



Application

141588 - WIOA Local Service Plan

163893 - Final Applicatn

Workforce Innovation and Opportunity Act

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Primary Contact

AnA User Id CARLA.ANDORF1@IOWAID

First Name* Carla Ann Andorf
First Name Middle Name Last Name

Title:

Email: carla.andorf@iwd.iowa.gov

Address: 4444 1st Ave NE

City* Cedar Rapids Iowa 52402
City State/Province Postal Code/Zip

Phone:* 319-560-6284
Phone Ext.

Program Area of Interest Workforce Innovation and Opportunity Act

Fax:

Agency

Organization Information

Organization Name: Kirkwood Community College

Organization Type: Community College

DUNS: 87-804-7943

Organization Website: www.kirkwood.edu
Address: 6301 Kirkwood Blvd. SW
Cedar Rapids Iowa 52404
City State/Province Postal Code/Zip
Phone: 319-398-5504
Ext.
Fax: 319-398-7106
Benefactor
Vendor Number

Board Details

Board Chair Name: Linda Langston
Title: County Supervisor
Provide current business title.
Business Name: Linn County
Provide current business organization name.
Business address: 935 2nd St SW, Cedar Rapids, IA
Provide current business address.
Business phone:* 319-892-5000
extension:
Board Chair business email: linda.langston@linncounty.org
Identify counties served by Region: Benton County, Cedar County, Iowa County, Johnson County, Jones County, Linn County, Washington 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: Bob Yoder
Provide current Local Area's Chief Elected Official Chair.
Elected Title: County Supervisor
Provide current title.
Local Government Affiliation: Washington County
Provide local area's chief elected chair current government affiliation.
Address: PO Box 889; Washington, IA 52353

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

Phone:*

319-653-7711

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

Email:

byoder@co.washington.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: Carla Andorf
Organization Name: Kirkwood Community College
Address: 6301 Kirkwood Blvd; Cedar Rapids, IA 52404
Phone:* 319-365-9474 31107
extension:
Email: carla.andorf@iwd.iowa.gov

WIOA (Title I) Director - Youth Services: Carla Andorf
Organization Name: Kirkwood Community College
Phone:* 319-365-9474 31107
extension:
Email: carla.andorf@iwd.iowa.gov

Wagner-Peyser Manager: Carlos Vega
Address: 4444 1st Ave NE; Cedar Rapids, IA 52404
Phone:* 319-365-9474 31104
extension:
Email: carlos.vega@iwd.iowa.gov

Rehabilitation Services

Vocational Rehabilitation Supervisor: Holly Mateer
Address: 4444 1st Ave NE; Cedar Rapids, IA 52404
Phone:* 319-294-9308
extension:
Email: holly.mateer@iowa.gov

Department for the Blind Supervisor: Keri Osterhaus
Address: 524 4th St, Des Moines, IA
Phone:* 515-281-1281
extension:
Email: Keri.Osterhaus@blind.state.ia.us

Adult Education and Literacy

Adult Education and Literacy Services Coordinator: Marcel Kielkucki
Title: Director
Organization: Kirkwood Community College

Address: 6301 Kirkwood Blvd; Cedar Rapids, IA 52404
Phone:* 319-784-1513
extension:
Email: marcel.kielkucki@kirkwood.edu

One-Stop System

One-Stop System Center Name: IowaWORKS
Street Address: 4444 1st Ave NE
City: Cedar Rapids
Zip Code: 52402
Phone: 319-365-9474
Fax: 319-351-4433
Office Hours: 8:30 AM-4:30 PM M-F; except W 9:00 AM open
One-Stop Center Operator
One-Stop Center Operator Name: Kirkwood Community College and IWD
One-Stop Center Operator Title: Director/Manager
One-Stop Center Operator Organization: Kirkwood Community College and IWD
Attach a spreadsheet of all one-stop service locations: Attachment1CSP-OneStopLocations.xlsx

Fiscal Agent

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

Provide contact name as the fiscal agent.

Fiscal Agent Title: Vice President

Fiscal Agent Organization: Kirkwood Community College

Provide the name of the associated organization.

Fiscal Agent DUNS: 878047943

By providing the Data Universal Numbering System (DUNS), the agency is assuring that 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

On February 4, 2016, the RWDB reviewed available regional industry cluster, labor market, and workforce data. The region's Workforce Needs Assessment and the Regional Labor shed Analysis provided up-to-date trends. Both reports are attached to this plan. Key findings for the Creative Corridor include:

? A third of businesses have current or anticipated job vacancies.

? There are 1.7 job openings for each unemployed person.

? Employers report more dissatisfaction with hard skills, compared to soft skills; showing a shift from past survey findings.

? Attraction and retention are key for the region.

? 31% of employers are planning to expand. 67% plan to maintain their current workforce level.

? Sales training needs is a common theme from businesses.

? Wages of \$10.00/hour is the lowest amount unemployed people are willing to accept.

? Over 50% of the jobs require education beyond high school.

? IowaWORKS website is utilized 11% for job searches.

Top careers by numbers:

? Office and administrative support

? Management

? Education and training

? Production

? Healthcare

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

? Sales

? Business finance

? Construction

? Transportation

Specific occupations within our in-demand occupations regionally include Certified Nursing Assistants, Medical Lab Technicians, Nurses, Welders, CNC Operators, customer service/call-center specialists, Class A and B truck drivers, and food service workers.

Data was compiled by Iowa Workforce Development in its 2015 regional labor shed analysis, as well as the Regional Workforce Needs Assessment. For the Regional Workforce Needs Assessment, IWD staff contacted local businesses and industries, starting in July of 2014. Of the 5,741 business contacted, 1,305 returned completed surveys. For the Regional labor shed analysis, IWD analyzed 2,024 surveys compiled from aggregate data from labor shed studies covering Region 10.

Benefit planning is available to individuals with a disability as a core services through Iowa Vocational Rehabilitation Services and the Ticket to Work Program offered at IowaWORKS. These programs address the economic needs of one-stop customers with disabilities who are accessing services and entering employment.

Refer to question B-3.

Emerging industries in Region 10 are represented by the five sector boards:

? Financial Services, Banking and Customer Services

? Health Care

? Advanced Manufacturing

? Transportation and Logistics

? Information Technology

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

Additional areas of expansion include:

? Sales

? Food Preparation and serving

Employment within these sectors are on the rise in Region 10. Many industries in Region 10 are also being impacted by retirements in the next 10 years, creating a strong demand for newly trained workers.

Refer to question B-3.

Knowledge and Skills Needed

Employers in Region 10 reported occupational skills as the primary need within the workforce. Almost 40% of employers list occupational skills as lacking. Thirty percent report soft skills as lacking, while 20% report basic skills as lacking. There appears to be a shift back to a need for occupational skills, compared to past assessments where soft skills were the largest identified need. In addition, Manufacturing is especially impacted by retirements.

The region experiences a very low unemployment rate. Sixty percent of those seeking services at the IowaWORKS office report only having a high school diploma or less. Unemployment rates for targeted, at-risk populations are much higher than the overall regional unemployment rate of 3.1% (2015). Youth experience unemployment rates up to 13 points higher than the general population.

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

Those living in poverty experience the highest rates of unemployment. Individuals with disabilities have rates typically above 10%. More detailed information on unemployment rates for these targeted populations is included in the next section and is attached. The workforce analysis section contains additional information on the targeted populations.

Region 10 is focusing on targeting two sectors:
Advanced Manufacturing

Insurance Services, Banking and Customer Services

The region has six sector boards. Through a strategic planning process with the Regional Workforce Development Board and upon reviewing local workforce data (see attachment called Creating Corridor Workforce Needs Assessment). The board decided to target the above two sectors based upon workforce need, local wages that lead to self-sufficiency, and clear training and

occupational pathways developed by these sector boards. These pathways help all customers, especially targeted populations who may experience additional barriers, to enter into career pathways, earn stackable credentials, and incrementally move up in pay.

The following are skills and trainings that align with the occupational pathways within these industries. In-Demand Manufacturing occupational knowledge, credentials and licensures include:

CNC Skills and Certifications

CNC NIMS Credentials

Welding Skills and Certifications

AWS Credentials

OSHA 10 Safety

Forklift Operation

Basic tool knowledge

Measurements

Basic Manufacturing Terminology

In-Demand Insurance Services, Banking and Customer Services occupational knowledge, credentials and licensures include:

Customer Service Skills

Intermediate to Advanced Computer Skills

Basic Reading and Writing Skills

Critical Thinking

Basic Banking and Insurance terminology

Basic Computer networking and Support knowledge

Industries requiring customer service skills vary widely on the type of service they provide, meaning the workforce needs to be prepared with solid computer skills, customer service skills and the ability to read, write and think critically. They will be taught industry specifics upon hire.

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:

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

Workforce Analysis

Employment and Unemployment

The Cedar Rapids one-stop served 10,832 individuals in calendar year 2015. Of the Region 10 customers seeking services:

10.5% report a disability

10.2% are age 23 or below

14.4% are age 55 and above

10.9% need their high school equivalency diploma

52.5% only have a high school diploma or equivalency

5.5% are veterans

Sixty three percent of customers only have the training required to complete low-skill jobs.

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

Unemployment rates have dramatically reduced since the recession of 2008. Current rates for the region are almost below 3.0 with several counties registering rates below 3.0.

Region 10 Unemployment Rates

2008 - 3.8

2009 - 5.6

2010 - 5.4

2011 - 5.1

2012 - 4.6

2013 - 4.4

2014 - 4.1

2015 - 3.1

With low unemployment, and a large workforce shortage approaching, it is important for the workforce system to respond by training low-skilled customers and identify the most at-risk citizens, helping them up skill to address the workforce shortage issue.

At-risk citizens include anyone with a barrier to accessing employment including English Language Learners, veterans, ex-offenders, TANF recipients, individuals with disabilities, youth, and older workers. There are approximately sixty customers enrolled in the older worker program in partnership with the Heritage Agency on Aging which assists in leveraging capacity and gives workers over age 55 access to an older worker employment specialist. Vocational Rehabilitation provides 50% of the salary for this position. For veterans, IVRS has a memorandum of understanding with the veterans administration hospital and Vocational Rehabilitation and Employment chapter 31 This partnership allows for a veteran to receive assistance from both state and federal VR entities. In addition, Region 10 employs two Disabled Veterans Outreach Program (DVOP) advisors to serve eligible veterans and clients of Veterans Administration Vocational Rehabilitation, State Vocational Rehabilitation and other community agencies. The program especially targets veterans who are economically or educationally disadvantaged . The DVOP provides intensive services to meet employment needs of veterans, working in partnership to co-enroll veterans into Vocational Rehabilitation services.

US Census Data available from the 2014 American Community Survey (ACS) shows there are 22,650 individuals in Region 10 that lack a high school diploma. 4,208 of these individuals lacking a HS

diploma are between the ages of 18 and 24. Over 70 percent of those lacking a high school diploma reside in Linn and Johnson counties. 2014 ACS data also identifies 30,653 individuals ages 5 and older that speak a language other than English at home. 94 percent of these individuals reside in Washington, Linn and Johnson counties, with nearly 60 percent of the regional total residing in Johnson County. The 2015-2016 data from ACS shows the number of non-English speakers increasing within the region, while those needing a high school diploma decreasing. Approximately 7.2% of Region 10's residents speak a language other than English at home with 2.6% identifying they speak English less than very well. Additionally, NCES data from 2003 also shows that on average, nearly 7 percent of Region 10 residents lack basic prose literacy skills.

