Act. Vocational Rehabilitation was physically located in the one stop for several years, and has established relationships among many of the staff. The WIOA Director also oversees the PACE program, and has staff placed in three ABE sites in the region. This connection led to a common understanding of processes and services that has been helpful in aligning partners. As the one stop developed practices over the past year,

core partners were brought into many aspects of the day to day operations. For example, representatives from vocational rehabilitation and adult basic education sit on the one stop Intensive and Training review team. This partnership has led to increased collaboration to better serve customers, and excellent utilization of resources. On many occasions prior to the passage of WIOA, core partners were invited to training at the center. Along with other partners, core partners were provided with on-going information about programs and services available at the one stop.

As WIOA was passed, the managers and directors from core partners started to hold regular meetings. Meeting topics revolve around collaboration at all levels, how we will physically locate ourselves to best serve customers, what the referral process should look like, how we will develop inter-agency committees working toward common purposes, and how we will strive to continuously improve our services. At every opportunity, this team works to ensure that our region is maximizing the power of staff and funding to meet the needs of job seekers.

Vocational Rehabilitation and Adult Basic Education representatives attend Regional Workforce Board meetings. They now join the center management team and board chair to develop the agenda for board meetings as well.

In order to encourage the development of relationships among core partner staff, the management team designed a scavenger hunt for staff development day allowing staff an opportunity to visit partner locations, learn about services, meet staff, and snap pictures of our expanding team.

All partners are working together to develop processes for increasing referrals, and tracking referrals to ensure that customers are served in the

best way possible. The Title I program is working on developing a team approach to case management for youth that will result in wrap around services for youth involving all applicable agencies and providers. Especially for youth with disabilities who had the benefit of IEP teams in high school, having a team's support through stages of transition is key to success.

Region 9 is working toward having Vocational Rehabilitation staff located at the One Stop. We also plan to extend partner staff to include two days per week at the West Davenport Center, which houses our region's largest high school equivalency program.

The local partners will collaborate to ensure that educational opportunities are designed in keeping with Career and College Readiness Standards and are driven by the needs of students and regional employers. Acknowledging the importance of critical skills in digital technologies, strategies have been created to assess and address knowledge and skill gaps in this area.

Collaborating with Partners

By working collaboratively the Region 9 workforce system will address needs by utilizing the resources and strengths of each partner strategically. To fully collaborate, partnerships must permeate every aspect of the system so that all staff at all levels is aware of who the partners are, the tools and resources they can provide, and knows that there is an expectation that the region will join together to insure full access without duplication. In order to do this, all staff will need to have a good understanding of the processes required, eligibility, and program offerings from each core partner. Cross-training will occur at all levels of the partner organizations, from front-line

services to administrative understanding, to ensure seamless transitions and full access to all services required by the WIOA legislation.

Refer to question C-2.

Expanded Access

The Region 9 Regional Workforce Development Board will develop a Disability Committee, which will be chaired by a Board Member to address any access issues for individuals with disabilities. The team will include representation from each of the core partners and additional providers as deemed necessary. At the February 2016 staff inservice, which was attended by core partner staff, an inter-agency team worked to identify disability-related needs in a session entitled "Move Those Barriers". The information gleaned from this session will become the foundation of the disability committee's initial work. The team will also be responsible for outreach to partners who serve individuals with disabilities, and oversight of the Ticket to Work program. The Committee will report to the Board at regularly scheduled meetings. Vocational Rehabilitation and Department for the Blind will play key leadership roles in this group.

Describe strategies the regional board, working with the core partners will expand access to employment, training, education, and support services for eligible individuals including youth and individuals with barriers to employment:

The board supports outreach and services targeted toward individuals with criminal records, and fully realizes that there is a need for additional support and services in order to help this demographic attain and maintain employment. Region 9 offers POETS workshops monthly for individuals who have barriers due to criminal offenses. In addition, a member of the Title I staff has received certification to serve this population. She often works one on one with individuals to help them overcome barriers, learn to discuss their history in a positive way, and transition to employment.

Region 9 is committed to enhancing services for older workers. AARP has recently come on-site at the One Stop. In addition, the system will seek opportunities to collaborate with other community partners in order to provide outreach and services for this population.

Refer to question C-4.

Facilitate Career Pathways and Co-Enrollment

Describe strategies the regional board will facilitate with the core partners in the development of Career Pathways and co-enrollment, as appropriate, to improve access to activities leading to a recognized post-secondary credential, including a credential that is an industry-recognized certificate, portable and stackable:

The Region 9 Regional Workforce Development Board will review and provide input on career pathway documents being constructed for Region 9. At this time, career pathways are a project of the PACE Program in Iowa, which is operated through Eastern Iowa Community Colleges. The Title I Director and Adult Education Dean are actively involved in the development of the pathway models. The career pathway documents clearly outline all options available in each sector area, ranging from certificates to diplomas, degrees, and transfer programs. Pathways show that credentials are stackable, and that education within sectors continues even after individuals attain a degree. Completed pathways are provided to one stop staff, and community college front line staff as a tool to share the options available through each pathway. Pathways have been developed in Advanced Manufacturing, Information Technology, and Allied Health. The final pathway, Transportation and Logistics, will be completed in the summer of 2016.

The Region 9 Board will promote and support the use of co-enrollment whenever appropriate to best meet customer needs.

Refer to question C-4, Part B.

Additional Regional Board Strategies

Identify any additional regional board's strategies relative to local workforce development, education and training needs not otherwise included:

Strategy Alignment to State Strategies

Accessibility

Region 9 will take every opportunity to ensure that the workforce system provides access to services for all customers. A disability committee will be charged with oversight in this regard. The committee will report directly to the Regional Workforce Development Board. County teams all include representatives from Vocational Rehabilitation and Department for the Blind to ensure that services for individuals with disabilities and access to those services are always taken into consideration. All staff will participate in on-going training to help them better assist customers with disabilities, identify needed accommodations in all system locations, and ensure appropriate collaboration and referrals.

Describe how the regional board's strategies align with the States Strategies in the Unified Plan:

The one stop system will undergo an accessibility study conducted by Vocational Rehabilitation and Department for the Blind to ensure the individuals with barriers to employment have access to services. The study will involve the facilities, materials, and workshops. Vocational Rehabilitation and Department for the Blind can also provide accessibility studies for clients who are disabled in order to develop career plans and facilitate a more coordinated collaboration for customer success.

Region 9 will also conduct an assistive technology review to evaluate what is currently available, need for staff training to utilize technology, and investigate options for meeting the needs of all customers.

The Iowa Department for the Blind library will provide electronic formats for use with individuals with disabilities. They can also assist with digital literacy skills.

Sector Partnerships

Region 9 has established four sector partnerships representing information technology, transportation and logistics, healthcare, and advanced manufacturing. Sector boards meet quarterly, and work on projects through the year. The Title I director is involved in all sector board meetings. Information from the sector boards is extremely valuable to staff who are guiding customer decisions regarding employment. It is our goal to help customers select careers that are in high demand in order to increase their chances of success, and to ensure that we are doing everything possible to help local business and industry meet their changing demands.

Career Pathways

With the inception of WIOA, conversations have changed in Region 9. Rather than focusing on quickly training individuals to get them to employment, we are now looking at the full scope of opportunities, and developing a pathway that is not only "good enough for the time being", but rather "building a future of potential and promise". In some cases, our customers are really only prepared to take that one step, but it is important that they see the full extent of possibilities available in the sector they have chosen. To assist in this process as appropriate, counselors may reference career pathway models that are being developed by Eastern Iowa Community Colleges through the PACE program. These pathway documents lay out both continuing education and credit options within each of the four identified sector areas.

Integration

Region 9 was one of the last regions in the state to integrate. The Center includes Wagner Peyser, Title I, Promise Jobs, and will soon add AARP. It is our hope that we will be able to expand to bring in vocational rehabilitation as well. A Title I youth staff member is housed at the Adult Basic Education facility two days each week in order to provide seamless services to students. The one stop has fully embraced integration, and continues to work to provide staff with the tools and resources they need to meet changing customer needs. Region 9 has also integrated services in outer counties by creating workforce system teams with representation from all core partners. While we cannot offer all services in the counties, these team provide an opportunity to customize services according to the needs of business and workers in those areas. The one stop includes working teams comprised of members of each partner including an office committee, an intensive and training committee, a workshop committee, and a safety committee. Starting in February 2016, we will add a diversity committee. All staff, regardless of program area, are expected to participate in one committee. A skills/membership team led by staff meets weekly to address any issues or opportunities in the center. Moving forward, the one stop staff will engage as often as possible with core partners. In the fall of 2015, during staff development, one stop staff did a scavenger hunt to visit core partner sites, share one stop information, tour, meet staff, and learn about core partner services. They took photos with core partners, which will be displayed in the one stop. In February of 2016, core partners attended the one stop inservice, which included team activities to move forward into a seamless workforce system.

Integrated Education and Training

Learning occurs best when it can be applied to real-

world situations. This is especially true for adult job seekers, and youth who have little or no experience in the workforce. With a full toolbox of services, Title I programs can facilitate this connection. Apprenticeship also offers a great opportunity to combine learning and training. Seeing a great need for workers in apprenticeship programs, and a lack of job seekers with the needed skills to enter these programs, the region is working to develop a pre-apprenticeship program.

In 2015, with the passage of WIOA, core partners developed full staff training opportunities. Both inservice days included all partner staff, and activities focused on basic WIOA information and staff involvement in developing local partnerships. All staff also attended a full-day WIOA training provided by Greg Newton. In the summer of 2016, core partner staff will be conducting inter-agency shadows to learn more about partner programs, eligibility, and opportunities for collaboration.

The core partners have identified co-enrollment of clients as a high priority for the regional partnership. Acknowledging that some of the information gathered in an enrollment process can be highly confidential, the team is working on identifying common intake information that can be reasonably shared. An additional obstacle to implementation of this process is the absence of a common data sharing platform that would be accessible or easily transferable between core partner agencies. The logistics of data sharing will continue to be top of mind as the system creates a more seamless process for its clients, minimizing the number of times that demographic data must be submitted to the service providers.

While common intake forms are used for Title I, Adult Education, PACE, and GAP, core partners

are still working on ways to streamline intake forms so that all partner needs are met. Discussion has centered around a basic common intake that may require additional forms to cover agency-specific information.

At this time, Region 9 has not adjusted its referral and release forms. There are too many distinct difference at this time to streamline this system, and the hope is that there will be statewide processes put into place. However, given the importance of increased collaboration and services, there has been a stronger emphasis on ensuring that customers are served by all core partners as appropriate.

The region has ramped up efforts with regard to registered apprenticeships. Title I staff are actively involved in learning about apprenticeships, encouraging customers to consider the opportunity, and utilizing Title I funds to support activities.

Performance Goals (Joint Goals across Core Programs)

*****State Joint Performance Goals Pending.*****

How will core partners contribute toward the State's expected level of performance based on primary indicators:

One stop staff and core partners will work to develop a seamless workforce system. A referral process that involves tracking and follow-up will be put in place early in 2016. As appropriate, Center staff and core partners will form a team to support customer success, make appropriate utilization of resources, and provide input in training decisions. Vocational Rehabilitation and Adult Education have been members of the Intensive and Training Committee since its inception. Department for the Blind will be invited to participate on this team as well. Including partners at this stage ensures that co-enrollments are identified early in the process, and all partners are involved in making key decisions to assist job seekers.