According to US Census data of people age 25 and older between 2011 to 2015, 11% have an associate degree, 21% have a bachelor degree and 13% have a graduate degree. Only 45% of Region 10 citizens have an associate degree or higher, while approximately 60% of jobs in Iowa requires post-secondary education.

According to local data from Linn County, IA, in 2015, the prevalence of the six disability types among persons of all ages in IA was:

1.9% reported a Visual Disability

4.1% reported a Hearing Disability

6.2% reported an Ambulatory Disability

4.6% reported a Cognitive Disability

2.3% reported a Self-Care Disability

4.6% reported an Independent Living Disability

The poverty rate of working-age people with disabilities was 26.0 percent statewide and 21% for Region 10.

In 2015, the percentage of working-age people with disabilities in IA:

with only a high school diploma or equivalent was 39.0 percent

with only some college or an associate degree was 35.8 percent

with a bachelor's degree or more was 13.4 percent.

People with disabilities working 45.2

People without disabilities working 84.3

In addition Linn County shared comparisons on educational levels of residents with and without disabilities.

Education -- Ages 21-64 Total % of Ages 21-64 w/ Disability Total % of Ages 21-64 w/o Disability Total % of Ages 21-64 Sample Size

Less Than High School Degree 2,550 18.0% 4,450 4.2% 7,000 5.9% 130

High School Degree (Including GED) 4,620 32.6% 27,250 26.0% 31,870 26.8% 800

Some College or Associate's degree 4,730 33.4% 38,430 36.7% 43,160 36.3% 1,010

Bachelor's Degree or Higher 2,280 16.1% 34,670
33.1% 36,950 31.1% 889

While we may compare similarly to the state as a whole in many areas regarding the educational level of individuals with disabilities, we know within Region 10 individuals with disabilities experience greater barriers to completing education and entering the workforce than the general population. There are also a number of individuals within Region 10 receiving services via the community corrections system. As of December 2016, the 6th Judicial District, which covers most of Region 10, was serving 3,426 residents in probationary programs and 236 individuals in residential treatment programs. Individuals with criminal records face barriers to employment, although work has been done in Region 10 with our sector boards to engage employers on looking to hire ex-offenders.

Data compiled in the 2015 Regional Workforce Needs Assessment identified that 20.8 percent of employers that completed the survey found workers are lacking basic skill such as written communication, reading for information, and mathematics. 30.6% of respondents identified soft skills, such as motivation, dependability, time-management, and communication skills, as lacking. However, 38.2% of respondents identified hard skills as lacking. These included skills such as analytical thinking, basic computer literacy, and business communication.

Unemployment Data - US Census Bureau 2010-2014

State of Iowa Benton Cedar Iowa Johnson Jones Linn Washington

Ages 16-19 16.5 13.5 14.8 4.7 13.0 14.0 15.5 12.2

Ages 20-24 9.5 12.9 8.8 3.7 5.5 5.6 9.2 7.3

Below Poverty in past 12 mo. 20.1 14.1 16.0 16.2 8.4
38.1 18.7 29.9

People with a disability 12.7 7.2 11.3 9.7 9.8 18.8 14.2
15.6

Less than HS Graduate 10.7 4.6 4.7 5.5 3.3 17.8 8.4 10

Above are unemployment rates for youth, low income, persons with disabilities and non-high school graduates. Fortunately, Region 10 fairs well compared to the state of Iowa regarding employment rates of youth and young adults. Most counties are at or below the state rate. As expected those who report living below the poverty threshold in the past 12 months have higher unemployment rates. The rates for most counties in region 10 is lower than the state rate, except for two outliers of Jones and Washington Counties. Those with disabilities also report higher rates of unemployment than the overall population. Two counties have higher rates than the state overall (Linn, Jones and Washington). Lack of transportation options in Washington and Jones could be one reason for higher unemployment rates for disabled. Those with less than a high school diploma experience unemployment at very different levels compared to the county they reside in. Some counties show very low rates of unemployment within this group which could be a sign of a very tight labor market.

Refer to question B-4.

Labor Market Trends

Over 1/3 of businesses in the region have current or anticipated vacancies. Top vacancy areas include:

? Health Care and Social Service

? Wholesale and retail trade

? Manufacturing

? Transportation and Warehousing

? Construction

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

Currently in Region 10 there are 1.7 job vacancies for every 1.0 unemployed person. This will only get worse as retirements continue. Five percent of our workforce is age 65 or older. The average age of the workforce is 47.

Future workforce trends reported by businesses show that about two out of three plan to maintain workforce levels (not taking into account attrition due to retirements), about 1/3 plan to expand their workforce. Attracting and retaining workforce is a key priority of the region. The board also discussed the need to link citizens with barriers, and who are often overlooked, with the right skills training to help them fill workforce demands will be critical to moving Region 10 forward.

Refer to question B-4.

Educational Skill Levels of the Workforce

Employers report that 1 in 5 candidates lack basic skills (reading, math).

Of customers served at the Cedar Rapids IowaWORKS office in 2015:

? 10.9% need their high school equivalency diploma

? 52.5% only have a high school diploma or equivalency (no additional training)

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

To help bridge the gap between needed workforce and local openings Region 10 will continue to offer adult basic education and English language acquisition courses to build the basic skills of the unemployed and underemployed individuals within the region. This will create a workforce with the skills needed to enter into in-demand careers or to continue onto advanced training or certification.

Refer to question B-4.

Skill Gaps

As stated above, 45% of local residents have an associate, bachelor or graduate degree, while 60% of positions in Iowa require post-secondary education. Region 10 employers report a skill gap within occupational, soft and basic skills.

Per the attached regional workforce analysis almost 2 out of 5 applicants lack the needed occupational skills according to local employers. This is a growing trend in the region, as past reports did not have lack of occupational skills as the top skill lacking in job candidates. In addition, over half of IowaWORKS customers only have a high school diploma or equivalent with more than 10 percent lacking even a diploma or equivalent. While more than 62% of customers do not have training that prepares them for local, middle-skill jobs.

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

Per the local regional workforce analysis, the top basic skills required by employers are written communication skills and reading for information. Motivation, dependability and communication skills are the key soft skills employers require of their candidate pools. Analytical thinking, basic computer skills and business communication are the top occupational skills businesses report needing. In 2015, the percentage of working-age people with disabilities in IA:

with only a high school diploma or equivalent was 39.0 percent.

with only some college or an associate degree was 35.8 percent.

with a bachelor's degree or more was 13.4 percent.

At risk populations experience similar skill gaps as outlined above for the overall population. In addition, many of the targeted populations experience additional barriers such as mental health, homelessness, lack of basic resources,

background issues, learning disabilities, and more. The team is developing stronger pathways among the WIOA partners to connect customers to appropriate WIOA services. Through cross-team workgroups, referral processes and tools are in development, educational materials are being created and an orientation to WIOA services will be used by all 4 core partners in Region 10.

At the one-stop ABE and ESL services are being offered to help address these needs. Outreach to ABE and ESL populations at other locations to educate Title II customers on job search and training opportunities occurs. The Vocational Rehabilitation services are collocated in Cedar Rapids, and located next door to Title I and III services in Iowa City. In addition, Goodwill offers soft skill training at the Cedar Rapids IowaWORKS office. All these efforts aim to increase the basic, soft and occupational skills of WIOA customers.

The regional one-stop partners will continue to link job seekers lacking credentials or degrees with training to meet local industry and sector needs. The board has prioritized training in Financial Services, Banking & Customer Service and Advanced Manufacturing, as well as any in-demand STEM careers. The workforce system will work with employers and training providers to ensure job seekers have access to labor market information and local career training opportunities.

Refer to question B-4.

Activities Analysis

Accomplishments in Past Year

During this past year, Region 10 was given additional resources to provide itinerant services in communities where IWD provided service in the past. As a result, a Workforce Advisor was hired in September and began providing services in the communities starting in November 2015. On October 12th, 2015, Region 10 held an in-service training including all core partners (Wagner Peyser, WIOA contractor, IVRS, and AEL) where staff educated each other about their programs and began the dialogue about further collaborative opportunities.

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

In the past year, Kirkwood Community College continues to expand service opportunities for individuals in need of AEL services. ESL programming has been expanded to the IowaWORKS office in Cedar Rapids as a way to serve ELL learners in the area surrounding the IowaWorks office. Managed enrollment classes have been expanded in Iowa City, with Iowa City ESL programming relocated to the Iowa City Credit campus to better connect students to further training and educational opportunities. A revised intake process has been piloted in Cedar Rapids for ABE/HSED students which now require students to attend an 8 hour orientation session prior to enrollment. Student retention has been a focus for staff, with efforts being made to re-engage students that have stopped-out from attendance. These efforts have led increased numbers of students being retained in the program beyond 12 hours of instruction.

AEL instructors and staff have also continued work on the adoption of the College and Career Readiness standards into classroom instructional activities through continued training in the Standards-in-Action program. Kirkwood AEL staff

has also participated in state trainings for SIA 2.0, focusing on workforce preparation integration, as well as the ANI academy, focusing on improved math instruction.

AEL staff has also worked with WIOA core partners on improving access to services for AEL students. Title I staff have increased their presence at the AEL program, providing workshops and serving as classroom presenters for ABE/HSED and ESL students. Student referrals for VR services have increased, and IowaWorks computer training sessions have been co-located at AEL locations in Cedar Rapids and Iowa City.

All core partners, including IDB, will be included in core partner trainings and meetings.

IVRS and IDB will provide outreach and support to enhance individuals that experience barriers to employment so that staff is more comfortable providing services to individuals to increase accessibility within the system. IDB staff is integrated into activities related to employment development and job placement for individuals with barriers to creating more universally designed services.

This past year the Dislocated Worker team developed a system and program around offering apprenticeship programming for dislocated workers. The team has learned much about apprenticeship opportunities in the area, how to develop those, created linkages with training providers and employers and developed a system to quickly prepare customers for apprenticeship and helper positions. The integration of the business services team has also been a success and is helping the program spread and

apprenticeship opportunities grow within the region.

The youth team has developed stronger linkages with agencies serving out of school youth. They have increased out of school enrollments throughout last year and into this year. The team has also increased employer linkages and is completing more internships and work experiences with students. Development of stronger linkages with the business services team is creating additional opportunities for youth.

Region 10 has five robust sector boards covering Advanced Manufacturing, Health Care, Information Technology, Finance/Insurance, and Transportation. These sector boards work in partnership with local economic development group, sector partners and Workforce Development Board to develop curriculum that is industry recognized, as well as to promote the opportunities within their respective industry to both the current and future workforce.

Region 10 has two Employer Council of Iowa (ECI) groups who meet monthly to discuss issues relevant to the business community and provide seminars featuring local experts to address those topics.

Region 10 also provides industry driven, short term training opportunities as core services to our members within the center. Topics are determined through collaboration with local businesses to ensure training meets their immediate needs.

In Region 10, the core partners have been meeting since August of 2015 in order to foster additional

opportunities for collaboration and to provide aligned services to customers of each program. Core partner managers have been meeting on a regular basis to discuss programs and services each program provides, look for opportunities to work together to lessen duplication and increase collaboration.

On October 12, 2015, staff members from all core partners met in a joint in-service, where representatives from each partner shared with others on their services. Staff members then participated in a modified SWOT analysis, providing the core partner managers with information for additional training and collaboration opportunities.