Refer to question E-10.

Assessment for Continuous Improvement

Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT

Core state partners along with local input are developing a comprehensive One-Stop certification rubric, including system standards that local One-Stops can use to measure and drive customer service, integrate management systems, facilitate process improvement and innovation, develop staff and enhance system performance.

At each meeting, the Regional Workforce Development Board is provided with updates on programs and services. In addition, the WIOA provider shares quarterly performance data with the RWDB/CEO Board. Any potential issues with regard to performance will be discussed with the board, and a plan for improvement presented. The RWDB Chair and CEO chair are provided with annual program and fiscal monitoring reports for the Region, and they share those results with the full board at scheduled meetings.

Describe how the regional board will assess the overall effectiveness of the workforce investment system in relation to the strategic vision, goals, and strategies and how it will use the results of this assessment and other feedback to make continuous improvements:

Region 9 regularly reviews participant information both formally and informally. Internal monitoring is conducted each quarter. A process has also been put in place to ensure that files are carefully reviewed and documentation completed prior to transition to a new counselor.

The Region 9 RWDB/CEO board is provided with quarterly performance reports from the state. In FY14, Iowa Workforce Development provided performance training for RWIB/CEO members in order to ensure a good understanding of what the data means and how it can be used to assess current services and impact future services.

Adult, Youth, and Dislocated Worker

performance is tracked through the I-Works system. Counselors are responsible for ensuring that data regarding credential completion and employment is logged in the system.

On-going contact and support from the counselor and other partners who are assisting the customer is key to attainment of performance measures.

Core partners will share information about strategic vision, goals, and strategies through training. Also, as the region continues to develop county workforce teams, marketing tools will include this information. All core partners will share this information through orientations and information sessions.

Core partners at the state level are working to develop a one stop assessment tool that will help identify strengths and needs in the region. The Regional Workforce Development Board will utilize this tool to guide continuous improvement in the one stop system. When this tool is available, it will be used to guide staff development activities and individual staff goals. Currently, the one stop uses customer surveys to gather feedback.

Region 9 core partners have been developing strategies to share information among all staff. Co-partnered in-service training days, core partners business service teams, core partner referral processes and core partner job shadowing are some of the initial strategies that have been done and continued to be developed.

Implementation of Strategies

Regional Workforce Development Board

The Region 9 Workforce Development Board is dedicated to increasing the quality of the local workforce, and increasing the quantity of individuals entering the pipeline into high demand, high skill jobs.

IowaWORKS of Eastern Iowa's One Stop is located in Davenport, Iowa. The Center serves Clinton, Jackson, Muscatine, and Scott Counties. The One Stop houses Wagner Peyser, Promise Jobs, Title I, Veterans Services, and AARP. Plans are underway to ensure the Vocational Rehabilitation services are accessible from the One Stop. In addition, a Title I staff person will be scheduled for two days per week at the West Davenport Center, which is the home of region 9's Adult Basic Education Programs. In addition to the staff at the Center, the Region also has staff placed in Clinton, Jackson, and Muscatine Counties. A full-time Title I staff person provides services in Clinton and Jackson Counties, and another full time Title one staff person serves Muscatine Counties. In addition a travelling Wagner Peyser staff person spends one day each week in Clinton, Jackson, and Muscatine Counties. Outreach services in the outer counties include services similar to those provided at the one stop, only on a smaller scale. In addition, each of the out-lying counties has developed a County Workforce Team that works together to target specific county needs and promote workforce development in a systematic and cohesive way.

Describe how the regional board will implement its identified strategies:

Access to IWorks is given to all new center staff. The center's Workforce Development Manager is responsible for entering all new staff members into IWorks, giving them the correct title and access based on the program they may be assigned to, ie Promise Jobs,

Wagner Peyser, Title 1, etc. Formal training is provided one-on-one by seasoned staff and by program. Key components of IWORKS that are used across programs are given initial focus in training, and then program specific training is given along the way in a live setting. In cases like Promise Jobs, new staff are given detailed manuals with screen shots that go along with their one-on-one training, documents that are specific to case management or other components specific to that program. All center staff are also given access to the Region 9 Sharepoint site, where a collection of IWORKS cheat sheets, manuals and specific component documents are stored for easy access and download.

Unemployment Insurance programs are intimately tied to the overall operations and service delivery of the Region 9 One-Stop center. Specific programs like the Re-Employment Eligibility Assessment program, provides one-on-one engagement with customers who are taking part unemployment services, providing linkages to center services, programs, partners and One-Stop system referrals. All customers, including those drawing unemployment benefits, are given access to a 2-week career bootcamp, engaging them with all core classes and trainings, including trainings like Resume Development, Interview skills and the National Career Readiness credential at the end. The One-Stop center also provides a weekly 3 hour Re-Employment Career Services class that lends itself to customers engaged in unemployment services, providing key assessments, training and information designed to help facilitate quicker return to the workforce. State unemployment programs are linked at every

entry point into the One-Stop system and partners, giving customers a quicker path to needed services and programs designed to lessen the time a customer is out of the workforce.

Region 9 offers a full array of services for eligible Adult and Dislocated Workers who require assistance in order to become employed or re-employed. The focus of services is on self-sufficiency, however it is noted that self-sufficiency may require multiple steps as individuals progress along a career pathway.

Basic Career Services are offered in Region 9 and include:

Determination of eligibility for WIOA Title I Programs

Outreach, intake and orientation to the information and services available through the Workforce Development Center System

Initial assessment of skill levels, aptitudes, abilities, and supportive service needs

Job search and placement assistance, and where appropriate, career counseling

Provision of employment statistics information, including job vacancy listings, the skills necessary to obtain those jobs, and information relating to local occupations in demand and the earnings and skill requirements for those occupations

Performance information and program cost

information on eligible providers of training services

Information on how the region is performing on the WIOA performance measures, and the overall Workforce Development Center system measures

Provision of accurate information relating to the availability of support services, including child care and transportation available in the local region and referral to such services as appropriate;

Delivery system performance information;

Information on other IowaWORKS One-Stop System Partner services and support services;

Assistance regarding filing claims for unemployment compensation

Assistance in establishing eligibility for programs of financial aid assistance for training and education programs

Job referrals (informational, referrals in non-exclusive hiring arrangements, short-term or seasonal placements);

Internet browsing (job information and training searches);

Internet accounts;

Follow-up services, including counseling regarding the workplace, for participants who are placed in un-subsidized employment

In integrated Centers, all eligible (through self-

attestation and verification of age) members will have the opportunity to participate in service strategies developed using basic career services.

Individualized Career Services include:

Staff-assisted job search and placement assistance, including career counseling (JSP), (G&C);

Screened job referrals (such as testing and background checks) (SJR);

Staff assisted job development (working with an employer and job seeker) (SJD); and

Staff assisted workshops, pre-employment training and job clubs (PET, JBC).

National Career Readiness testing and certification (NCRC)

Comprehensive and specialized assessments of skill levels and service needs, including diagnostic testing and use of other assessment tools and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;

Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals;

Leadership Development

Individual counseling and career planning

Service management for participants seeking training services

Short-term pre-vocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training

Short Term Skill Upgrading

Internships

Work-Based Learning Opportunities

Training services offered at the listed offices and on an itinerant and as needed basis:

**Occupational skills training, including training for nontraditional employment;
Programs that combine workplace training with related instruction, which may include cooperative education programs;**

Training programs operated by the private sector;

Retraining;

Entrepreneurial training;

Customized training; and

Adult education and literacy activities are provided in combination with other allowable training services.

Following is the list of training services offered within the region:

Customized Training (CUS);

Entrepreneurial Training (ENT);

Institutional Skill Training (IST);

On-the-Job Training (OJT);

Remedial and Basic Skill Training (RBS); and

Secondary Education Certificate (SEC).

IowaWORKS of Eastern Iowa provides new staff with a manual of operations of the Center. The manual includes information about integration processes, office operations, office committees, services available at the Center, and staff identification. The One Stop has a strong and active team that collaborates on office operations. Members of the team assist in training new staff. All new staff are required to attend the workshops available at the Center so they are able to share information with customers and identify which sessions would be beneficial based on individual customer needs. Title I staff are typically assigned to a veteran staff mentor who is available to offer guidance and answer questions.

All partners in the One Stop and county offices have access to the I-Works system. All customers who access services are entered into the intake system so that staff can help guide job search services and meet each customer's individual needs. Region 9 hopes to be able to track services at some point through the use of electronic tablets, but at this time, they use tracking sheets, and record services in the system according to the

information on the sheets.

Exceptional customer service is also a key strategy for the Region 9 Board. In addition to internal customer surveys and staff recognition programs, the board looks forward to participating in on-going evaluation of services through the statewide evaluation system.

Sticky notes available in the system enable staff to document important customer information so it can be accessed and shared among all Center staff in order to best serve customers.

Intake information is used by various programs at the Center. For Promise Jobs, the intake screen is a quick reference to the activities participants have completed, and work they have done to secure employment. For Title I participants, the intake screen references progress toward completing the pre-intensive and training activities that are required to ensure that those who progress into intensive and training services were actively engaged in job search and center activities.

For those who progress into case management, I-Works offers a detailed employment plan, case note system, and exit screen to track completion of credentials, employment attainment, and wages.

Career services are provided in the One Stop through the Skills Lab. Staff from all Center programs plays a role in the operation of the Skills Lab. Services are provided in a manner that is responsive to customer needs.

Communication in the Skills Lab is essential in order to identify specific learning or job search needs that will help customers along the path to

employment. Building relationships with customers who may have more intensive job attainment needs is essential. Skills Center services may include resume assistance, on-line job search assistance, referral to workshops, referral to National Career Readiness Assessment, referral to Career Services, inter-agency referral to partner services, assistance with unemployment services, labor market information, and employment assessment services.

Region 9 offers a full array of services for eligible Adult and Dislocated Workers who require assistance in order to become employed or re-employed. The focus of services is on self-sufficiency, however it is noted that self-sufficiency may require multiple steps as individuals progress along a career pathway.

Basic Career Services are offered in Region 9 and include:

Determination of eligibility for WIOA Title I Programs

Outreach, intake and orientation to the information and services available through the Workforce Development Center System

Initial assessment of skill levels, aptitudes, abilities, and supportive service needs

Job search and placement assistance, and where appropriate, career counseling

Provision of employment statistics information, including job vacancy listings, the skills necessary to obtain those jobs, and information

relating to local occupations in demand and the earnings and skill requirements for those occupations

Performance information and program cost information on eligible providers of training services

Information on how the region is performing on the WIOA performance measures, and the overall Workforce Development Center system measures

Provision of accurate information relating to the availability of support services, including child care and transportation available in the local region and referral to such services as appropriate;

Delivery system performance information;

Information on other IowaWORKS One-Stop System Partner services and support services;

Assistance regarding filing claims for unemployment compensation

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Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve the employment goals;

Leadership Development

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Remedial and Basic Skill Training (RBS);and

Secondary Education Certificate (SEC).

As Core Partners become further established, and have the ability to utilize a common data system, it will become easier to track progress among core partner entities. Until that time, it will be necessary to implement an effective referral and tracking system.