From that information, work has begun on creation of referral materials to be used by each program, as well as identification for additional training opportunities, as feedback from staff members indicated a desire for additional training opportunities. Staff members from the core partners were again brought together on January 13, 2016, for a joint training with Mr. Greg Newton, WIOA consultant.

The core partner management team in Region 10 has also met to work on the creation of the Region 10 local plan, as well as the formulation of the local memorandum of understanding. Core partner members have also begun to attend meeting of the local workforce development board to present information on core partner programs, and to provide assistance to the board on plan development.

Mandatory and Other Partners

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

1463062995239_Partner Contact List.docx

Strengths and Weaknesses of Workforce Development Activities

The region has many strengths to focus on and over the course of this first year of implementation of WIOA. The core partners have done much to bring teams together to determine key strengths, and tackle weaknesses, especially around increased coordination and development of activities. Below is a listing of some of the areas of weaknesses and strengths as identified by core partners.

Weaknesses:

? Customers unaware of all services

? Customers unaware of need for services (customers do not understand that they may lack skills and/or the high expectations/needs of local employers)

Employers report lack of soft skills. How can we incorporate more soft skills training.

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

Continuing to strengthen relationships between all programs.

Strengths:

Relationships with employers through Sector Boards and staff work.

Employer information sessions for career planning and developing short term in house training based upon business needs.

All partners integrating into sector boards to serve more targeted populations. Serving higher need individuals with job placement.

In order to address some of the weaknesses the following are being implemented or enhanced:

Soft skill training is provided at the one-stop center

through the Workin? It Out curriculum. Goodwill of the Heartland also offers the World of Work soft skill workshop at the one-stop office.

IVRS provides job candidates, job seeking skill training that is tailored to provide one-on-one training for individuals with various barriers or disabilities. IVRS utilizes the 30 Ways to Shine curriculum, making it available to all eligible customers of the one-stop system.

Individuals with barriers to employment are provided services that align with their identified barriers. Upon intake, those who disclose the need for additional services are referred to appropriate partner agencies that can provide services to address the barriers. For example, a student lacking basic academic skills is referred to the AEL program located within the one-stop for assessment and determination of classes and services.

Region 10 has developed 3 workgroups who have tackled WIOA transition activities to help team members learn more about the partner WIOA programs and connect with staff members. The focus groups have worked on the following topics:

Integration of business services and outreach

Consistent orientation to the workforce system used by all partners and educational resources

Referral process that allows for easy referrals and a tracking and follow up system.

IVRS provides training and assistance to other WIOA partners to help them feel more comfortable serving individuals with disabilities.

Twice per year the four core partners meeting to complete joint training and networking to create a stronger workforce system, aligning resources and reducing duplication.

The leadership of the four core partners meets

twice per month (more often if needed) to align services and workforce strategies, plan partnerships, and increase coordination. ABE/HSED and ESL is provided at the Cedar Rapids IowaWORKS office and Burlington English has been purchased by the Title 1 provider to help provide occupational ESL services.

Refer to question E-2.

Current Level of Integration and Alignment

The four core partners meet regularly to discuss strategies to implement WIOA, complete the Customer Service Plan and coordinate services in the region, including coordination of activities around workforce and economic development. Below are a few key examples of how the core partners are aligning services.

Economic development partners in Region 10 serve as ex-officio members of the local RWDB. Economic development officials also participate in regional sector board meetings. Through these efforts, the RWDB and core partners learn of workforce needs from a larger regional perspective, helping to guide programming and activities.

Regular meetings with core partner managers help keep joint strategies and services on track. Meetings typically take place every other week, but more often when needed.

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

The IVRS, IDB and IowaWORKS Business Services teams are more aligned in their work with employers.

Title II Services, including ABE/HSED and ESL courses are provided at the Cedar Rapids one-stop office.

The IowaWORKS office is beginning to provide job search services and referrals at the Adult Basic Education office.

IDB regularly attends the workforce one-stop partner meetings and was invited to other trainings this fall, and was able to attend those trainings in other regions covered, receiving similar information as Region 10.

IVRS has a team member who is providing services on the floor and is acting as a resource for other

one stop staff members serving individuals with disabilities.

Youth team coordinating with the Business Services team to identify youth work readiness opportunities.

The four core partners are attending sector board meetings together to better align services with employer needs.

The core partners are meeting together as full teams to participate in joint trainings. As a result several smaller work groups have been identified to work on better coordination of services.

Team members from all core partners attend sector board meetings, and share information on each other's programs.

All four core WIOA partners are regular presenters at the RWDB meetings, sharing on services and goals.

Refer to question B-5.

The four core partners have developed more streamlined outreach plans for secondary and post-secondary programs. Coordinating outreach allows the core partners to align services to meet the needs of secondary and post-secondary institutions and students, developing a menu of services to meet local workforce needs.

The region is committed to serving individuals in secondary and post-secondary education as well as linking individuals into secondary and post-secondary education services as needed. The two pathways the Regional Workforce Development board is targeting (Insurance/Banking /Customer Service and Advanced Manufacturing) both have well developed pathway programs that serve individuals with lower skill sets, by packaging basic and soft skills training together with occupational skills training. These certificates prepare clients to move into increasingly higher levels of education to move up the occupational ladder within local companies.

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:

These pathways utilize many funding streams including WIOA Title 1, 2 and 4, along with state certificate and credit funding streams, with referrals from all workforce partners including Title 3.

The regional workforce development board includes a local school superintendent and a regional administrator of the area education agency is an ex-officio member. They help to bring a perspective on secondary education to the workforce partners.

Kirkwood Community College is represented on the RWDB as well, providing post-secondary education services within the region. Additional staff from KCC also participates in our larger workforce partner team meetings with approximately 15 partners in attendance.

IVRS maintains formal Memorandums of

Understanding with Kirkwood Community College, VA Vocational Rehabilitation and Employment, and Department of Education. By outlining roles and responsibilities, this creates a streamlined approach to providing wraparound supports and services that create learning opportunities to advance skills that will directly impact the areas labor market.

IVRS and IDB collaborate with local educational agencies in development of local school plans outlining the roles and responsibilities in the delivery of transition services to students with disabilities. IVRS and IDB staff are integrated members of all eligible student's Individual Educational Transition team, providing on-site services to Potentially Eligible and Active customers. Pre-Employment Transition Services provide counseling and guidance on opportunities in multiple areas related to the the students post-secondary transition in Living, Learning, and Working goals. Transition needs are discussed to connect students with disabilities to 21st Century jobs that support their interests and align with the Future Ready Iowa mission.

The Wagner-Peyser team supports secondary education with training for NCRC testing.

The IowaWORKS office, Business Services team and youth team work with local schools to offer an annual youth job fair in Cedar Rapids, and is a partner in youth job fairs in Iowa City.

The IowaWORKS office provides job search and basic occupational training through workshops offered at the IowaWORKS office but promoted and utilized by K12 students.

To enhance and improve AEL services at the one-stop, the AEL program is currently reviewing the service delivery model at the Cedar Rapids one-stop office. Current plans are adopt a managed

intake approach and have minimum hours of attendance for students taking courses at the one-stop for students with CASAS scores of 220 and above. For students with CASAS scores of below 220, referrals will be made for students to attend classes at the main AEL program location in Cedar Rapids. AEL staff are also working on enhancing ESL offerings at the one-stop location in collaboration with other core partners.

Adult Education and Literacy program representatives attend county center and regional center meetings held by Kirkwood Community College. At the regional and county center meetings, representatives from area K-12 schools are present to learn about current Kirkwood offerings, including updates from the AEL program on services provided by the AEL program at each county or regional center. These meetings also provide an opportunity for the AEL program to receive feedback and suggestions from area K-12 school. The AEL program director also serves as the college's voting member on the local RWDB. Regional center representatives also serve as members of the local AEL participatory planning committee to provide input and suggestions for programming in the service region, especially in rural areas of Region 10.

The Youth team works closely with area High Schools. The team receives referrals for enrollment into the youth program. Strong partnerships also exist with the iJAG programs located within the Cedar Rapids Community School District and the Iowa City Community School District. IVRS is also a key referral partner when serving in-school youth.

Refer to question B-7.

Regional Vision Statement

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

Region 10 Vision:

Providing a seamless and integrated workforce delivery system for businesses and individuals by:

1. Ensuring accessibility for all individuals, including those with barriers to employment.
2. Sustaining and strengthen regional economic growth through innovative sector partnerships
3. Creating pathways that connect a pipeline of educated and skilled workers to current and emerging industries leading to self-sufficient careers.

Regional Vision Statement:

Region 10 Mission: Effectively contributing to Iowa's Creative Corridor's quality of life by connecting businesses and individuals to workforce solutions.

Description of Regional Strategic Vision

Region 10 will develop and deliver a demand driven system that focuses in on business needs, and helps workers align their skills and abilities with the needs of the region. Use of sector board work and career ladders, local economic development groups, and labor market data the system will respond to the regions needs and align services to help workers increase wages, meet business demand and foster growth in the Creative Corridor.

The board is focused on the Advanced Manufacturing and Financial Services, Insurance and Customer Service industry sectors and career opportunities as well as STEM pathways. The need to identify and serve the underserved population such as those with disabilities, criminal backgrounds, poor work history and other barriers will be critical to help fill the workforce demands of sectors.

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:

Strategic Priorities and Goals:

Priority #1. Community Awareness of Integrated Workforce System: Design an integrated workforce system that focuses on increased awareness of the workforce system with external customers (businesses) and internal customers (four core partner programs).

Goals:

? Develop a Workforce System Orientation for use with Businesses and Customers.

? Increase visibility through joint outreach, marketing and awareness campaigns, especially seeking local media outlets.

? Provide ongoing staff training, continuously integrate services and evaluate regularly.

? Develop a referral process between the four core programs which includes a hand off and follow up process.

? Inform customers of career pathways and occupations that lead to self-sufficiency.

Priority #2. Preparation of the Workforce: Design, develop and offer training for individuals including those with barriers to employment--to prepare for current and emerging industry workforce skill requirements. Support the region's workforce through pathways that provide advanced, skilled and future ready workers.

Goals:

? Design and develop career exploration and training pathways (including basic, soft and hard skills), especially focused on Advanced Manufacturing and Financial Services/Insurance/Customer Service sector board pathways.

? Provide training information on STEM and high-demand occupations in the Creative Corridor.

? Provide tools, resources, and services to reduce barriers to work and education/training.

? Align partner services to training pathways to reduce barriers and ensure customers receive needed support.

? Expand access to training and education opportunities through the use of distance learning tools, videoconferencing, and other technology.

? Co-enroll participants in core partner programs as

appropriate to provide participants with access to needed and available services.

Priority #3. Effective Business Engagement: Engage more effectively and widely, and collaborate more extensively with employers in workforce planning. Provide access to individuals with workforce resources aligned to business needs and the region's current and emerging sectors to bolster regional workforce competitiveness.

Goals:

? Support all regional sector board work focusing on Advanced Manufacturing, Financial Services/Insurance/Customer Service, and STEM by ensuring alignment to regional workforce needs/demands.

? Create workforce system programming aligned to local business demands/needs.

? Integrate current apprenticeship career opportunities into career and training pathways and expand apprenticeship opportunities with regional employers.

? Develop systems to better prepare and help individuals with barriers to employment to enter into training career opportunities and long-term employment.

Refer to question C-1.

Vision Alignment to State Vision and Goals

Region 10's vision and goals align with the states vision and goals.

The focus for both the state and local vision and strategic priorities centers around accessibility to pathways for workers to enter into current and emerging industries. Through increased accessibility and awareness for individuals and businesses, Region 10 will connect customers into the integrated system in as seamless manner possible.