As part of its strategic initiatives for the 2016PY, the EICC AEL program has implemented a digital literacy assessment as part of its revised intake process. When piloted, it was determined that 88% of incoming students demonstrated deficiencies in basic computer knowledge and usage. Acknowledging that this level of understanding has become an essential life skill for job searches, job applications, resume creation and distribution, enrolling in school, and enrolling children in their activities, the program will build a digital skills remediation requirement into its curriculum. Through their partnership

with Iowa Works, who already offers a weekly course in computer skills remediation, the college will adapt a similar curriculum and work with Iowa Works staff to ensure that the offerings complement the coverage of student need and do not duplicate efforts already in place. This will allow students and clients of all partner agencies to self-select the course that is most convenient for them to attend, geographically and in accordance with their schedule. This model will be expanded to include other workshops and trainings offered by core partners that would benefit from being offered at outlying locations and/or different times of the day or evening.

Core partners are assessing career services, looking for opportunities to avoid duplication and designate who will provide those services, from initial assessment forward, to better align and provide seamless transition. Cross training between core partners is also helping to identify those opportunities where duplication might exist.

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Refer to questions D-3 and D-7. Include how the One-Stop centers are using integrated, technology-enabled intake and case management, and how career services are provided.

Core Partners

Describe how the regional board will implement its identified strategies with regard to **Wagner-Peyser**:

Region 9 has operated an integrated one stop for over two years. Having Wagner Peyser, Title I, and Promise Jobs co-located and functioning as one team to address workforce needs enables staff to maximize the benefits of all programs. All staff members in the Center are well versed in other programs, and able to easily refer and coordinate services. Moving forward, Region 9 plans to bring staff from Vocational Rehabilitation on-site as well. At this time, space doesn't allow for co-location of all Vocational Rehabilitation staff, but that will be a priority as lease obligations are fulfilled. Title I Youth staff provide services on-site at the Scott County Adult Basic Education facility in Davenport. In addition, county teams in Clinton, Jackson, and Muscatine Counties meet monthly to coordinate activities, and address county-specific needs. The teams will be marketed in each county to bring awareness to the workforce system. By meeting regularly, and collaborating on services, front line staff members are developing a strong working relationship that will strengthen their ability to develop good referrals, and work in conjunction with partners to help meet local workforce needs. Although there is not a common building for workforce programming in these areas, the goal of these teams is to have a common presence, and they symbolize the fact that people not buildings help build a strong workforce.

Several examples of how Wagner Peyser services will be aligned with core partners are Business Service representatives leading the way for integrated business outreach teams and efforts in Region 9. Providing services to employers in a core-integrated approach, leveraging expertise and minimizing duplication. Another example is integrated job

development and placement for individuals, gathering core partner support across common customers and leveraging the integrated business services teams. Another example is utilizing IowaJobs.org as the standard mechanism for customer job searching, integrated business teams aligning the message to employers for job posting and promoting registration for all customers in Region 9. Another example would be the utilization of the National Career Readiness Certificate, aligning that credential across core partner programs, services and business outreach.

Refer to question C-9. Include how improved service delivery and avoidance of duplication of services will be achieved.

Cross training of all staff with regard to Adult Education and Literacy programs, Wagner Peyser, and Title I WIOA will be held. Review of information will occur annually in order to ensure that new staff members are well trained, and that any changes in programming are addressed. In February of 2016 staff from all core partner agencies came together for a full-day training. One of the priority activities of this training was to have them identify cross training needs and common training needs.

Adult Education and Literacy (AEL) programs are physically distributed throughout the Region 9 service area. AEL staff continue to be cross-trained in all areas relevant to core and extended partner services. Career and PACE Navigators work side-by-side with AEL, VR, and Workforce Development staff to accommodate individuals who are in need of multiple services. The intake process, which has recently been implemented electronically, captures data relevant to student needs and goals beyond the standard services offered through the AEL program. Staff members are proactive in ensuring that students with needs for extended services are referred to appropriate agencies within the partnership. Professional development includes teaching staff how to make meaningful referrals and to ensure that student/staff connections are established and acted upon.

Describe how the regional board will implement its identified strategies with regard to **Adult Education and Literacy:**

Through its newly expanded orientation course, the EICC AEL program will provide enhanced assessment of all students at all ability levels. Through reading, math, and digital literacy assessments (for ELLs, listening is substituted for math), students are leveled according to their baseline knowledge and abilities. Students

who are identified to fall into the lower literacy range receive specialized training and tutoring at the basic skills level. They are introduced to grade-appropriate materials and are provided access to instructional activities that meet them where they are at in their academic progress. If a student self-identifies or there is reason to believe that accommodations may be necessary, consultations with the appropriate partners will allow our staff to identify resources that can appropriately support their efforts.

The AEL program subscribes to a number of web-based software support programs that help to reinforce literacy at times when the students are not in class. Programs such as Burlington English support literacy development from a very basic, low level function to high school and college proficiency levels. The software is demonstrated in class, reinforced in computer lab sessions, and is available to students with Internet access at home or during off hours in the program's computer labs.

ESL classes are offered at all of the sites throughout Region 9 and are leveled to meet the literacy levels of the students. ESL instructors are specially trained to offer English immersion for these students, helping them to acquire and develop reading, writing, and conversational skills in the English language. Offerings are also available for on-site business training and are also offered at school buildings in the Davenport Community School district. The school district project is one that targets parents and guardians of students who are enrolled in the school district ESL program. Classes are offered on-site at the grade schools with the highest population of ESL students.

Daycare has been arranged through local providers while the adults are in class. These last two examples show how the flexibility of the program allows us to deliver services where the students need them most or find them most accessible.

Through its Career Navigator structure, students engage with professional advisors early in the enrollment process so that they are able to formulate and communicate their goals and desires with respect to achieving growth in the program. The navigators are front-line personal advisors who are equipped with knowledge of and access to critical information for career assessment and development. They work closely with the core partners at Iowa Works and Wagner Peyser to ensure that students have access to the most accurate and informative data available with regard to entering the workforce. Navigators help students weigh their options and find the path to career success that is most meaningful and fulfilling to them.

The WIOA core partners are working with state officials to create effective means of sharing information that respects and adheres to the privacies entitled to their respective clientele. Common intake and orientation processes are being addressed as a means of streamlining the enrollment processes and to eliminate duplications within the system.

A Title I WIOA counselor will be housed part time at the Scott County ABE facility in order to easily connect with High School Equivalency and ELL students. Title I staff in Clinton,

Jackson, and Muscatine Counties work closely with the HSE navigators in those areas in order to identify students needing assistance.

Refer to question C-10. Include what efforts are being taken to enhance the provision of services such as cross-training of staff, technical assistance, use and sharing of information, cooperative efforts with employers for improved service delivery and avoidance of duplication.

Under the direction of the Regional Workforce Development Board, Region 9 IVRS will

- 1. Provide assistance to the Workforce to identify accessibility opportunities for their participants with disabilities.**
- 2. Identify applicants that require more intensive services to apply for IVRS services using the Integration model.**
- 3. Provide expertise on disability issues, best practices, and collaborative opportunities on the Regional Workforce Investment and Opportunity Board, as well as on the various sector boards.**

Region 9 Vocational Rehabilitation Services will provide information, training, and technical assistance regarding:

Describe how the regional board will implement its identified strategies with regard to **Vocational Rehabilitation:**

- a. The development of a common intake, referral procedures and a customer database**
- b. The use of a system that link all of the partners of the One-stop service delivery system to one another as it pertains to employment statistics, labor market information, job vacancies, career planning, and workforce partnership activities.**
- c. Linkages to employers to facilitate job placement and explore the needs of the business**
- d. Delivery of pre-employment services like**

career exploration, job readiness, National Career Readiness Certification to high school students with disabilities in each of our regional school districts.

e. The development of employment services to adults with disabilities in the surrounding counties that are specific to the specific needs of businesses and individuals in those counties.

Refer to question C-11. Include what efforts are taking place to 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 at cooperation, collaboration and coordination.

The Region 9 Adult and Dislocated Worker programs provide quality support and assistance for individuals who require training/education in order to become employed. Employment and Training Counselors work closely with applicants to identify interests, abilities, and barriers. They ensure that the focus from the first meeting is on an employment outcome, and maximizing the individual's strengths. At times, this requires some difficult conversations.

Because the Adult and Dislocated Worker programs runs out of the One Stop, all staff are aware of Adult and Dislocated Worker programs, and involved in helping to identify individuals who may benefit from assistance. Skills staff are typically the first point of contact with customers. Through that contact, they become familiar with the individual's job search, identify potential barriers, refer to workshops and training provided at the center, and determine whether the individual might be a good candidate for career services.

Describe how the regional board will implement its identified strategies with regard to **Adult and Dislocated Worker services**:

The Region 9 Adult and Dislocated Worker programs have consistently met or exceeded performance goals each year. These outcomes are due in large part to a staff with extensive experience in employment and training. Staff members are well versed in training programs with local training providers, and have established relationships with support staff and business offices in various institutions. These relationships make it possible for them to help participants navigate through programs to completion.

One challenge in workforce funding throughout the years, and particular in the last decade, has been declining funding. As funding fluctuates,

the programs must either ramp up efforts to enroll or decline from adding new enrollments. This fluctuation makes it difficult to consistently market programs. In 2015, a position was added to focus of promoting the Adult and Dislocated Worker Programs through the development of consistent marketing and a simpler, more streamlined message.

With integration, Region 9 implemented an Intensive and Training Team. The Team is responsible for reviewing all applications for Intensive and Training (Career) services. The Team includes representatives from all core partners. This Team has been beneficial because it stimulates conversation and promotes additional counselor interaction with participants, in addition to establishing wrap around services prior to enrollment. The challenge with this process is that it takes additional time to make enrollments. The Region needs to investigate ways to streamline the process without losing the benefits it provides.

Region 9 benefits from a strong core partner team. This team has worked closely together since the inception of WIOA, and continues to collaborate at every opportunity. Although all partners are not co-located, they have on-going opportunities to get to know partner staff, learn about services, and develop new and innovative ways to work together to best serve customers.

Core partners are currently developing integrated core business service teams, aligned with the goal of enhancing the overall communication of the system, facilitating key services and drivers that enhance business engagement and identifying opportunities to develop further services that align with Region

9's labor market demand.

Core partners are currently developing integrated core business service teams, aligned with the goal of enhancing the overall communication of the system, facilitating key services and drivers that enhance business engagement and identifying opportunities to develop further services that align with Region 9's labor market demand.

Refer to question E-2. Include how services are provided and the capacity to address the identified education and skill needs of the workforce and the employment needs of employers.

Eastern Iowa Youth@Work staff will collaborate with youth providers throughout the region in order to ensure that youth needs are met. The WIOA Youth Committee will include members from Adult Education, iJAG, TRIO, Iowa State Extension, and others. Youth counselors will also be active on local transition advisory boards, leading to strong relationships between WIOA and special needs educations and service providers.

A variety of youth workforce activities are available in Region 9. Activities vary greatly across the region. The following outlines several programs/activities that are available to youth in Region 9:

IJAG (Mid-City High, Davenport Schools)

The ultimate objective of an iJAG program is to provide participants with classroom and work-based learning experiences that result in a quality job, leading to a career after graduation or completion of the HiSET high school equivalency program. The primary process objectives differ depending on the program type. The primary objective is to keep participants in high school through graduation and improve the rate of success in achieving education and career goals.

Junior Achievement

Junior Achievement fosters the future success and economic health of young people and the communities in which they live by providing hands-on elementary and secondary programs focused on work readiness, financial literacy and entrepreneurship. Junior Achievement is a

Describe how the regional board will implement its identified strategies with regard to **Youth services:**

global organization that was established in 1919. JA of the Heartland began serving the Quad Cities and surrounding communities in 1956.

Project Lead the Way (Davenport Schools, North Scott, Muscatine, Clinton, Maquoketa, and Pleasant Valley)

Project Lead The Way is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW is helping students develop the skills needed to succeed in the global economy.

Iowa State Extension (Jackson, Clinton, Muscatine, and Scott Counties)

Youth workforce activities include IT Tech Team, 4H Leadership, 4H STEM, and Service Learning programming.

Bi-State Transition Conference (Offered to all region 9 counties and adjacent Illinois counties)

This annual event targets youth with disabilities. It alternates focus every other year between transition to training/college after high school and careers.

Davenport Teen Job Fair (Marketed to Scott County area)

The Davenport Teen Job Fair offers teens an opportunity to meet area employers, apply for positions, and learn job search skills.

Eastern Iowa Community College Career Days

Events are offered at all EICC campuses to introduce teens to career options and training programs.

Participation in county Transition Planning Committees - youth staff participate in local transition planning committees that include high school representatives, Area Education Agency staff, and local youth agency representatives.

Despite a wide range of workforce activities in the region, there is still a need for more extensive information for all students with regard to career decision making. Vocational Rehabilitation and Eastern Iowa Youth@Work will address these needs through high school workshops, and individual support for eligible youth.

Like much of the country, Region 9 still faces the challenge of developing a skilled workforce to meet local economic needs. There is a need for information for counselors and teachers to help reinforce this need, and prevent the automatic channeling of students into four year college programs if that is not the best option for him/her.

The following fourteen youth program elements will be available in Region 9:

- 1. Tutoring, study skills training, dropout prevention strategies (RBS) (SEC)**
- 2. Alternative secondary school services or**

dropout recovery services (SEC)

3. Experiential Learning ? Paid and unpaid

work experiences that have as a component,

**academic and occupational education, which
may include:**

(i) Summer employment opportunities

**and other employment opportunities
available throughout school year**

(WEP)

(ii) Pre- apprenticeship programs (PRE)

**(iii) Internships and job shadowing
(INT), (SHW)**

(iv) On-the-Job Training (OJT)

4. Institutional/Occupational skill training

shall include priority consideration for

training programs that lead to recognized

post-secondary credentials that are

aligned with in demand industry sectors or

occupations (OJT) (IST) (CUS) (APP) (ENT)

5. Education offered concurrently with and in

the same context as workforce preparation

activities and training for a specific

occupation or occupational cluster (PRE)

(APP) (IST)

6. Leadership development opportunities (LDS)

7. Supportive services

8. Adult mentoring for a duration of at least

12 months (MEN)

9. Follow ?Up Services (PPS)

10. Comprehensive guidance and counseling

(G&C)

11. Financial Literacy education (FIN)

12. Entrepreneurial skills training (ENT)

13. Services that provide labor market and

employment information about in-demand

industry sectors or occupations available

within the local area (JSP)

14. Activities that help youth prepare for and

transition to post-secondary education and

training (WEP), (MEN) (SEC)

Program elements will be available to all youth participants based on his/her individual needs

and goals. Through assessments, guidance and counseling, and on-going interaction, youth counselors will determine which of the elements are key to assisting the youth in reaching his/her career pathway goal.

Region 9 will collaborate with existing youth services to ensure that youth needs are met. All of the 14 Elements are available through various partners in Region 9 including WIOA, Vocational Rehabilitation, Adult Basic Education, and others. Many of these individuals are on the Region 9 Youth Committee or other county groups that Title I staff, Vocational Rehabilitation, and Adult Basic Education participate in.

Process for Service Provider Selection

A committee comprised of Regional Workforce Development Board members, and community partners, with support from the local Iowa Workforce Development manager, will be responsible for reviewing RFPs and recommending a Youth service provider to the Region 9 Regional Workforce Development Board.

The RFP will be posted on the IWD web-site and opened for a two week comment period, during which time any questions regarding the RFP will be addressed publically on the web-site. Entities that have expressed an interest in applying will be notified of its publication.

Following the RFP deadline, the review committee will meet to evaluate each application based on a pre-determined rubric. Region 9 will focus on ensuring that the chosen provider is able to address all Title I needs,

possesses a good understanding of local workforce needs, and has an ability to establish or continue strong working relationships with core partners and other partners.

Once a provider is selected by the committee, a recommendation will be made to the Regional Workforce Development Board. The service provider must then be approved by the Board through a formal vote.

Throughout this process, the board and IWD manager will work to ensure that there is no perceived or actual conflict of interest. Any board members who are connected with and RFP applicant in any way will not be involved in the selection process and will abstain from voting on the service provider.

Refer to questions E-5 and E-7. Include identification of successful models of such youth workforce activities being used and/or planned, and describe how each of the required fourteen program elements will be made available to youth.

Department for the Blind is a core partner. The Regional Workforce Development Board will focus on providing streamlined services for individuals with visual disabilities with the partnership and support of the Department. The Department for the Blind also serves as a great resource to the region with regard to accommodations and access. The region's Department for the Blind representative will be included in all board meetings and correspondence. He/she is also involved with the core partner management team, and the intensive and training team. As a core partner, the Department for the Blind can provide greater access for individuals with visual disabilities including:

Describe how the regional board will implement its identified strategies with regard to the **Department for the Blind**:

accessibility studies,
development of materials in electronic formats,
staff professional development,
consultation regarding assistive technology,
and
referrals.

Region 9 has developed a core disability committee to assist all partners in enhancing services to all individuals with disabilities and barriers, including those individuals with vision challenges. The One-Stop center will be having a full accessibility assessment, including presentations on new technology and equipment, and core partners will be involved. Continued partnerships with the Iowa Department for the Blind will assist in enhancing communication and services to more individuals that struggle with vision.

Describe efforts that will enhance the provision of services to individuals with vision disabilities.

Integrated Customer Service

Customers can enter into the Region 9 Workforce System at many points. Our goal is to fully engage customers at the point of entry by introducing them to a full array of services from the one stop, core partners, and partners.

The Region 9 one stop will provide integrated service for customers including:

- 1. Greeting/Identification of purpose of visit**
- 2. Enter into membership/profile**

- 3. Service triage leading to recommended services from all core partners**

- 4. Introduction to Career Services**

- 5. Appropriate referrals to one stop, core, and other partners**

- 6. Determination of Title I WIOA eligibility**

Describe how the partners will coordinate activities and resources to provide comprehensive, high-quality customer-centered services, including supportive services to individuals in the workforce system.

An Employment Plan will be completed for all customers outlining the employment goal, training and support service needs, schedule of activities and services, and achievement objectives. Initial entry into the one stop system and development of an employment plan will help staff identify customer needs such as workshops, job search assistance, training assistance and support services, and referral to partner agencies.

All partner staff will be well informed about WIOA programs. WIOA activities and an information sheet with staff contact information and brief program descriptions will enable all staff to share basic information, and determine when a referral is appropriate.

Wrap around services will be utilized to connect customers with partners. This collaboration will enable the customer to have full access to the workforce system, regardless of the point of entry.

Through its newly expanded orientation course, the EICC AEL program will provide enhanced assessment of all students at all ability levels. Through reading, math, and digital literacy assessments (for ELLs, listening is substituted for math), students are leveled according to their baseline knowledge and abilities. Students who are identified to fall into the lower literacy range receive specialized training and tutoring at the basic skills level. They are introduced to grade-appropriate materials and are provided access to instructional activities that meet them where they are at in their academic progress. If a student self-identifies or there is reason to believe that accommodations may be necessary, consultations with the appropriate partners will allow our staff to identify resources that can appropriately support their efforts.

The AEL program subscribes to a number of web-based software support programs that help to reinforce literacy at times when the students are not in class. Programs such as Burlington English support literacy development from a very basic, low level function to high school and college proficiency levels. The software is demonstrated in class, reinforced in computer lab sessions, and is available to students with Internet access at home or during off hours in the program's computer labs.

ESL classes are offered at all of the sites

throughout Region 9 and are leveled to meet the literacy levels of the students. ESL instructors are specially trained to offer English immersion for these students, helping them to acquire and develop reading, writing, and conversational skills in the English language. Offerings are also available for on-site business training and are also offered at school buildings in the Davenport Community School district. The school district project is one that targets parents and guardians of students who are enrolled in the school district ESL program. Classes are offered on-site at the grade schools with the highest population of ESL students. Daycare has been arranged through local providers while the adults are in class. These last two examples show how the flexibility of the program allows us to deliver services where the students need them most or find them most accessible.

Through its Career Navigator structure, students engage with professional advisors early in the enrollment process so that they are able to formulate and communicate their goals and desires with respect to achieving growth in the program. The navigators are front-line personal advisors who are equipped with knowledge of and access to critical information for career assessment and development. They work closely with the core partners at Iowa Works and Wagner Peyser to ensure that students have access to the most accurate and informative data available with regard to entering the workforce. Navigators help students weigh their options and find the path to career success that is most meaningful and fulfilling to them.

Collaboration with Vocational Rehabilitation and Department for the Blind will not only expand workforce services to further reach individuals with disabilities, but it will also enhance the offerings in the one stop system. These agencies bring an expertise and knowledge base that will help ensure that all one stop locations are able to accommodate for disability needs. Professional development for core partner staff will enable staff to better serve customers with disabilities, understand their needs, and be able to respond in a way that supports the individual's employment efforts.

Refer to question D-14.

Persons with Disabilities

Individuals with disabilities are often identified in the Skills Lab or through the initial membership process. They may be referred to the One Stop through the Ticket to Work Program. They may also be identified as they apply for additional training or assistance. Regardless of how individuals with disabilities are identified, they will all be served in a way that best meets their individual needs.

It is important to identify whether customers are currently being served by Vocational Rehabilitation or Department for the Blind early in the process. This allows staff to collaborate in order to best meet the individual's needs, and it ensures better communication with the customer, and ultimately, a better outcome for the customer. If a customer is being served by Vocational Rehabilitation or Department for the Blind, a referral/release should be obtained early in the process. Staff from both agencies will communicate about the customer's needs and progress. Staff will also note any other partner services in order to ensure the best possible support team for the individual.

Describe how the core partners and regional board connects services to special populations:

Services will vary greatly depending on the customer's needs. In cases of mild disabilities, customers may be able to benefit from Center services without additional assistance. In other cases, the individual may require very extensive assistance in order to progress toward his/her unemployment goals.

Region 9 plans to develop a committee to focus specifically on the needs of individuals with disabilities. The committee will include representatives from the One Stop, core partners, and the Regional Workforce

Development Board. This team will serve as the regional experts with regard to services for individuals with disabilities. They will also closely review and monitor the accommodations available in the Center to ensure that services are accessible to all customers.