Priority #1: Community Awareness

This local priority works toward better accessibility and awareness within the community. It also focuses on better integration of services to create a stronger workforce system.

Priority #2: Preparation of the Workforce

This priority focuses on developing and supporting career pathways. It will involved developing a workforce pathway (internal) to link customers to training and career opportunities.

Priority #3: Effective Business Engagement

This priority will target the state focus on sector partnerships, enhancing and growing business partners to respond to business needs and develop a responsive career pathway system.

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

Refer to question B-2.

Regional Strategies

Strategic Alignment of Resources

The board and core partners will align resources of the core programs through:

? Adult Education and Literacy representatives on RWDB

? Vocational Rehabilitation, Adult Education and Literacy, Wagner Peyser and Title 1B. attending RWDB meetings and present jointly on services and activities.

? RWDB monitors spending, performance measures, processes and referral system of core partners to ensure we are aligned, on track and targeting RWDB priorities as a workforce system.

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:

As a result of all staff core partner workshops and meetings, three workgroups have been established, comprised of members from each core partner program, to develop action plans for FY17 to be adopted by local core partners. The teams are focusing on the areas of workforce system access, integration of customer services, and employer and business engagement. Workgroups are a grassroots approach to developing integrated system, with managers providing guidance but staff leading each work group. Recommendations and plans for implementation of recommendations will be ready by implementation by October 2016.

Refer to question C-2.

Expanded Access

The board and core partners will provide expanded access of the core programs through:

? Co-enrollment in multiple partner programs

? Development of referral process, tracking system and follow-up of referrals

? Integration and co-location of services

? Workforce system orientation

? Regional partners coordinate the development of local Memorandum of Understanding

? Ongoing staff training and work groups to ensure greater access to services with reduced duplication.

? Youth and young adults, especially out of school youth, are engaged through partnerships with community based organizations (homeless shelters, corrections, Goodwill).

? Youth are also identified through co-enrollment with IVRS and TANF programs.

? IVRS uses Microsoft accessibility suite to ensure individuals with disabilities are able to access documents and information. Core partners can utilize technical assistance from the IVRS assistive technology consultant to problem solve accessibility issues within Region 10.

? The one-stop system utilizes laptops to serve customers in rural areas, during layoff events and other community events.

? IVRS is launching a new YouTube site to connect individuals with provide expanded access for the deaf and hard of hearing customers.

? Language Line is also utilized to ensure accessibility for non-English speakers.

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:

Refer to question C-4.

Facilitate Career Pathways and Co-Enrollment

The board and core partners will facilitate career pathways and co-enrollment through:

? Alignment of business outreach activities

? Co-enrollment in multiple partner programs

? Monitor joint performance metrics

? Foster pathways (referrals) between the core programs to prepare individuals for post secondary credentials, and increase basic skills.

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:

? Together work with sector boards and businesses to identify career/training pathways., and develop pathways with in the workforce system to link people with these career paths.

A cross-functional workgroup is developing a system orientation and access workplace for all workforce system customers with no wrong door into services. Until a formal state sanctioned system for co-enrollment, joint performance management is developed the partners will coordinate services and monitor handoffs. Region 10 will comply with the new system and ensure staff receives appropriate training.

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:

The RWDB partners with existing training programs including PACE, GAP, Four Oaks PATHS, Goodwill, and Department of Corrections. These partners provided needed soft skills training, work experiences and customers into the workforce system to help us all meet the needs of businesses.

Strategy Alignment to State Strategies

The Community Awareness priority will design an integrated workforce system that focuses on increased awareness of the workforce system with external customers (businesses) and internal customers (four core partner programs). By working collaboratively to increase awareness of all services in the workforce delivery system, we will ensure employers are aware of our services and utilize the workforce system to fill their talent pipeline. This aligns with the state's strategies of accessibility and integrated education and training.

Preparation of the workforce priority will focus on design, development and training for individuals to prepare for current and emerging industry workforce skill requirements. This priority will support the region's workforce through pathways that provide advanced, skilled and future ready workers. Iowans in Region 10 will learn about in-demand careers, be able to start on their training pathway through each of the core partners and gain skill aligned with employer needs in the region. This aligns with the state's strategies of career pathways and integrated education and training.

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

Effective Business Engagement priority will ensure the workforce system engages more effectively and widely, and collaborate more extensively with employers in workforce planning. The system will provide businesses with access to individuals with workforce skills aligned to business needs, through participation in sector board activities, ECI events, and inclusion of businesses into activities at the center. This aligns with the state strategies of career pathways and sector partnerships.

Local cross functional workgroups are developing action plans to ensure core partners understand

program services. Ongoing cross training is a goal within each action plan. These plans will align processes and procedures to more effectively co-enroll customers within TANF, IDB, IVRS and A/DW/Y while integrating with other community partners (PATHS, KPACE, GAP).

Youth with disabilities, especially those who are out of school, are a target audience of the Title 1 youth and young adult program with a goal of providing work experiences combined with credential training to prepare youth for local careers by developing both soft and occupational skills.

The one-stop system assists all who have disabilities and barriers, including those who are blind or visually impaired.

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:

Each core partner's individual performance metrics along with the joint metrics will be monitored regularly by the Regional Workforce Development Board. The core partners will work towards each hitting their individual metrics which will help all achieve the joint metrics.

Through co-enrollments, integrated services, no-wrong-door policy, increased referrals, and better linkage with employers, the four core partners will together meet the Region's joint performance metrics.

Refer to question E-10.

Assessment for Continuous Improvement

Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT

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:

The regional workforce development board is prepared to measure the overall effectiveness of the one-stop system through:

- (1) Review of joint performance metrics
- (2) Review of individual performance metrics
- (3) Review of strategic priorities and goals

Through analysis of these items at each meeting, the board will ensure the system is making progress towards the strategic priorities and goals. The board will increase goals, add goals or re-evaluate goals to meet business needs within the Creative Corridor.

Refer to question C-13.

Implementation of Strategies

Regional Workforce Development Board

In order to meet the requirements of WIOA for cooperation between the programs of Workforce Development, Vocational Rehabilitation, and Department of Education common portal, referred to as the "Services Account," collects common demographical information and assigns a state wide Participant Individual Record Layout (PIRL) number. The Services Account uses Open ID to permit users to use their personal email address and password. This portal is owned by Iowa Workforce Development and is currently scheduled to receive upgrades which will make agency cross-use more efficient, reliable and secure.

Describe how the regional board will implement its identified strategies:

Iowa's common data-collection and reporting processes are used for all programs and activities provided by workforce investment funds at Iowa's One-Stop Centers. Iowa's Integrated Service Delivery system uses a common job-seeker registration and enrollment process that also uses the same computer software that generates the participant data base. IWORKS is Iowa's data management system.

Customers access career services throughout their experience with the integrated one stop center. At the first point of entry, customers answer a variety of questions (as part of the "Services Account") pertaining to their educational level, work experience, desired goals, and any known barriers. Customers become "members" through this process resulting in full access to all WIOA core services. Staff creates an individualized service plan addressing the needs and goals of the member. Throughout the implementation of the

initial service plan, staff utilizes various assessment tools to determine if more intensive services are necessary in meeting the member's employment goal. As part of this process, it is imperative that the WIOA partner staff collaborates, utilizing subject matter expertise to determine the best course of action to assist the member rather than simply making a referral?

This will create a shared pool of candidates for the fore core partners to serve together, be measured on together and create a process for stronger referrals and linkages between programs.

Currently team members from Goodwill, Wagner-Peyser, Adult, Dislocated Worker, Youth, PROMISE JOBS, IVRS, IDB and Adult Basic Education provide career services within the one-stop center and throughout the region. Career services include but are not limited to workshops, individual consultations, referrals, assessments and short term stackable credentials.

Wagner Peyser business representatives meet with IVRS staff and Apprenticeship grant staff members to plan business outreach and job fairs. Including partners in the planning of events reduces duplication of services. In addition, the region is establishing cross functional teams to reduce duplication by coordinating system access activities. Ongoing coordination to avoid duplication will continue and be enhanced through the work of the cross functional workgroups.

Core Partners

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

Region 10 has developed an Action Plan Worksheet serving as a menu of services available to all members. Action steps are tailored to meet the specific goal of the member. At minimum, all customers will complete their work registration; receive labor market information, training information, work readiness assessment opportunities, and referrals to core and one stop partners. Duplication of services will be minimized through the development of teams including both core and system partner staff. These teams will develop processes and procedures regarding appropriate program referrals of customers.

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

Current Adult Education and Literacy (AEL) services are provided locally by Kirkwood Community College. The local AEL director also serves as a voting member on the local board, and has been a member since 2011. This has enhanced Region 10's knowledge and understanding of AEL services, as the board has received training in the past on AEL programming opportunities through the region. As part of the renewal of Kirkwood's local plan extension for the FY2016 cycle, the local board was presented with a summary of Kirkwood's plan and provided a letter of support for its annual renewal. This process will occur again for the FY2017 program year, as the AEL program enhances its collaborative efforts with other local core partners.

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

Region 10 plans to focus its adult education and literacy (AEL) efforts on the following priority areas as outlined in WIOA: adult education, digital literacy, career pathways, English Language Acquisition (ELA) courses, integrated Education and Training opportunities for ELA as well as non-ELA students, workforce preparation, and financial literacy. These services will be delivered by AEL staff in collaboration with local partners to avoid duplication of services.

AEL services are provided throughout region 10 at Kirkwood Community College locations, the 6th Judicial District Campus, as well as at the Cedar Rapids one-stop. For students coming to existing AEL courses, referrals are made or on-site visits are conducted by core partner staff to provide services to AEL students. Examples of this are visits and presentations by IowaWorks staff at AEL locations, on-site appointments by Title I youth staff, and referrals or appointments for VR assessments.

Core partners have received training as well as referral materials to make appropriate referrals to AEL services. By the start of FY2017, core partners will receive web access to the appointment scheduling system utilized by the Kirkwood AEL program to be able to create appointments for AEL services provided at non one-stop locations.

Members of the Kirkwood Community College AEL team have been collaborating with other core partners on training, education, and identification of potential service enhancements since July of 2015. Staff members have participated in joint trainings and have served on functional work groups convened by the core partner management team. A matrix of core partner services has been developed as a way to identify customers eligible for services from each core partner to make appropriate referrals. AEL staff members are also collaborating with one-stop partners on providing services such as computer literacy courses and job readiness workshops by hosting these workshops at AEL sites in addition to the one-stop offices. In return, AEL services have been expanded at the Cedar Rapids one-stop location to now also include ESL programming. When appropriate, referrals are made to partner agencies. The efforts being made by the local partnership and workgroups will further define how these efforts will be designed, integrated, and implemented.

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.

The Region 10 IowaWorks One-Stop System will utilize expertise provided from Iowa Vocational Rehabilitation Services. IVRS services are based on an eligibility criteria determined by policy upheld by (RSA,) or Rehabilitation Services Administration. Strategic planning and training to board members and System Staff will guide delivery of vocational service to the eligible and potentially eligible Iowan adults and transition aged youth. IVRS utilizes the Continuum of services Model (Attached) to guide need for services. As a core System partner, utilization of System services will be investigated and identified at every point of job candidate engagement. Referrals using a collaborative approach provides linkage to program participants with disabilities.