IVRS is able to work with any student with a disability who is currently on an IEP or covered under a 504 plan, regardless of whether the student has applied for or been determined eligible for IVRS. Potentially eligible students can participate in PETS activities. Pre-Employment Transition Services (PETS) are collaborative services that create a continuum of VR and LEA services for students with disabilities. The required activities for PETS are job exploration counseling, work-based learning experienced, counseling on Opportunities, workplace readiness training and self-advocacy instruction. IRVS will also use authorized and coordinated activities which are consultation services provided to improve the transition of students from school to postsecondary education or employment through system development and attending IEP meetings. IRVS will track PETS services for students that are in high school until the student graduates, is determined not eligible for IVRS services or does not require PETS services. If a student requires intensive services due to the disability to be successful he or she will start the application and eligibility process to open a file with IVRS. An IVRS counselor will assist the student in developing a job goal and create a plan to provide specialized and individualized services to the student to be successful. Vocational Rehabilitation and Title I Youth Services staff are collaborating about the

possible offerings they can provide for youth.

Returning Veterans and Skilled Military Retirees

Serving veterans is a team and community effort in Region 9. All veterans are served in the One-Stop center, from all staff, from all programs. In an effort to better connect skills with demands, staff have been provided ongoing training from multiple sources, in the center and in the community. Understanding where and how to crosswalk military skills, how those relate to in demand occupations and then facilitating direct connection of those job seekers to business.

The center and staff, partner with local Veteran organizations in the region, connecting with services, training, up-skilling and referrals, all while streamlining delivery to avoid duplication. We have center designated staff that work with targeted veterans, DVOP's, serving those individuals with qualified barriers, to Business Service Representatives and partner teams tasked with facilitating individual veterans and resumes with employers that have matching needs. When engaging customers with intensive services, a focus is on all veterans as well as other populations for priority of service.

Programs like Promise Jobs, facilitate co-management with Veteran Representatives, Business Representatives and other stakeholders, furthering those connections with demand driven services and connections with in-demand occupations.

Vocational Rehabilitation works with the local

veteran's representatives for outreach and training opportunities that are available for veterans. They also have a non-competitive hire program for veterans with service-related disabilities to assist with on-the-job training and employment.

One Stop Veterans Representatives use the following web-sites to assist in translating

military skills into civilian occupations:

Onet

My Next Move

<http://www.mynextmove.org/vets/>

Careeronestop

<http://www.careeronestop.org/ResourcesFor/Veteran/veteran.aspx>

Ebenefits

<https://www.ebenefits.va.gov/ebenefits/jobs?page=skills>

In addition, they rely heavily on local labor market information to ensure that veterans career search efforts are expended focused on high demand jobs that are readily available.

Veteran Representatives, who are all honorably discharged service members, coordinate all services provided to eligible veterans within the IowaWORKS system. They work with eligible veterans and clients of Veterans Administration Vocational Rehabilitation to:

conduct productive job searches;

access job listings;

develop job interviewing and resume writing skills;

help place eligible veterans in federally

funded employment and training programs;

monitor job listings from federal agencies

and federal contractors to ensure veterans get priority service in referral to these jobs; and provide intensive services to meet the employment needs of eligible veterans.

These services provide veterans with the necessary information needed to find and secure suitable employment. These services can also help veterans make the transition from the military to the civilian workforce easier.

To qualify for services you must be registered with your local IowaWORKS Center and meet the following criteria:

served more than 180 days on active duty (not for Reserve or National Guard training)

served on active duty and was released because of a service connected illness or injury. Individual does not have to meet the 180-day rule.

was called to active duty during a war while serving in the National Guard or Reserves during a war, a campaign or expedition for which a campaign badge is authorized

(examples include, Panama, Grenada, Haiti, Beirut, Persian Gulf, Desert Shield or Desert Storm)

Veterans' Preference gives eligible veterans who are applying for employment preference over many other applicants. It applies to virtually all new appointments in both the competitive and excepted service. Veterans' Preference does not guarantee veterans a job and it does not apply to internal agency actions such as promotions, transfers, reassignments, and re-instatements.

Not all veterans are considered veterans for the purpose of Federal civilian employment, and not all active duty service members qualify for Veterans' Preference. The law followed in Federal civilian employment can be found in title 5, US Code, Section 2108.

Only veterans discharged or released from active duty in the armed forces under honorable conditions are eligible for Veterans' Preference. This includes either honorable or general discharge.

Retired members of the armed forces are not included in the definition of preference eligible unless disabled veteran or retired below the rank of major or its equivalent.

Under the priority of service provisions of the Jobs for Veterans Act, separating service members who, upon discharge, meet the eligibility criteria would take precedence over individuals who are not veterans for the receipt

of employment, training and placement services.

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

the covered person receives access to the service or resource earlier in time than the non-covered person; or

if the service or resource is limited, the covered person receives access to the service or resource instead of or before the non-covered person.

The following programs provide Priority of Service for veterans:

Wagner-Peyser/Labor Exchange Program

Registered Apprenticeship

Trade Adjustment Assistance

Workforce Innovation and Opportunity Act (WIOA) Adult and Dislocated Worker Program which include:

Senior Community Service

Employment Program

Indian and Native Americans Programs

The President's Community - Based Job Training Grants

TANF Recipients

Region 9 TANF recipients are provided with all Center services. In addition, they may be individually case managed through the Promise Jobs Program. Promise Jobs provides the following services:

**Promise Jobs Orientation
Assessment
Job-seeking skills training**

Group and individual job search

Job placement

Job development

**Work experience
Monitored employment
Unpaid community service
Life skills training
Parenting skills training
Classroom training programs, including:**

**High school completion
Adult basic education**

General educational development

English as a second language

Vocational classroom training

Post-secondary education

Entrepreneurial training

Family violence option

Family Development and Self-Sufficiency

services

Other family development services

Referral for family planning counseling

One stop staff members and core partners collaborate to ensure the needs of TANF participants receive the support needed to help them achieve self-sufficiency. Promise Jobs is an integral part of the one stop, providing many of the workshops that Promise Jobs customers and other one stop customers benefit from. Promise Jobs customers are often co-enrolled in Title I services. Many are also Vocational Rehabilitation customers, and a large number are active in high school equivalency classes.

Individuals with Barriers to Employment

Center staff is responsible for helping to identify specific barriers that might impede the job search process for customers. Appropriate referrals to Center services and partner agencies should be made based on the customer's barriers.

Center services are often developed in response to customer needs. For example, lack of computer skills is often a challenge for job seekers. That lack of skills and knowledge can not only prevent them from becoming employed, but it can also prevent them from researching job openings and applying for jobs since the majority of postings are now on-line. In order to address this need, the Center offers a Basic Computer workshop. Customers are welcome to attend the workshop as often as needed in order to develop skills and improve

his/her comfort level on the computer.

Customers who are ex-offenders often find it difficult to find employment. Region 9 provides a Title I counselor who is certified to provide ex-offender services. Individuals can be referred to this individual for one-on-one information and advising. In addition, the Region offers a workshop for ex-offenders to help them navigate the challenges they may face due to criminal activity.

Lack of a high school diploma provides a challenge for job seekers. Individuals who do not have a diploma are referred to the Adult Basic Education program. In addition, a Title I WIOA counselor is housed part time at the ABE site in order to facilitate a smooth entry and provide any support that might be needed to ensure that individuals are successful in completing the high school equivalency test.

Refer to question D-12. Special populations include: persons with disabilities, returning veterans and skilled military retirees, Temporary Assistance to Need Families (PROMISE JOBS) recipients, Trade Adjustment Act and Rapid Response activities, individuals with other barriers to employment (including those that are basic skills deficient), additional specific populations.

Attach the core partner's area flow chart of services to individuals, including service to youth and those with barriers to employment: **1463083238131_core partner diagram.docx**

Coordination, Alignment and Provision of Services

Employer Focus

Incumbent Worker Training Programs

Region 9 works collaboratively with the GAP program to provide training resources for incumbent workers. All core partners are aware of GAP services and can easily make referrals through a common application form that is available at the One Stop, on site at all high school equivalency training sites, and at all Vocational Rehabilitation offices in the region.

On-the-Job-Training

Region 9 will utilize On-the-Job-Training to assist individuals who are seeking employment in areas that do not necessarily correlate with their work history. OJT can be provided through Title I funds and through Vocational Rehabilitation. OJT provides an opportunity for employers to hire these individuals and receive funding to assist with the high cost of training. Region 9 will also look for opportunities to utilize OJT within the scope of apprenticeship training programs.

Describe the use of initiatives, designed to meet the strategic needs of employers in the region:

Customized Training Programs

Region 9 may utilize customized training programs to address local workforce needs. These programs would be tailored to meet the training needs of a local employer or employers, and would typically be offered to an identified group of individuals. For example, a high need for CNC machinists in the region led to the development of a customized CNC program that included updating of math skills for workers who were dislocated from a printing company that closed. Vocational Rehabilitation uses customized training to help individuals with disabilities gain employment. They provide

supported employment for clients help them meet the required tasks.

Core partners and center partners are also kept informed of workshops being offered through the one stop each month. Workshops are recommended in order to meet individual customer needs and better prepare them for employment and job search.

Industry and Sector Strategies

Region 9 has four active sector boards representing Advanced Manufacturing, Allied Health, Information Technology, and Transportation/Logistics. The board fully supports the activities of these sector boards, and receives timely feedback on the activities and functions of the boards. The Title I Director assists in the coordination of the sector boards, and attends all meetings.

All partners will be provided with Labor Market training annually. Along with feedback from the sector boards, having a good understanding of labor market needs will help ensure that job seekers have the tools and information needed to make training and employment decisions that will create a pipeline to meet industry needs.

Career Pathways Initiatives

Region 9's career pathways initiatives are being coordinated through Eastern Iowa Community College's PACE program. The program's activities and products are shared with the workforce board for input.

Business Services and Strategies

Business Service Representatives from IowaWORKS, Title I staff, and staff from Vocational Rehabilitation work to develop an understanding of local business and industry needs, and to develop relationships with employers. Vocational Rehabilitation staff and Title I staff participate in Chamber events and activities. Vocational Rehabilitation staff is also involved with Great River Human Resources. Business Service Representatives coordinate ECI meetings in Clinton and Muscatine Counties. Core partners will work together to streamline efforts with business and industry. Monthly business/industry visits from core partners will help staff to develop a good understanding of business needs, culture, and environment. This information is key to helping business meet staffing needs, and ensuring that candidates are a good fit for the organization.

All core partner staff should have a good understanding of the Work Opportunity Tax Credit program and the Federal Bonding Program. Training will be provided annually on these programs.

Refer to question C-5. Examples: incumbent worker programs, OJTs, customized training programs, sector strategies, career pathways, business services strategies (including integrated business services teams)

Describe how the regional board coordinates and promotes entrepreneurial skills training and micro-enterprise services:

The Region 9 Regional Workforce Development Board promotes the use of the local Small Business

Development Center and other resources to ensure that individuals who plan to open a business have the resources and tools needed to give them the best opportunity for success. The Small Business Development Center offers an Entrepreneur Boot Camp that has been offered through IowaWORKS to targeting groups that planned to start their own businesses.

A program for self-employment has been developed under an agreement between Iowa Vocational Rehabilitation Services (IVRS) and Iowa Department for the Blind (IDB). It is available to active candidates of IVRS or IDB who are able to become self-sufficient establishing, expanding or acquiring a small business.

Self-Employment is a vocational option that must be agreed upon by the individual and IVRS/IDB, and is available only to for-profit businesses intended for operation within the State of Iowa. The intent of self-employment services is to support an employment outcome that will significantly contribute to a candidate's financial self-sufficiency. The program is one that is designed to encourage and assist individuals to become entrepreneurs where the team works to enhance the entrepreneurial skills and knowledge of the candidate.

Refer to question C-6.

The Region 9 Board supports the use of a variety of training options to meet customer needs, including apprenticeships. The Board is committed to staying informed about apprenticeships through input from board members and our regional DOL apprenticeship coordinator. The Region 9 Board has very strong representative from labor, and values their input in training decision making.

The board encourages the development of registered apprenticeship opportunities for area business and industry.

The use of Title I funds for apprenticeship training is encouraged by the board when appropriate. Funds can assist with training costs, OJT, support services. Title I staff are available to assist individuals who express an interest in apprenticeship in working through the initial steps of getting into programs, provide information about skills development opportunities that might make them more successful in being accepted into apprenticeship positions, and provide employment skills classes to ensure that applicants are geared with the skills needed to be successful.

Describe how the regional board enhances the use of Registered Apprenticeships to support the regional economy:

Region 9 is working to develop a pre-apprenticeship program to help individuals prepare for successful transitions into DOL registered apprenticeships. This program will address the typical barriers that prevent individuals from entering and succeeding in apprenticeship programs including math deficiencies, awareness of program requirements, soft skills, and interview skills.

Apprenticeship program requirements will be

reviewed by Iowa Department for the Blind and Vocational Rehabilitation Services counselors as needed to ensure that individuals who have disabilities are able to participate with the use of accommodations when possible.

Refer to question C-7. Include how Registered Apprenticeships will support an individuals career advancement.

When WARN notices are issued to indicate a company closing or significant down-sizing, the Region 9 Board directs staff to respond by calling together a Rapid Response Team. Region 9 has Rapid Response Teams designated for each county. One Stop staff works closely with the company to determine the best way to serve the individuals being displaced and the company. Typically, the Title I Director will activate the appropriate team, and schedule an employee meeting. Each member of the Rapid Response Team provides information about services and resources available to those being dislocated. Following the Rapid Response employee meetings, additional services may be offered in order to meet the needs of the individuals being served. If additional funds are needed to provide more intensive services, the Title I Director will submit an application for state or federal emergency funds.

Provide a description of how the regional board coordinates workforce activities carried out in the Local Area with statewide rapid response activities:

Refer to question C-8.

Education and Training Focus

Region 9 will continue to work closely with area education and training providers. Through county and regional committee involvement, and marketing and outreach efforts by all core partners, the region will share information about WIOA, and the benefits available to job seekers and employers.

After many years of providing training services in Region 9, staff have developed very strong relationships with local education and training providers. These relationships better enable staff to coordinate services, and also help them stay up to date as any programmatic changes occur.

Describe how the regional board will engage local education and training providers, including community colleges and area career and technical education schools as partners in the workforce development system to create a job-driven education and training system:

Region 9 staff actively engage in conversations with training providers regarding outcomes and employment outlooks. Regional managers often engage in college advisory groups to provide and gather information relevant to training programs.

All core partners connect with the PACE career navigators at Eastern Iowa Community Colleges in order to help meet customer needs, and ensure the best possible outcomes. Partners also coordinate services with GAP staff at the college in order to appropriately utilize training funds. A common application for GAP, PACE, WIOA, and TAACCT grants enhances the ability of these partners to provide wrap around services and easily refer customers as needed.

Describe how the regions strategies will enable the board and core partners to leverage other federal, state and local investments that have enhanced access to workforce development programs at the institutions listed above:

A streamlined system of workforce development, where duplication is eliminated, and resources are

utilized to their fullest capacity will have the attention of federal, state, and local investors. Iowa's foresight in integration makes the transition to WIOA much easier than it will be in states that have not integrated.

Describe how the regions strategies will improve access to activities leading to recognized post-secondary credentials including Registered Apprenticeship certificates:

Region 9 will focus on addressing the needs in our local communities. By helping identify high demand careers, and helping customers understand all of the related career pathway options, core partners will be able to ensure a responsive system, and customer service that results in employment at all levels. Center training will focus on development of basic workplace skills and knowledge. Ensuring that customers are computer literate with Computer Basics classes and MicroSoft Office workshops will prepare them for the workplace and the college setting. Providing pre-apprenticeship training will help up-skill job seekers who likely would not be able to pass tests to enter apprenticeship programs. Through these services, and the provision of intensive and training support as indicated, the center will continue to be a resource to employers and training facilities.

Region 9's integrated business service teams will facilitate employer roundtable events, focus efforts on specific industry career paths, engage community economic development partners and develop strategies to teach all core partner staff about Registered Apprenticeship, what it is, what it takes to be involved and what preparation services can be offered to customers in advance of starting down this path. Region 9 core teams will also work more closely with our local DOL Apprenticeship representative for co-employer visits, round-table discussions and outreach to the business community.

Include a description of credentials that are industry recognized certificates and licenses that are portable and stackable.

Economic Development Focus

Region 9 benefits from a strong relationship with economic development partners from each of its counties. This relationship helps ensure that workforce activities are in alignment with local workforce needs, and anticipated needs.

Economic development partners have always been invited to present to the Region 9 board. In 2015, that relationship became stronger as economic development staff from each region become ex-officio members of the board. As the board transitions to the new WIOA structure, the economic development partners will become board members.

Describe how the activities identified will be coordinated with economic development entities, strategies, and activities in the region:

Relationships with the local chambers also enhance our ability to address timely workforce needs. Local chambers provide additional labor market and labor shed information that is helpful in long-range planning, and guiding job seekers to high demand occupations that will offer them stability. The Clinton and Muscatine chambers are also active partners in local ECI groups. Through Chamber connections, these groups are able to thrive and provide excellent access to information needed for the design and implementation of programs and services.

Regional Workforce Development Board Functions

The Region 9 Regional Workforce Development Board is currently in transition to comply with the new WIOA structure. Since July 1, 2015, the board has added additional required partners in an ex-officio capacity. These members include Vocational Rehabilitation, Adult Basic Education, Economic Development partners from Clinton, Jackson, Muscatine, and Scott Counties. During the spring/summer of 2016, the board intends to transition over to the new structure.

The Region 9 Workforce Development System includes:

- 1. Wagner Peyser**
- 2. Title I Training Programs (Adult, Youth, and Dislocated Worker)**
- 3. Vocational Rehabilitation**
- 4. Adult Basic Education**

Describe the regional board's operational structure and decision making process under WIOA to ensure such functions are carried out:

The Region 9 Workforce Development Board will fully support the development and coordination of services provided through these entities. The Board initiated the development of a Core Partner Management Team to spear-head the alignment of services. This Team will continue to meet regularly to address any new opportunities for alignment, and identify any challenges. The Team will report to the Region 9 Workforce Development Board at each regularly scheduled meeting.

Currently, the board maintains a youth committee. This committee will continue to operate with the focus and goals outlined in this plan. Two board members currently

participate in this committee, and report back to the board regarding activities.

In addition, the board will add a disability committee that will be coordinated by the region's Vocational Rehabilitation Services Manager. The committee will include representation from all core and one stop partners. This committee will also include board representatives, who will be responsible for guiding the activities of the committee based on board input, and sharing committee progress with the full board.

In December of 2015, the Region 9 Regional Workforce Development Board received board training from Mary Ann Lawrence. The board is committed to continued learning related to WIOA legislation. In addition, the WIOA core partners continue to educate the board about WIOA legislation. New board members will receive an orientation, and information regarding the workforce system and their role in the region.

Although the Region 9 board was grandfathered in from WIA, steps are being taken systematically to transition the board to the new WIOA format. At the time of this plan, the board has added Adult Basic Education, Vocational Rehabilitation, and economic development representatives as ex-officio members.

Regional Workforce Development Board members serve on one stop committees, and provide guidance and feedback to the board on activities, processes, and procedures.

The Region 9 Chief Elected Officials and Regional Workforce Investment Board are responsible for oversight of the system, including the region's performance and activities. Oversight includes:

Selection of WIA providers

Quarterly reviews of performance provided by Iowa Workforce Development

Review of an annual report of services and impact

Results of an independent audit of WIA Adult, Youth, and Dislocated Worker programs

Review of budgets at every other RWIB/CEO meeting for the Adult, Youth, Dislocated Worker, and any other active grant funds in the region

Bi-monthly staff reports from WIA and IWD staff

Region 9 conducts quarterly internal monitoring of programs and fiscal files. Any issues identified are immediately addressed. State staff monitor programs and fiscal files twice each year to ensure that all costs are allowable, programs are acting in accordance with the legislative intent, and participants are receiving quality services.

The Region 9 Regional Workforce Development Board will over-see the One Stop System in the local area. Customer service in the one stop and all region 9 WIOA core partner locations is a primary focus for the region. Therefore, the board will receive reports regarding any customer service issues at its regular meetings. In addition, the region provides comment cards for customers in order to gather feedback

Provide a brief overview of the regional board's oversight and monitoring procedures, include oversight of the One-Stop Center:

regarding the level of service received. These cards will be provided to the board for review at regularly scheduled meetings. The board will also be provided with documentation from One Stop evaluation visits. These visits will include an evaluation based on a rubric developed by Iowa Workforce Development. Most importantly, One Stop evaluation should not be considered an event that occurs on occasion. The same rubric will be used by One Stop and Core Partner staff to self-evaluate the Center's services each month. Responses from staff will be used by the One Stop Team to address any challenges that might be identified.

Refer to questions F-1 and D-6. Include processes for ensuring quality customer service and frequency of such reviews. Only provide a summary of procedures here as you will need to upload your actual Oversight and Monitoring Policies in a separate attachment.

Region 9 will have a standing committee for youth services.

Purpose/Vision: The Region 9 Youth Committee will assist with planning youth programming and events, assist in targeting needs of youth in each county, assist in the collaboration of youth partners in order to better meet the needs of youth, and play a role in the selection of the youth service provider.

The Region 9 Youth Committee will meet quarterly on the 4th Tuesdays of March, June, and September.

Youth Committee Members

Describe how the regional board will provide services to youth and whether a standing committee or Youth Council will be used to assist with planning, operational, and other issues relating to the provision of services to youth:

Amber Matthiesen, Iowa State Extension Services Jackson County

Andrea Feller, IowaWORKS, Clinton and Jackson Counties Youth Services

Catherine Petersen, Eastern Iowa Community Colleges ACCESS Program

Dr. Ida Johnson, United Neighbors

Eugene Rome, Region 9 Regional Workforce Development Board

Jennifer Sweborg, IowaWORKS, Scott County Youth Services

Jim Schnieder, Eastern Iowa Community Colleges TRIO Program

Michelle Wehr, Mississippi Bend Area Education Agency

Robert Snyder, Department of Labor

Apprenticeships

**Sabrina Shoemaker, IowaWORKS, Muscatine
County Youth Program**

William Gore, Department of Corrections

Chad Pratz, Vocational Rehabilitation

Paulette Risdén-Rice, Goodwill

Youth eligibility must comply with selective service registration requirements and Veterans Priority of Service policy for employment and training programs as applicable to youth age 18 and older.