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

IVRS' role on the Regional board links business and industry with support and education in following ADA, Legal Changes and Federal Codes, Section 511 and Section 503. Education on these laws and programs will be provided via regional board meetings and to all partners. Sector Board stake-holders will also have an integral role on the development and implementation of services for adults and transition-aged youth with disabilities to gain access to emerging trades and jobs. IVRS will provide ongoing communication, training, and input to the Region 10 Board and members. A member of IVRS will be present at RWIB meetings to provide advocacy and oversight. Regional Boards will offer feedback and guide priority needs for IVRS initiatives. The Disability Resource Coordinator and IVRS will ensure Regional Board participation in strategic implementation and inclusive access to Career

Pathways, Emerging Sectors, Adult Education, Community Vocational Training, and Disability Services and Transition Programming. VR will provide oversight of programmatic provisions centered on providing inclusive services to all persons with disabilities.

The Wagner Peyser and IVRS business service teams are attending each other's meetings and conducting business meetings together to cross train staff on what each agency offers.

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.

Adult and Dislocated Worker services and staff are found in the Cedar Rapids IowaWORKS one-stop office and the Iowa City IowaWORKS office. Staff are integrated with Wagner-Peyser staff at the Cedar Rapids office and work together in the Iowa City office. Career Services and Individualized Career Services are provided in conjunction with center staff. These include workshops, assistance with job search and training in computer labs, assistance with linkage to other programs and services and information on in-demand careers, just to name a few. Staff also provide training services for individuals in need of additional occupational skills training. These individuals are referred from partner programs or identified when receiving Individualized Career Services.

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

Through the work with the local sector boards, continual training and awareness of local economic conditions and reports, Adult and Dislocated Worker staff link individuals with employment and training options that are a fit for the individual and the region, with the goal of family sustaining wages.

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.

The following programs are available through multiple partners within the region and include but not limited to WIOA, Iowa Vocational Rehabilitation, Adult Education and Literacy and other community providers. The youth service provider will ensure these activities are available to all youth, but especially to youth enrolled in the WIOA youth program. A strategic planning around youth services was completed in 2012, and updated in 2016. All 14 required youth elements are being offered where needed.

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:

(v) Summer employment opportunities and other employment opportunities available throughout school year (WEP)

(vi) Pre- apprenticeship programs (PRE)

(vii) Internships and job shadowing (INT), (SHW)

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

4. Institutional/Occupational skill training shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations (OJT) (IST) (CUS) (APP) (ENT)

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

- 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 postsecondary education and training (WEP), (MEN) (SEC)**

The following is a list of additional activities and services that are available in Region 10 to support the required youth services available:

? Entrepreneurial Training (ENT);

? Job Search and Placement Activities (JSP);

? Pre-Employment Training (PET); and

? Skill Upgrading (SUG)

Support Services are those services that are necessary to enable a youth to participate in activities authorized under WIOA. The following types of support services are available in Region 10 or youth.

? Clothing (occupationally required or required for interview)

? Dependent Care

? Miscellaneous services

? Residential/Meals support

? Stipends (STI) youth only

? Transportation

When a support service is not available through WIOA in Region 10, every effort will be made to partner with various service providers in the region and appropriate referrals will be provided to participants with services being delivered jointly.

As services or needs change the youth standing committee of the RWDB will meet to identify solutions to providing the right services to WIOA youth.

Other strategies within the youth program to provide services include:

? Increased focus on work based learning activities, with a growing number of youth enrolling into WEP, LIN and Pre-Apprentice activities.

? Partnership with K12 providing workshops on basic occupational skills training (OSHA, forklift) preparing students for paid summer

interns upon completion of junior year high school training.

? Increased linkage with dislocated worker apprenticeship program to link youth with apprenticeship opportunities or as a co-enrollment for dislocated workers below age 25.

? Coordination of three employment programs each year, to identify and enroll a cohort of new youth participants during each timeframe. These would align with traditional hiring seasons (summers and holidays).

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.

The IDB is the vocational rehabilitation program authorized to deliver vocational rehabilitation services to individuals who are blind or visually impaired, including individuals who are deaf or have additional disabilities. The IDB, through provision of accessibility studies within the one-stop, can identify accessibility gaps and staff training needs for other members of the one-stop system.

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

All core partners will collaborate to ensure that participants with vision disabilities have full inclusion and access into programs and services offered throughout the system. Core partners recognize that Iowa Department for the Blind has expertise in serving individuals with vision disabilities. IDB will provide technical expertise and consultation to ensure that services are fully accessible. When an individual with a vision disability requires intensive services from IDB a referral to IDB will be made. IDB will provide cross training to all core partner staff on eligibility and services available through IDB. IDB staff will attend Regional Workforce Development Boards meetings, as available, and provide representation on business services teams. IDB VR staff will make themselves available in the Regional one-stop location to collaborate with partners and clients to provide information and services to meet their needs.

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

Integrated Customer Service

Attached is the flow chart of services for Region 10.

There is no wrong door into workforce services. The core partners will work together to develop a streamlined, but effective, referral system to ensure customers get to the right services. Those in need of training or support services will be linked with the appropriate programs such as Adult, Dislocated Worker, Youth, Vocational Rehabilitation or TANF. All services are offered at the one-stop. Where possible services may also be offered at other partner offices or within the community to ensure greater access to the workforce system.

A cross functional workgroup of core partners have been developed to address integration of services and customer pool. Action plans will be developed by October 2016.

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.

Refer to question D-14.

Core partners meet regularly to coordinate services and projects. This aligns services, support services and training for customers. Customer outreach for individuals will include identification of target groups for specialized services and contact through direct mail, email and phone calls. Examples of outreach to customers include: Ongoing to worksites (e.g. Proteus); Rapid Response meetings; marketing efforts (newspapers, press releases, social media); targeted email and mailing lists from data

bases, and outreach to schools and social service agencies.

Kirkwood Community College and Iowa Workforce Development Business Team, Economic Development organizations and Iowa Department of Vocational Rehabilitation will notify local businesses about opportunities for training, job development, and job matches with available clients.

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

Customer outreach also includes direct feedback from the individuals and businesses served.

Surveys will be distributed to both groups for evaluation of provided services. In addition to this direct feedback an annual outreach effort will be made to request feedback about outreach

efforts and ways to improve services and communication. This will be accomplished through a statewide job-seeker satisfaction survey and (for businesses), through the Employers Council of

Iowa (ECI) and surveys the IWD Labor Market Bureau may implement. The coordinating services providers (KCC, IWD, Adult Education

Services (AES) and Vocational Rehabilitation) will also conduct an annual evaluation with one-stop partners to identify areas for improvement they see within the workforce system to better serve clients.

Targeted populations such as youth (especially out of school youth/at-risk), individuals with disabilities, veterans, and individuals with criminal backgrounds, older workers, migrant and seasonal farm workers and other populations are especially targeted for services.

Youth receive information about the services at IowaWORKS through the efforts of the WIOA Creating Futures youth team and Youth Advisory Council activities Partnerships have been developed with schools, foster care services and youth serving agencies. Job Corps also housed at the One-Stop office, serves many at-risk youth.

Veterans are especially targeted through outreach by the Veteran Representatives and WIOA consultants at veteran events and veteran offices in the region.

The Department of Corrections is a workforce partner in the region who refers clients to the center. They also make available workforce training activities to IowaWORKS staff to allow better services to clients.

Older workers are referred between the IowaWORKS integrated team and the AARP program.

Migrant and seasonal farm workers are served through PROTEUS and Iowa Workforce Development with job search and training

activities, as well as many other services. Referrals are also made between workforce partners and PROTEUS.

Goodwill and the Department for the Blind are partners who refer to the one-stop center and receive services from the IowaWORKS office. These groups, as well as the IowaWORKS office are official Ticket to Work providers. The IowaWORKS office can also assist disabled individuals with workforce preparation and training. Email lists of members who claim a disability are used to reach out to this population.

The Directors of Kirkwood Community Colleges county (Benton, Cedar, and Iowa) and regional centers (located in Johnson, Jones, Linn, and Washington counties) help facilitate WIOA outreach efforts for students and local community members of all ages and ethnic backgrounds. The Directors also contact IowaWORKS when they become aware of business hiring and workforce reductions in rural communities. IowaWORKS and the county/regional Directors work together to provide local services as needed in the communities that make up Region 10.

One-stop partners meet 6 times per year to ensure referral systems are working discuss ways to better serve targeted groups and share information about new or ongoing services. Region 10's Workforce Development System is comprised of One-Stop partners and programs that serve as the access points to the Workforce Development System and WIOA core services. Various methods of coordinating services are

utilized. These include co-locating staff and services; cross-referring customers; using a common intake system where applicable and available; cross-training staff; and partner meetings.

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: **FlowCharts.pdf**

Coordination, Alignment and Provision of Services

Employer Focus

The region has developed and implemented summer youth job training programs in the past. With the renewed interest in providing more work readiness to youth, an ongoing youth internship program is in development with targeted outreach and enrollment goals. Through these programs youth are linked with temporary subsidized job opportunities which provide training on soft skills and/or basic occupational skills needed in the workplace. Permanent placement is not expected or a goal, but these opportunities often lead to a part time or full time job.

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

Apprenticeships and On the Job training are two tools used with dislocated workers and adults. Through both activities the customer is hired by the employer and then participates in on the job training and for apprenticeships, additional classroom training. These opportunities are great for individuals with good basic and soft skills.

Region 10 will align services and outreach to meet needs of businesses through feedback from sector boards. Pathway training programs called Pathways to Academic Career Education and Employment create very formalized systems for customers to move through a career pathway. PACE is a strong partner, linking workforce system customers with basic ABE training in conjunction with occupational skills training as part of a career pathway. This KCC program also provides support services. These pathways are developed based upon Sector Board feedback.

OJT- On the Job Training Program: Provided to

meet business and industry labor market needs. This program serves as a tool to bridge the gap to employment linking individuals with disabilities to specialized training plan that provides and incentive to business. This creates access to the untapped workforce creating new applicant streams.

Project Search- Partnership with Unity Point: 9 month training program offering internships are provided to assist individuals advance within various employment opportunities in a health care setting.

Occupational Skill Training programs- Goodwill Programs (Healthcare, Foodservice, Retail): Labor market driven training programs that offer opportunities in specific areas. Individual support and coaching are core components of this program. Persons with disabilities are trained and prepared to enter fields via a hands-on training program that provides 1:1 instruction, feedback and support.

Skilled Iowa-The skilled Iowa Initiative encourages employers to recognize the Nation Career Readiness Certification to assist them in hiring workers with the right skills for the job.

Home Base Iowa- State wide imitative to provide veterans and transitioning service members and their families with opportunities and benefits for a successful transition in Iowa. Home Base Iowa?s private-public partnership provides a high level of commitment and resources for our veterans, transitioning service members and their families.

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)

IVRS & IDB's collaboratively offer the Iowa Self Employment Programs to offer specific business consulting and guidance to assist persons with disabilities in investigating and implementing viable entrepreneurial business platforms. The Iowa Self Employment Program assists to create sustainable income with the goal being self-sufficiency.

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

The workforce system makes referrals to the Small Business Development Centers in the region to help individuals link with resources. In addition, the team is researching entrepreneurial workshops that may be offered within the workforce system and center through SCORE and the Small Business Development Center.

Refer to question C-6.

Apprenticeships within the construction trades and manufacturing are growing within the region. Through a recent DOL grant focused on linking dislocated workers with apprenticeship opportunities, Region 10 has made much progress on developing relationships with JATCs, non-union apprenticeship shops and union contractors. These relationships have allowed for placement of dislocated workers and low-income adults into helper and apprenticeship roles.

Development of new apprenticeships is ramping up as a result of this grant opportunity. Through the work of Wagner Peyser and Title I DW staff, more businesses are learning about apprenticeships and are starting the process of developing their own. The Business Service Representative are completing outreach to registered apprenticeship employers to help fill positions.

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

Lessons learned are that many workers are not ready for an apprenticeship position, but instead may need to work on basic skills, work readiness and job search skills before placement. They can be referred to the entire system of core providers to build those skills. Workers can become ready through on the job training as a helper. Attached is a pathway map outlining the apprenticeship pathway. Job seekers may enter into the pathway at any point that is right for them.

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

Local WIOA core partner managers are part of a Rapid Response team. When there is a mass layoff or business closure, the local leadership team provides immediate outreach to the affected workers. First meeting with the business leadership to further understand the circumstances of the layoff or closure and to educate them of the array of services available to workers. The end goal of the management meeting is to schedule worker meetings, on-site if possible, where out-placement services are provided. A summary of all Rapid Response activities is provided at every local Workforce Development Board meeting.

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

Workers are provided packets of information on unemployment insurance, job seeker services available in the center, community resources. Other community partners are invited to present on information. Partners include DHS, Horizons (financial and mental health counseling), economic development and HACAP typically attend. For larger layoffs the team may facilitate workshops onsite, coordinate job fairs targeted to the impacted workers and set up needed SUG and IST training in the community.

Refer to question C-8.

Education and Training Focus

If gaps in training options for board identified targeted industries, the partners will notify the board and develop a process to identify area providers who may be able to develop training programs to meet local needs.

Currently local training providers use the following methods to educate customers and workforce staff of educational offerings they provide:

(1) Utilize center lobby to promote training opportunities with customers.

(2) Present to workforce staff and partners on training opportunities and services available.

(3) Make handouts and resources available in the center.

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:

In addition:

The team participants in sector board meetings and activities, bringing the workforce system perspective on business and job seeker needs to develop training pathways, and to help engage new businesses.

Goodwill of the Heartland provides basic skills training and is integrated into the center. The IowaWORKS center meets monthly with Goodwill and Department of Corrections to identify training needs, and learn about employer connections, bringing that information into sector boards to guide pathway training programs.

By coordinating with IVRS and IDB, all workforce system partners can evaluate handouts and resources accessibility and link with IDB/IVRS resources to make updates and provide accommodations as needed.

Through coordination with Kirkwood Community College's additional workforce training initiative, especially GAP Tuition Assistance and the Pathways to Academic Career Education & Employment (PACE) programs, more individuals can be trained and placed into employment. By co-locating these programs at the one-stop center more WIOA customers can be linked to these funding sources, allowing them to gain needed skills and credentials from a high school diploma up to a two year degree. The GAP and PACE programs only fund opportunities that are listed as high demand by local sector boards or employee advisory committees, or through LMI.

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:

Adult Basic Education services, provided through KCC, are offered on site at the Cedar Rapids IowaWORKS center.

The GAP and PACE programs are also part of the Food Assistance Employment & Training Program. Through this program, any GAP or PACE funds expended on a food assistance recipient will be reimbursed back to the college at 50%. These funds are reinvested into additional training and support needs of students.

Through better coordinating of training funds more individuals can be linked with the training they need, and the support services required for training completion. Currently WIOA (A, DW, Youth, and VR), TANF and GAP/PACE all co-enroll students to provide the most wrap around services possible for success.

Apprenticeships, especially within the construction industry, are on the rise. Currently, Region 10 is administering an apprenticeship grant which links dislocated workers with opportunities at apprenticeship employers. Through this grant, apprenticeship provider and workforce system relationships have grown. Awareness of each others needs and services is leading to more referrals to these employers and an increased used of On the Job Training activity.

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

To prepare individuals for entry level jobs or training the Cedar Rapids one-stop center and Iowa City centers offers basic in-demand training including:

OSHA 10

NCRC

Modern Manufacturing

Prepare to Care (core)

CPR

First Aid

Customer Services

Keyboarding

Microsoft Word

Microsoft Excel

Email& Internet Usage

These workshops pathway into careers or additional training for customers, especially into the high demand fields and certifications listed earlier within Manufacturing and Insurance Services/Banking/Customer Services.

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

Economic Development Focus

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

Local economic development groups serve as ex-officio members of the local board. Through these meetings and at other community meetings (such as sector boards) partnerships have been developed to jointly share information and partner on job fairs, outreach events, training needs, and layoff activities.

Regional Workforce Development Board Functions

The Region 10 Workforce Development Board has 14 voting members representing business, labor, county government, city government and education. Membership is balanced by gender and political affiliation consistent with Iowa Code sections 69.69 and 69.16A. Members also represent counties within Region 10's service district. Five members represent business, five represent labor; one member each represents a school district, a community college, a county elected official, and city elected official. The RWDB meets six times a year ? typically in September, December, January, March, May and June.

The RWDB has an executive committee the meets between full board meetings to conduct needed business.

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

Two standing committees complete additional activities of the board.

(1) The audit committee reviews program and fiscal monitoring reports, identifies additional operational functions to monitor (such as employee reviews, payroll, AP). They report out to the full board.

(2) The youth standing committee will begin meeting in FY 2017. This committee will include members of the board, along with community partners serving youth. This group will review youth services provided, youth needs and ensure resources are being directed appropriately.

The Region 10 RWDB will be reviewing board

**structure options and making a decision on
local structure over the next two years.**

Include any standing committees which are currently in existence or planned which will support this effort.

Chief Elected Official Board Role and Responsibilities

The Region 10 Chief Elected Official (CEO) Board meets at least twice a year in conjunction with the Regional Workforce Development Board. CEO meetings are typically held in May and December.

The roles and responsibilities of the Chief Elected Official (CEO) board include:

? Providing input to the Governor, through IWD, on designation of local workforce investment regions.

? Securing nominations for RWDB vacancies in accordance with Iowa Administrative Rules 877 ? Chapter 6, and making final selection for appointment.

Accepting liability for any misuse of WIOA funds expended under the contract.

Serving as Local Grant Recipient under WIOA, including designating an entity to serve as local sub-recipient.

The Roles and Responsibilities of the RWDB include:

? Selecting service providers for WIOA adult and dislocated worker intensive services, and youth programs.

? Establishing a policy for the region?s Workforce Development Center system.

? Developing a budget to carry out the duties of the local board, subject to the approval of the

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

CEO board.

? Coordinating WIOA youth, adult and dislocated worker employment and training activities with economic development strategies, and developing other business linkages with these activities.

? Promoting the participation of private sector businesses in the workforce development system, and ensuring the availability of services to assist such business linkages with these activities.

? Certifying eligible training providers

? Determining the use of the Strategic Workforce Development Fund including:

? Operation and funding of a summer program and/or in-school youth program

? Use of the discretionary funds and

? Selection of service providers

? Submitting an annual report to the state workforce development board

? Establishing cooperative relationships with other local boards

? Directing the activities of the Youth Advisory Council.

Joint CEO and RWDB Responsibilities

? Negotiating and reaching agreement with IWD on local performance standards

? Appointing a Youth Advisory Council.

? Determining the role of the Coordinating Service Provider

? Designating and certifying the Coordinating service Provider

? Developing a Chief Elected Official-Regional Workforce Investment Board Agreement, outlining how the two boards will cooperate and collaborate in establishing and overseeing the region's Workforce Development Center system.

? Developing and entering into a Memorandum of Understanding with the Workforce Development Center System partners.

? Conducting oversight of the local WIOA adult, dislocated worker services and youth programs and the Workforce Development Center system; evaluating service delivery to determine if local needs and priorities are being met, determining whether regional needs have changed and if so ,whether a plan modification is necessary? ensuring quality improvement is on-going, and ensuring that performance standards are met.

? Developing and submitting the Regional Workforce Development Local Service Plan based on the Regional Assessment and Analysis.

Regional Workforce Ex-Officio and Public Input

In addition to 14 voting board members of the RWDB, nine ex-officio members representing economic development, older workers, individuals with disabilities, partner agencies

and youth programs.

Public notices announcing these meetings are placed in the Cedar Rapids Gazette, the recognized newspaper for the seven-county region. Meeting agendas are posted at the IowaWORKS office for public access.

CEO and RWDB Oversight

An audit subcommittee of CEO and RWDB members meeting twice a year to review audits, monitoring and review internal controls and processes. Performance is reported at each meeting. State does program/budget monitoring and reports findings to the RWDB. Budget information is also provided and reviewed at each meeting.

In addition to the services provided by both boards to ensure oversight of the center and services, the Adult Dislocated Worker and Youth provider has established additional monitoring and oversight actions including a secondary review of all initial files, and a review of paperwork each time funds are expended. Quarterly a 10% sample of all new enrollments and contracts are pulled and re-reviewed to ensure everything is correct and that subsequent services were provided and documented correctly. Any errors are corrected and common themes identified are then used as training topics at staff meetings.

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.

On February 8, 2016 the board met to review youth services. They determined a youth committee would serve Region 10. The committee will function like the audit committee with two meeting per year and a report out to the full board. The Youth Committee will include 3 board members and additional community partners that serve youth. The purpose, mission and vision of the committee will be established upon their first meeting in FY 17. The board felt they should include:

(1) Identifying youth needs

(2) Aligning programming to fit our clients' needs

(3) Eliminate barriers

(4) Oversight

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:

The RWDB has determined the youth subcommittee will develop a vision during their first meeting. The subcommittee will also work on identifying youth, priority youth services and development of experiential learning options. The subcommittee will review and provide guidance on budget expenditures, service provision to youth populations to align with funding limits, co-enrollment, and targeted sectors.

The board will continually evaluate youth subcommittee composition and identify who should be included, such as youth participants.

Refer to question E-4. Be sure to provide the purpose/vision statement, and any other pertinent information.

The Workforce Development board provides insight and direction regarding access to services in remote areas within the region. With the inclusion of adult education in WIOA, there is access to services at Kirkwood Community College locations in all counties in Region 10. AEL students have access to instructors at these locations on a weekly basis, and the region will study how these instructors and locations can serve as entrance points for other core partner services and customers, using technology such as Zoom or other videoconferencing tools. Though the AEL program students also have access to online learning programs for basic skills, workforce preparation, and English language learning.

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

In addition, virtual access points have been provided in all seven counties within region 10, including libraries, armories, public service agencies, and schools. The decision to provide additional services to an area are based on factors including unemployment rate, labor market information, and various economic development factors, natural disasters, etc. For example, the Workforce Development Board determined that the community of Washington was in need of in-person services, which are now provided weekly as a result.

Region 10 management is aware of transportation barriers. Managers or staff attends local transportation committees meeting in various communities to provide input and resources.

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.

The Region 10 IowaWorks One-Stop System will comply with all provisions of the Americans with Disabilities Act of 1990 to ensure the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities. The Disability Resource Coordinate and IVRS will ensure compliance with this effort on an ongoing basis. The accessibility is reviewed quarterly and in a more comprehensive manner on an annual basis. An accessibility survey was conducted in 2015 by the Department of Human Rights ? Iowa Client Assistant Program liaison, Page Easton. Iowa Vocational Rehabilitation provides ongoing training to staff on ADA policy, education, and compliance. As referenced in D-8, Utilization of satellite centers, meeting in community space, and activities using technology are leveraged to provide inclusive services.