To be eligible to receive WIOA youth services, at the time of eligibility determination an individual must:

- a. Be a citizen or noncitizen authorized to work in the United States;**
- b. Meet Military Selective Service registration requirements (males 18 years and older only);**
and
- c. Be an out-of-school youth (OSY) or an in-school youth (ISY).**

Participant eligibility is first reviewed by the counselor. Once reviewed and documented in I-Works on eligibility screens and in case notes, it is forwarded to the Director or Lead Counselor for review.

Out-Of-School Youth:

- 1. An individual who is not attending any school (as defined under State law);**
- 2. An individual who is not younger than age 16 or older than age 24; and**
- 3. One or more of the following:**
 - a. A school dropout.**
 - b. A youth who is within the age of compulsory**

school attendance, but has not attended

school for at least the most recent complete

school year calendar quarter.

c. A recipient of a secondary school diploma or its recognized equivalent who is a low-

income individual and is basic skills

deficient; or an English language learner.

d. An individual who is subject to the juvenile

or adult justice system.

e. A homeless individual (see homeless individual in Definitions section for complete definition), a homeless child or youth (see homeless child or youth in Definitions section for complete

definition), a runaway, in foster care or

has aged out of the foster care system, a

child who is likely to remain in foster care

until 18 years of age, or in an out-of-home

placement.

f. An individual who is pregnant or parenting.

g. A youth who is an individual with a disability.

h. A low-income individual or an individual

living in a high-poverty area, who requires

additional assistance to enter or complete

an educational program or to secure or hold

employment.

***Low-income requirements apply to the above:
(c) A recipient of a secondary school diploma or its recognized equivalent who is basic skills deficient or an English language learner and (h) an individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.**

For youth who require additional assistance to complete an educational program or to secure and hold employment, additional assistance may be defined to include:

- 1. Migrant Youth**
- 2. Incarcerated Parent**
- 3. Behavior Problems at School**
- 4. Family Illiteracy Problems**
- 5. Domestic Violence**
- 6. Substance Abuse**
- 7. Chronic Health Conditions**
- 8. One or more grade levels below appropriate for age**
- 9. Cultural-cultural influences that maybe a hindrance to employment**
- 10. Native American**
- 11. Refugee**
- 12. Locally defined additional assistance**

Under WIOA, local areas may define additional criterion for a youth who "requires additional assistance to complete an educational program or to secure and hold employment" however under WIOA local areas may no longer define local barriers.

Region 9 will include in the definition of youth requiring additional assistance, youth who have been raised in an environment where parents either did not complete high school and/or have not worked for a substantial period of time. This

can include families that have been dependent on public assistance for a significant period of time.

In-School Youth:

- 1. An individual who is attending school, including secondary and post-secondary school (as defined by State law);**
- 2. An individual who is not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21;**
- 3. A low-income individual or an individual living in a high poverty area; and**
- 4. One or more of the following:**
 - a. Basic skills deficient.**
 - b. An English language learner.**
 - c. An offender.**
 - d. A homeless individual (see homeless**

individual in Definitions section for

complete definition), a homeless child or youth (see homeless child or youth in Definitions section for complete

definition), a runaway, in foster care or

has aged out of the foster care system, a

child who is likely to remain in foster care

until 18 years of age, or in an out-of-home

placement.

e. Pregnant or parenting.

f. A youth who is an individual with a disability.

g. An individual who requires additional

assistance to complete an educational

program or to secure or hold employment.

***Not more than 5% of total in-school youth enrolled in the youth program can be enrolled under this component. Calculation is based on all in-school youth served within the given program year.**

For youth who require additional assistance to complete an educational program or to secure and hold employment, additional assistance may be defined to include:

- 1. Migrant Youth**
- 2. Incarcerated Parent**
- 3. Behavior Problems at School**
- 4. Family Illiteracy Problems**
- 5. Domestic Violence**
- 6. Substance Abuse**
- 7. Chronic Health Conditions**
- 8. One or more grade levels below appropriate for age**
- 9. Cultural-cultural influences that maybe a hindrance to employment**
- 10. Native American**
- 11. Refugee**
- 12. Locally defined additional assistance**

Under WIOA, local areas may define additional criterion for a youth who requires additional assistance to complete an educational program or to secure and hold employment" however under WIOA local areas may no longer define local barriers.

Region 9 will include in the definition of youth requiring additional assistance, youth who have been raised in an environment where parents either did not complete high school and/or have not worked for a substantial period of time. This

can include families that have been dependent on public assistance for a significant period of time.

NOTE: Homeschooled youth are considered in-school youth.

***All in-school applicants must be low-income, except those that fall under the following low income exception:**

Low-income exception: *Not more than 5% of total in-school youth enrolled in the youth program can be enrolled under this component. Calculation is based on all in-school youth served within the given program year.

Counselors will determine eligibility based on the above criteria. All eligibility will be documented in I-Works and in the participant file. After the counselor gathers eligibility documentation, the director will review eligibility and document in case notes. The Region will not enroll youth who do not meet all eligibility criteria. The 5% allowance will not be utilized unless the I-Works system (or its replacement) can reliably track the number of participants being counted in any given year.

A full array of services will be available to youth in Region 9 including guidance and counseling, work-based learning, short and long term training, job placement assistance, and follow-up.

Representation will be sought from a parent and youth actively engaged in programming. This will enable the region to benefit from on-going feedback.

It is essential that the Region 9 Workforce Development Board be representative of the Region. Members are the best source of information, connections with business and industry, and knowledge base about each county. Members of the Region 9 Workforce Development Board are an essential part of each county's Workforce Team. They attend Team meetings and help guide the services and direction of the Team. In addition, Board members help share information regarding One Stop and County-based services, and ensure that the County Team is making full access of the public relations vehicles in each area.

Region 9 is developing County Workforce Teams to serve Clinton, Jackson, and Muscatine Counties. These core agency teams meet monthly to discuss employment issues specific to the county and to formulate ways to address them. County teams include representation from all core partners including Wagner Peyser, Title I, Vocational Rehabilitation, Iowa Department for the Blind, and Adult Education. Team members will be identified through widow logos that symbolize the connection among core partners, and promote the idea that all partners are accessible from a variety of locations throughout the county.

Input from Vocational Rehabilitation and Department for the Blind will further help the region develop technology to provide better access for individuals with disabilities in the one stop and in county office locations.

Examples of the type of technology that can be used for remote our outlying communities would be the ability to use VM Ware on laptops, allowing staff with a wireless connection in a

Describe how the regional board facilitates access to services provided through the One-Stop Center:

community, to access the tools, programs and accounts, that they would normally have at the center. The use of the centers Google Chrome Box allows for one on one or group live meetings via Google Hangouts, allowing us the ability to connect with a person on their smart phone to talk, see and engage with services. Region 9 also has the virtual access link to information and services bookmarked at almost all local libraries and many community partner and non-profit locations in the region.

Refer to question D-8. Include how services are provided to remote areas, how technology is used and describe any other methods used to ensure full access to the entire service area and populations.

Region 9 will comply with all provisions of the American's with Disabilities Act of 1990 in order to ensure accessibility of all programs and services.

As a government facility, the One Stop and all locations housing WIOA staff are physically accessible.

Programmatic accommodations are provided on an as-needed basis. The One Stop will be regularly trained by its Core Partner, Vocational Rehabilitation, on the availability and use of accommodations.

All one stop staff will receive on-going disability awareness training from Vocational Rehabilitation and Iowa Department for the Blind.

Describe how the regional board will work with core partners to ensure compliance with provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities:

Staff will actively engage with Vocational Rehabilitation and Iowa Department for the Blind as they work with customers. Individuals who are actively engaged with these core partners will be encouraged to sign releases so that all providers can work together for the customer's benefit.

Region 9 prohibits discrimination against individuals on the basis of age, disability, sex, race, color, or national origin. The system promotes accessibility for all customers of the center and program services. The Center is fully compliant with accessibility requirements. EEO processes are reviewed quarterly by local management, staff, and EEO state staff. Adjustments are made as needed to ensure compliance.

All core partners will play an equal role in developing awareness, policies and

procedures, looking at accessibility, programs and services, materials and technology as it relates to serving individuals with disabilities.

Refer to questions' D-13 and F-3. Be sure to include information on how the center will ensure that lowans are not discriminated against on the basis of age, sexual orientation, gender, disability, sex, race, color, national origin or religion.

Regional Workforce Development Board Policies

The Region 9 Regional Workforce Development Board will oversee all workforce programming in the region. The board will be apprised of activities, programs, and services at regular meetings. The will also receive regular e-mail blasts outlining upcoming programs and workshops.

In order to ensure that workforce activities are responsive to local needs, board members will be informed about sector activities and projects. Economic development representatives from each county in the region will be a part of the board and share information about changes and trends that should impact the type and scope of services provided.

The Region 9 Regional Workforce Development Board will take an active role in ensuring that training providers are carefully screened. This process is key to providing job seekers with quality options for training that can be reasonably expected to result in positive employment outcomes. As the state transitions to a system where training providers must document program completion and employment outcomes, the Regional Workforce Development Board can assist by proving information to new and existing providers, and making training providers aware of the new procedures.

At times, the board may become key to helping determine whether or not a type of training will be beneficial based on local needs and requirements. Although a program may be approved for the state, there are times when a specific portion of the region doesn't follow the trends in hiring.

Describe how the regional board will ensure the continuous improvement of eligible training providers and ensure that such providers meet the employment needs of local employers, workers, and job seekers:

Refer to question F-2.

Attach the regional board's process to meet priority of service requirements:

Refer to question F-9.

**1462828665231_Priority of Service
Policy.docx**

Region 9 defines self-sufficiency as individual or family earnings based on current wages at or above 100% of LLSIL, or a documented reduced need for public assistance.

The Workforce Innovation and Opportunity Act requires that if funds allocated to local areas for adult employment and training activities are limited, priority of service will be provided to recipients of public assistance and other low-income individuals for intensive and training activities

Veterans and eligible spouses continue to receive priority of service for all DOL funded programs amongst all applicants. These requirements were not affected by the passage of WIOA and ust still be applied in accordance with guidance previously issued by DOL. Therefore, for WIOA Title I Adult services, the program?s eligibility and priority considerations must be made first, and then veteran?s preference applied.

**Provide the regional boards definition of self-sufficiency.
Describe the process used to define self-sufficiency:**

Priority categories will be as follows:

- 1. Recipients of public assistance**
- 2. Other low-income individuals**
- 3. Individuals who are basic skills deficient**
- 4. Individuals (non-covered persons) who do**

not meet the above priorities may be

enrolled on a case-by-case basis with

documented managerial approval

Refer to question F-10.

Attach the regional board's Individual Training Account Policy: **1462828665162_ITATable (2).xlsx**

Attach the regional board's policy(ies) on supportive services for core partners: **1462828665200_Support Services Policy.docx**

Refer to question F-5.

Regional Workforce Development Board Fiscal Policies

A. Purchases:

Eastern Iowa Community Colleges adopted the Office of Management and Budget circulars as the procedures to use for purchasing items with WIOA funds. In addition, the grantee will also be expected to follow all state guidelines and directions for the purchase of such items as computers and related peripherals.