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:

A joint effort between IVRS and Iowa Department of Human Rights is addressing accessibility and conducting formal accessibility surveys. Preliminary accessibility studies have been completed at the Cedar Rapids one-stop office and in the Iowa City IVRS office (located within the same building as IowaWORKS). Feedback on these will be used to increase accessibility.

The Region 10 One-Stop System 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 system and program services and is fully compliant with accessibility requirements. The EEO processes are reviewed quarterly, at a minimum, by local management, staff and EEO State staff.

Adjustments are made as necessary to ensure compliance.

The IWORKS data management system provides the full EEO policy and process to all customers entering the one-stop center.

Complaint Policy and Procedure

This section contains the procedure to be used to file a WIOA- related complaint in IWD Region 10. Complaints may be filed with the Coordinating Service Provider to resolve alleged violations of the Workforce Innovation Opportunity Act (WIOA), Federal or State regulations, grant agreement, contract or other agreements under the Act.

Filing a Complaint

Any interested person, organization or agency may file a complaint within 90 calendar days of the alleged occurrence.

Content of the Complaint

Complaints must be clearly portrayed as such and meet the following requirements:

1) Complaints must be legible and signed by the complainant or the complainant's authorized representative;

2) Complaints must pertain to a single subject, situation or set of facts and pertain to issues over which the State has authority (unless appealed from the local level);

3) The name, address and phone number (or TDD number) must be clearly indicated. If the complainant is represented by an attorney or other representative of the complainant's

choice, the name, address and phone number of the representative must also appear in the complaint;

4) Complaints must state the name of the party or parties complained against and, if known to the complainant, the address and telephone number of the party or parties complained against;

5) Complaints must contain a clear and concise statement of the facts, including pertinent dates, constituting the alleged violations;

6) Complaints must cite the provisions of WIOA regulations, grant agreements, or other agreements under WIOA believed to have been violated, if applicable. Complaints alleging a program violation not covered under the WIOA will be referred to the appropriate organization;

7) Complaints must state the relief or remedial action(s) sought; and

8) Copies of documents supporting or referred to in the complaint must be attached to the complaint; and

9) Complaints must be addressed to:
Coordinating Service Provider

Iowa Workforce Development
IowaWORKS

4444 1st Ave, NE -Suite 436

Cedar Rapids, Iowa 52402

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

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.

Provide the regional board's definition of self-sufficiency. Describe the process used to define self-sufficiency:

Refer to question F-10.

Attach the regional board's Individual Training Account Policy:

Attach the regional board's policy(ies) on supportive services for core partners:

Refer to question F-5.

The RWDB will review joint performance metrics of the core partners at each meeting. They also review budget information for the Title 1B programs and direct spending. The board has established an audit subcommittee which meets twice a year to review monitoring reports, audits, and internal processes and controls. This group reports out to the larger RWDB, providing recommendations and observations.

Through ongoing presentations, Q&A and report outs of the core providers the RWDB will be able to assess and guide the direction and work of the WIOA core providers. The board also includes businesses, labor and economic development representatives who help provide information and guidance on local conditions to ensure WIOA resources are being targeted appropriately.

PriorityofServices-AdultVeteran.docx

Employment self-sufficiency has been defined locally in Region 10 as individual or family income annualized at or above 150% of LLSIL.

AttachmentITA.xlsx

AttachmentSupportServices.docx

Regional Workforce Development Board Fiscal Policies

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

A board meeting was held on 2/25/16 to develop an RFP template for Title 1 services in Region 10. The RFP was released March 1st, 2016 with questions received from potential applicants through March 15, 2016 and answers provided on March 18th, 2016. Proposals were due April 8, 2016. The RFP was posted on the board website and within the one-stop office. The proposals were reviewed by the review committee on April 26, 2016 and approved by the board on April 28, 2016. RFPs were evaluated utilizing a scoring tool.

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 10 is focused on serving youth with the most barriers to success. While continuing to serve in school youth through either enrollment or referrals to other service providers, Region 10 has been increasing out of school enrollments over the past 2 years. Increased linkage and partnerships with agencies serving out of school youth has begun and will continue. The Region 10 youth team increased spending on out of school youth in FY 15 to 65% and are on track to spend out at 75% in FY 16. Through additional partnership with the PROMISE JOBS program, young adults using the center, Department of Corrections programs, Iowa Vocational Rehabilitation Services, foster care programs and other service agencies, out of school enrollments are increasing.

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:

Work readiness experiences are a powerful tool for youth, helping them develop the basic skills needed to be successful in the workplace and life, as well as providing the reward of a paycheck. Increasing access to these opportunities is important for the success of our youth adults. The youth team is focusing on stacking work experiences with classroom training opportunities, has set goals to increase the number of businesses signed up to provide work experiences and internships. A stronger partnership with the business service team is also linking more young adults with appropriate employers in the region.

e Title 1 Youth program will spend 20% of funding on experiential learning activities by:

? Coordinating 3 youth job hiring events each year

? Bolster business partnerships through

coordination with the Business Services and IVRS teams to identify worksites, especially those known to serve disabled youth.

? Establishing expectations for all youth at enrollment that participate in Title 1 Youth programming typically includes an experiential learning component and credential training component.

? Complete ongoing, year round youth placements.

Refer to question E-6.

The board approves the A/DW/Y budget each year. They receive updates at each meeting on spending progress.

The board audit subcommittee typically meets twice per year to review program and fiscal monitoring reports. These are then shared with the full board. The audit committee also selects 1 or 2 additional areas of focus such as travel policy and payments, PCards, 10% sample policy and procedure, and annual evaluations to help the board understand and monitor our internal processes.

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

Below is a list of frequency and types of oversight and monitoring activities:

State-Program Monitoring-Annually

State-Fiscal Monitoring-Semi-Annually

RWDB Meetings-Review performance and budget-six times annually (or as requested)

CBO Meetings-Review performance and budget-semi-annually (or as requested)

Refer to question F-1.

Additional Documentation

Attach a spreadsheet of all Board Members:	1461348043053_RWDB List.docx
Attach a copy of the current Regional by-laws:	1461348042972_Bylaws.docx
Attach a copy of the current Priority of Services policy:	1461348043034_Adult Priority.docx
Attach a copy of the current Oversight and Monitoring policy:	1461348042940_Local oversight and monitoring policy.docx
Attach a copy of the current Supportive Services policy:	1461348043112_Attachment Support Services.docx
Attach a copy of the current EEO Grievance procedure:	1461348043014_EEO Grievance Policy.docx
Attach a signed copy of the Certificate Regarding Debarment:	1463063300438_CertificationTransactions_Signed 4-22-16.pdf
Attach a spreadsheet of all public and State partner comments with the Board's response:	1461348042993_State comments and Local Response.pdf
Attach a signed copy of the Signatory Page:	1463063300500_Signature Page with Signatures.pdf

Regional Workforce Development Board General Assurances

The Board and CEO agree to the General Assurances:	Yes
Title:	RWDB Chair
Name:	Patty Manuel
Date:	04/28/2016

Local Board Member - Point of Contact

Point of Contact Name:	Susie Weinacht
Title:	Manager, RWDSU-UFCW Local 110 (RWDB Vice Chair)

Provide current business title.

Phone:*

319-363-4525

extension:

Point of Contact Email:

Susie.Weinacht@Cedar-Rapids.org

Review Committee Selection

The Regional Workforce Development Board (RWDB) will meet March 30, 2017 to vote on the review

committee composition and size. The board will pick a chair of the committee from current RWDB

membership. The committee will be an odd number between 3-7 members. The committee will be

composed of RWDB members and may also include members of the public such as:

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:

(A) a local educational agency; (B) a community-based organization or faith-based organization; (C) a

volunteer literacy organization; (D) an institution of higher education; (E) a public or private nonprofit

agency; (F) a library; (G) a public housing authority; (H) a nonprofit institution that is not described in

any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy

activities to eligible individuals; (I) a consortium or coalition of the agencies, organizations,

institutions,

libraries, or authorities described in any of subparagraphs (A) through (H); and (J) a partnership between

an employer and an entity described in any of the partners listed in (A) through (I).

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

The RWDB will follow similar processes used in the selection of the Title 1 provider in 2016. At the

March 30, 2017 board meeting, the board will receive education on what constitutes a conflict of

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

interest. The reviewers will sign off that they do not have a conflict. If a conflict of interest emerges

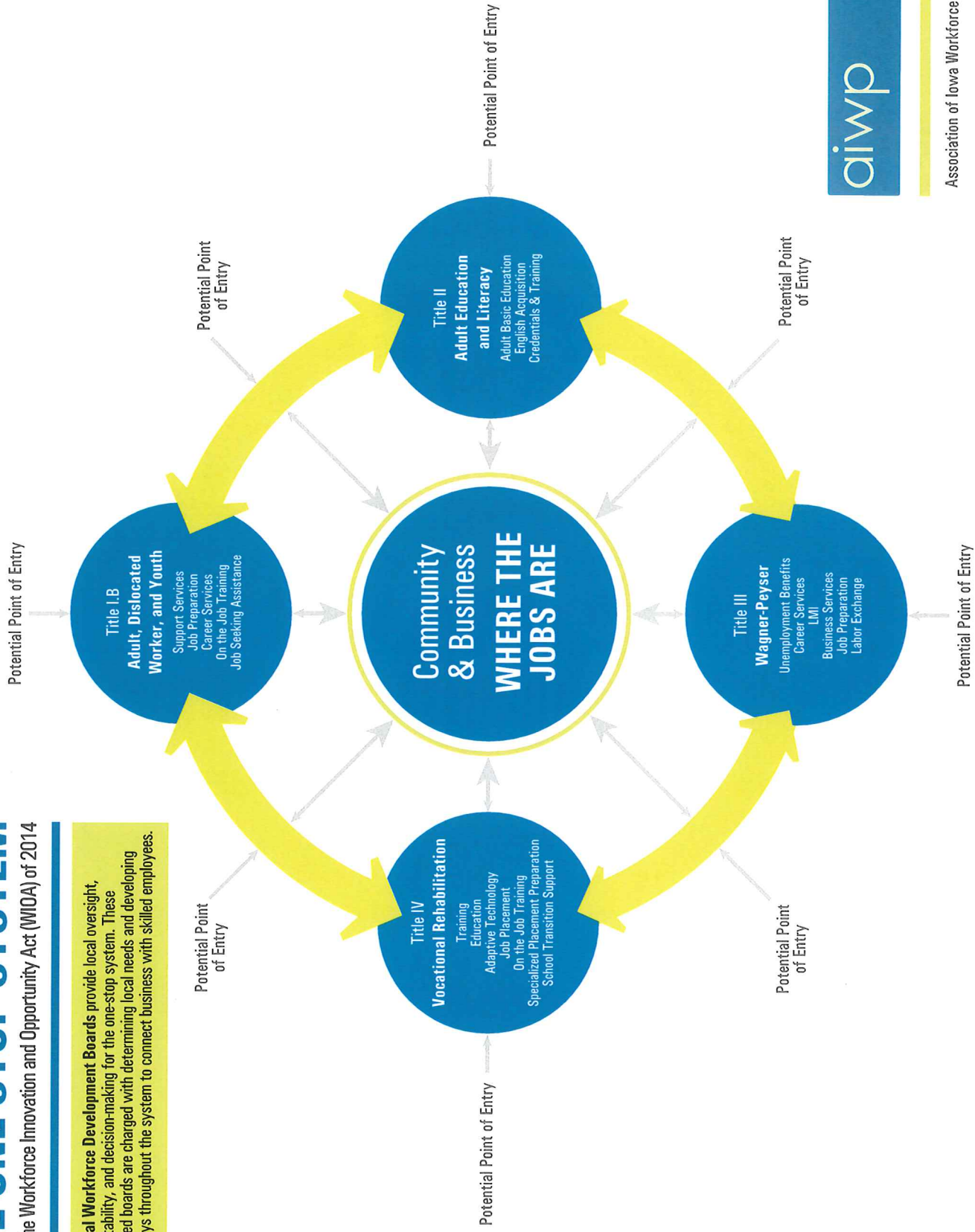
after applications are received, that member of the committee will be removed and replaced as needed.