The Regional RWDB is given the budgets provided by the state on a yearly basis. They in turn pass these budgets amounts onto the Title I WIOA Director to allow for the development of a localized budget. Input is sought from the RWDB in this budget when it is felt that something is outside the ordinary operating and program guidelines

Describe the regional board's process for awarding service provider contracts for activities carried out under WIOA Title I:

B. Contracts for training and program services and sub grantees:

A Request for Proposal and/or Qualifications will be used in those circumstances where it has been determined that an outside provider is required to provide a program services to clients. An example of this would be a specialized youth program geared to a targeted group. However, before this would proceed, it would first have to be determined that such a program was needed and supported by the RWDB. If this determination is made, then the service provider would prepare either a RFP or a RFQ depending on conditions set at the time by the RWDB. These documents would then be mailed out to potential proposers and then proposals would be collected by the service provider. The final proposals would then be

presented to the RWDB, at a regularly scheduled meeting, for their recommendation. The proposals will be weighed against established criteria and the RWDB will then select the winning proposal based upon this scoring.

C: Contracts for on-the-job training services provided by an employer, or customized training:

The RWDB will authorize the service provider to enter into such contracts as a need is determined by the participant eligibility and enrollment process.

D: Contracts for training services in the region where the RWDB determines there are an insufficient number of training providers to accomplish the purpose of ITAs:

The RWDB has never made such a determination and thus reserves this section until such time that such action occurs.

E: Contracts for training services provided by community-based organizations, faith-based organizations or other private organizations for special population groups that face multiple barriers to employment:

Should this situation change, the same process will be followed as under section B. Contracts for training and program services and sub grantees will apply.

F: General Provisions:

For all contracts: any contract that is over \$10,000 in obligations, the RWDB will be informed and approval will be sought.

In all circumstances, the provider will adopt and adhere to OMB circulars and follow GAAP for governmental entities.

Sole source or non-competitive procurement may be used only when competitive procurement processes are not feasible or they may have a negative impact upon the program. In those limited situations, procurement may be conducted on a negotiated rather than a competitive basis.

All steps of the procurement process will be documented in accordance with 29 CFR Part 95 or 29 CFR Part 97.

The competitive process to award sub-grants and contracts in the local area for activities under WIOA Title I will include the following steps:

- 1. Select board members for RFP committee. All RFP committee members should be private sector representatives with no potential conflict of interest with potential bidders.**
- 2. Review the state-provided template.**
- 3. Discuss options provided in the template.**
- 4. Write a draft request for proposal.**
- 5. Have a committee review the draft.**

- 6. Maintain a bidder's list.**
- 7. Release request for proposal with a deadline for submission (typically 30-45 days).**
- 8. Provide a two-week period of potential proposers to submit questions.**
- 9. Answer questions and provide information on how to access answers to bidder's list.**
- 10. Review proposals, evaluate, and score.**
- 11. Meet to discuss results.**
- 12. Identify and justify recommended selection.**
- 13. Notify successful bidder.**
- 14. Negotiate contract.**
- 15. Notify failed bids.**

Refer to question C-12. Include the notice of availability, where and for how long notice is published, the evaluation methodology for selection and what specific considerations were used for making awards. Include process for contract review.

Region 9 works extensively with its core partners, Adult Basic Education and Vocational Rehabilitation, in order to meet the 75% out of school youth expenditure requirement. PACE navigators work with students in Eastern Iowa Community College's Adult Basic Education program to help address any barriers, and support students to the completion of their high school equivalency. The navigators work closely with front line youth staff to identify students who have a need for support services while pursuing their high school equivalency. They also work to transition any students planning to go into short term training or college programs following the completion of their high school equivalency program.

Provide the regional board's plan to meet the required 75% minimum youth expenditures for out-of-school youth, as well as the plan to meet the required 20% minimum for work experience:

Eastern Iowa Youth@Work also partners with Vocational Rehabilitation to identify youth in need of assistance. Youth with disabilities who plan to pursue training beyond high school are co-enrolled, and benefit from a support team that includes counselors from Vocational Rehabilitation and Eastern Iowa Youth@Work.

Although the main focus of the youth program is out of school youth, it is important for teachers, counselors, and administrators in area schools to be aware of the benefits of the program so they are able to refer students upon graduation. Youth staff works to build relationships with school staff and students so they are able to determine when assistance is needed.

The High School to High Skills summer program is also used to recruit youth into Eastern Iowa Youth@Work. While some existing youth participants choose to participate, this program offers youth insight into various career opportunities, and gives

them a chance to get to know youth staff in the context of learning workplace skills, visiting area businesses, and learning about career options.

Youth with barriers often need a variety of services in order to become self-sufficient, skilled, employable adults. As a first line in addressing the requirement for spending 20% of funds on work experience, Eastern Iowa Youth@Work will actively seek work experience activities for enrolled youth as a priority. Most of Region 9's high schools no longer provide work experience for students with disabilities, and as a result many leave high school with no exposure to the world of work. These students will be target for work experience services. Whenever appropriate, Eastern Iowa Youth@Work will partner with Vocational Rehabilitation for any needed job coaching for work experience students. In addition, many youth in high school equivalency have very limited work experience. This group is also a target population for work experience services.

Refer to question E-6.

The Region 9 Chief Elected Officials and Regional Workforce Investment Board are responsible for oversight of the system, including the region's performance and activities. Oversight includes:

Selection of WIA providers

Quarterly reviews of performance

provided by Iowa Workforce

Development

Review of an annual report of

services and impact

Results of an independent audit of

WIA Adult, Youth, and Dislocated

Worker programs

**Review of budgets at every other
RWIB/CEO meeting for the Adult,**

Youth, Dislocated Worker, and any

other active grant funds in the

region

Bi-monthly staff reports from core

partner management staff

Region 9 conducts quarterly internal monitoring of programs and fiscal files. Any issues identified are immediately addressed. State staff monitor programs and fiscal files twice each year to ensure that all costs are allowable,

Provide a brief overview of the regional board's fiscal oversight and monitoring procedures:

programs are acting in accordance with the legislative intent, and participants are receiving quality services.

Refer to question F-1.

Additional Documentation

| | |
|--|--|
| Attach a spreadsheet of all Board Members: | 1462830835134_Board Members and process for appointment.docx |
| Attach a copy of the current Regional by-laws: | 1462830835024_Workforce System Bylaws.docx |
| Attach a copy of the current Priority of Services policy: | 1462830835081_Priority of Service Policy.docx |
| Attach a copy of the current Oversight and Monitoring policy: | 1462830835005_Monitoring and Oversight.docx |
| Attach a copy of the current Supportive Services policy: | 1462830835232_Support Services Policy.docx |
| Attach a copy of the current EEO Grievance procedure: | 1462830835063_Complaint Policy and Procedures.docx |
| Attach a signed copy of the Certificate Regarding Debarment: | 1463086643009_Region 9 Debarment Form.pdf |
| Attach a spreadsheet of all public and State partner comments with the Board's response: | 1463010951816_WIOA Public Comments Response Document.docx |
| Attach a signed copy of the Signatory Page: | 1463083150084_signature page.tif |

Regional Workforce Development Board General Assurances

| | |
|--|--|
| The Board and CEO agree to the General Assurances: | Yes |
| Title: | Regional Workforce Development Board Chair |
| Name: | Diana Gradert |
| Date: | 05/13/2016 |

Local Board Member - Point of Contact

Point of Contact Name:

Diana Gradert

Title:

**Chief Executive Officer - Wilton
Communications**

Provide current business title.

Phone:*

563-571-4004

extension:

Point of Contact Email:

diana@wtccommunications.com

Review Committee Selection

Describe the process that the Local Workforce Development Board will follow in selecting knowledgeable reviewers to conduct an alignment review of adult basic education and English language acquisition services with one-stop center activities and services as described in the local plan:

The committee point of contact is the RWDB business chair. Additional committee representatives will be the RWDB vice chair, the CEO chair, and two at large board representatives. Each of the committee members has significant history with the board, serves in an executive decision-making/hiring capacity within their organization, and has knowledge and understanding of the educational needs of the region. The committee is diverse in gender, political affiliation, geographic representation, and representation of labor, business and government.

Does the process represent a fair and equitable method of including reviewers that are representative of the local area? Does the process include board members or community members? Is there an application process to be a reviewer?

Conflict of Interest

Describe the process that the Local Workforce Development Board will follow in screening reviewers for conflict of interest:

Members of the review committee are vetted to ensure that there are no direct affiliations, personal or familial, with current or eligible Title II providers. No members of the committee or his/her immediate family have received financial compensation from the Title II program. In the event that a conflict of interest is identified or is created, the member shall be removed from the review committee and replaced by a properly vetted representative.

All review committee members shall review and sign a written statement that confirms that no conflict of interest is present. Further, the statement shall include a process for resignation from the committee should a future conflict be identified or created.

Describe in detail the process to disclose, manage, reduce or eliminate conflict of interest from reviewers of the Title II applications for the local area. Does the reviewer or a member of his/her immediate family serve as a director, trustee, officer or other key employee for the current or eligible providers for Title II funds?

Region 9 Debarment Form

Certification Regarding Debarment, Suspension, and Other Responsibility Matters Primary Covered Transactions

1. The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals:
 - a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency;
 - b) Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission n of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - d) Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.
2. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

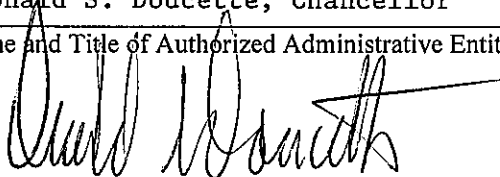
Certification Regarding Debarment, Suspension, and Other Responsibility Matters Instructions for Certification – Primary Covered Transactions

1. By signing and submitting the certification signature page with this proposal, the prospective primary participant is providing the certification set out below.
2. The inability of a person to provide the certification required below will not necessarily result in denial of participation in this covered transaction. The prospective participant shall submit an explanation of why it cannot provide the certification set out below. The certification or explanation will be considered in connection with the department or agency's determination whether to enter into this transaction. However, failure of the prospective participant to furnish a certification or an explanation shall disqualify such person from participation in this transaction.
3. The certification in this clause is a material representation of fact upon which reliance was placed when the department or agency determined to enter into this transaction. If it is later determined that the prospective primary participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency may terminate this transaction for cause or default.
4. The prospective primary participant shall provide immediate written notice to the department or agency to which this proposal is submitted if at any time the prospective primary participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
5. The terms covered transaction, debarred, suspended, ineligible, lower tier covered transaction, participants, person, primary covered transaction, principal, proposal, and voluntarily excluded, as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549. You may contact the department or agency to which this proposal is being submitted for assistance in obtaining a copy of those regulations.

6. The prospective primary participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is proposed for debarment under 48 CFR Part 9, Subpart 9.4, debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction.
7. The prospective primary participant further agrees by submitting this proposal that it will include the clause title "A Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transaction", provided by the department or agency entering into this covered transaction, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
8. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not proposed for debarment under 48CFR Part 9, Subpart 9.4, debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it know that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the List of Parties Excluded from Federal Procurement and Non-Procurement programs.
9. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
10. Except for transactions authorized under paragraph 6 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is proposed for debarment under 48 CFR Part 9 Subpart 9.4, suspended, debarred, ineligible or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency may terminate this transaction for cause or default.

Donald S. Doucette, Chancellor

Printed Name and Title of Authorized Administrative Entity Signatory Official



5/12/16

Signature

Date