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?

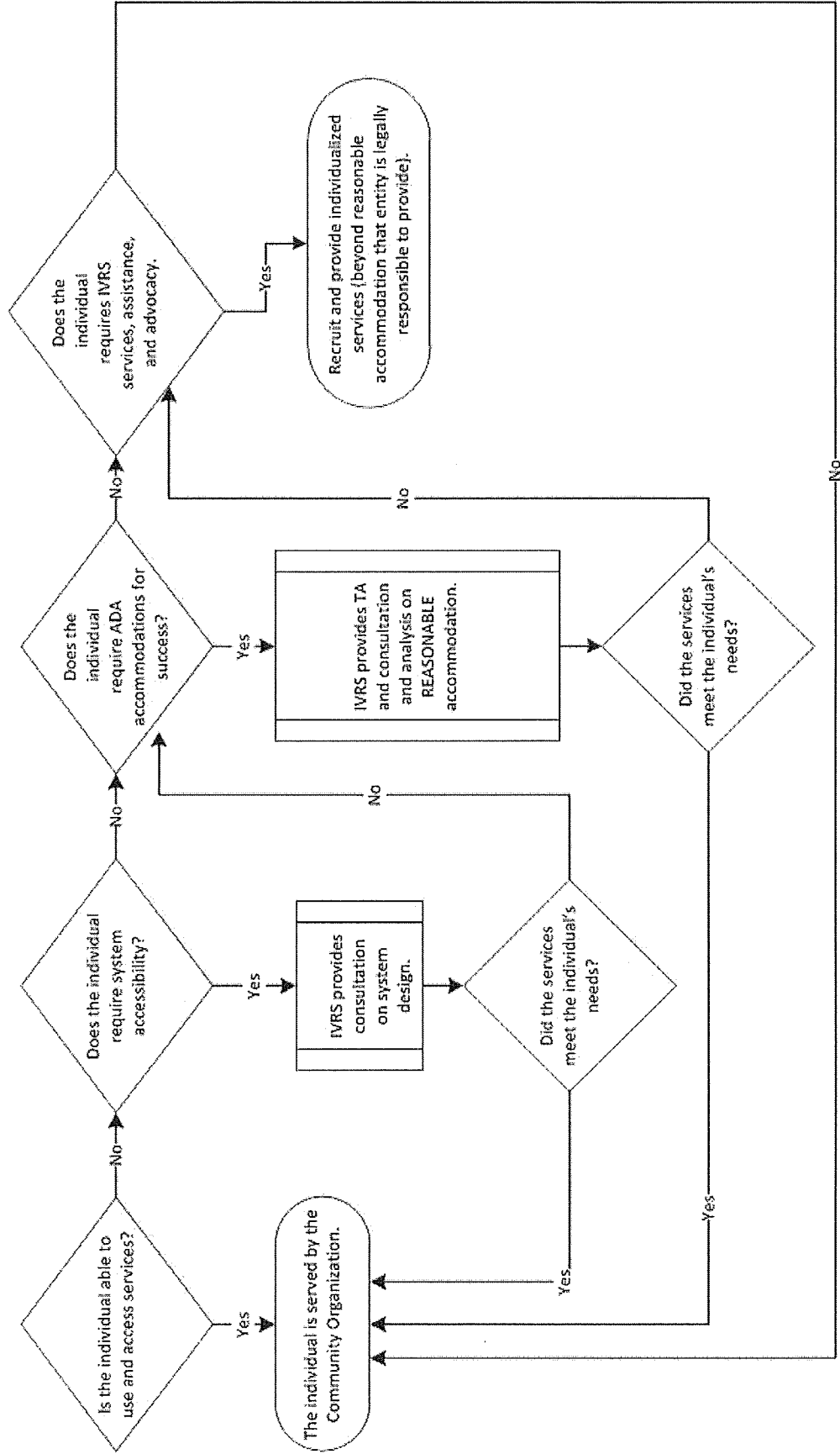
THE ONE-STOP SYSTEM

Under the Workforce Innovation and Opportunity Act (WIOA) of 2014

Regional Workforce Development Boards provide local oversight, accountability, and decision-making for the one-stop system. These appointed boards are charged with determining local needs and developing pathways throughout the system to connect business with skilled employees.



IVRS Integration Plan



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.

Mick Starcevich

Printed Name and Title of Authorized Administrative Entity Signatory Official

Mick Starcevich

4/22/16

Signature

Date

Public Comment Follow Up – Region 10

#	Commenter	Section/Topic	Comment Summary	Response
1	Debbie Dowell	Form 1-Section 0-Board Details	See comments received	Comment Reviewed: Board chair starting July 1, 2016 represents business (Maquoketa Electric).
2	Keri Osterhaus	Form 1 Section 2-Core Partners Identified		Changed in Plan: Keri.Osterhaus@blind.state.ia.us 515-281-1281 (phone) (515) 242-5781 (fax)
3	Keri Osterhaus Debbie Dowell Alex Harris	Form 2 Section 0-Economic Analysis		Added to Plan: Specific occupations within our in-demand occupations regionally include Certified Nursing Assistants, Medical Lab Technicians, Nurses, Welders, CNC Operators, customer service/call-center specialists, Class A and B truck drivers, and food service workers. Data was compiled by Iowa Workforce Development in its 2015 regional labor shed analysis, as well as the Regional Workforce Needs Assessment. For the Regional Workforce Needs Assessment, IWD staff contacted local businesses and industries, starting in July of 2014. Of the 5,741 business contacted, 1,305 returned completed surveys. For the Regional labor shed analysis, IWD analyzed 2,024 surveys compiled from aggregate data from labor shed studies covering Region 10. Benefit planning is available to individuals with a disability as a core services through Iowa Vocational Rehabilitation Services and the Ticket to Work Program offered at IowaWORKS. These programs address the economic needs of one-stop customers with disabilities who are accessing services and entering employment.
4	Alex Harris Debbie Dowell Keri Osterhaus	Form 2-Workforce Analysis		Comment Reviewed: As a core partner within WIOA, Iowa Department for the Blind (IDB) expertise in accessible documents will be utilized to assist other partners in reviewing documents and forms are accessible and linkage with IDB services to create accessible documents. Added to Plan: At-risk citizens include anyone with a barrier to accessing employment including English Language Learners, veterans, ex-offenders, TANF recipients, youth, and older workers. There are approximately sixty customers enrolled in the older worker program in partnership with the Heritage Agency on Aging which assists in leveraging capacity and gives workers over age 55 access to an older worker

				<p>employment specialist. Vocational Rehabilitation provides 50% of the salary for this position. For veterans, IVRS has a memorandum of understanding with the veterans administration hospital and Vocational Rehabilitation and Employment chapter 31 This partnership allows for a veteran to receive assistance from both state and federal VR entities.</p> <p>US Census Data available from the 2014 American Community Survey (ACS) shows there are 22,650 individuals in Region 10 that lack a high school diploma. 4,208 of these individuals lacking a HS diploma are between the ages of 18 and 24. Over 70 percent of those lacking a high school diploma reside in Linn and Johnson counties. 2014 ACS data also identifies 30,653 individuals ages 5 and older that speak a language other than English at home. 94 percent of these individuals reside in Washington, Linn and Johnson counties, with nearly 60 percent of the regional total residing in Johnson County.</p> <p>Data compiled in the 2015 Regional Workforce Needs Assessment identified that 20.8 percent of employers that completed the survey found workers are lacking basic skill such as written communication, reading for information, and mathematics. 30.6% of respondents identified soft skills, such as motivation, dependability, time-management, and communication skills, as lacking. However, 38.2% of respondents identified hard skills as lacking. These included skills such as analytical thinking, basic computer literacy, and business communication.</p>				
<p>Unemployment Data - US Census Bureau 2010-2014</p>								
	<p>State of Iowa</p>	<p>Benton</p>	<p>Cedar</p>	<p>Iowa</p>	<p>Johnson</p>	<p>Jones</p>	<p>Linn</p>	<p>Washington</p>
<p>Ages 16-19</p>	<p>16.5</p>	<p>13.5</p>	<p>14.8</p>	<p>4.7</p>	<p>13.0</p>	<p>14.0</p>	<p>15.5</p>	<p>12.2</p>
<p>Ages 20-24</p>	<p>9.5</p>	<p>12.9</p>	<p>8.8</p>	<p>3.7</p>	<p>5.5</p>	<p>5.6</p>	<p>9.2</p>	<p>7.3</p>
<p>Below Poverty in past</p>	<p>20.1</p>	<p>14.1</p>	<p>16.0</p>	<p>16.2</p>	<p>8.4</p>	<p>38.1</p>	<p>18.7</p>	<p>29.9</p>

12 mo.	12.7	7.2	11.3	9.7	9.8	18.8	14.2	15.6
Disabled	10.7	4.6	4.7	5.5	3.3	17.8	8.4	10
Less than HS Graduate								
<p>Above are unemployment rates for youth, low income, disabled and non-high school graduates. Fortunately, Region fairs well compared to the state of Iowa regarding youth and young adults working. Most counties are at or below the state rate. As expected those who report living below the poverty threshold in the past 12 months have higher unemployment rates. The rates for most counties in region 10 is lower than the state rate, except for two outliers of Jones and Washington Counties. Those with disabilities also report higher rates of unemployment than the overall population. Two counties have higher rates than the state overall (Linn, Jones and Washington). Lack of transportation options in Washington and Jones could be one reason for higher unemployment rates for disabled. Those with less than a high school diploma experience unemployment at very different levels compared to the county they reside in. Some counties show very low rates of unemployment within this group which could be a sign of a very tight labor market.</p>								
5	Alex Harris Keri Osterhaus	Form 2-Activities Analysis	<p>Added to Plan: In the past year, Kirkwood Community College continues to expand service opportunities for individuals in need of AEL services. ESL programming has been expanded to the IowaWORKS office in Cedar Rapids as a way to serve ELL learners in the area surrounding the IowaWORKS office. Managed enrollment classes have been expanded in Iowa City, with Iowa City ESL programming relocated to the Iowa City Credit campus to better connect students to further training and educational opportunities. A revised intake process has been piloted in Cedar Rapids for ABE/HSED students which now require students to attend an 8 hour orientation session prior to enrollment. Student retention has been a focus for staff, with efforts being made to re-engage students that have stopped-out from attendance. These efforts have led increased numbers of students being retained in the program beyond 12 hours of instruction.</p> <p>AEL instructors and staff have also continued work on the adoption of the College and Career Readiness standards into classroom instructional activities through continued training in the Standards-in-Action program. Kirkwood AEL staff has also participated in state trainings for SIA 2.0, focusing on workforce preparation integration, as well as the ANI academy, focusing</p>					

Public Comment Follow Up – Region 10

				<p>on improved math instruction.</p> <p>AEL staff has also worked with WIOA core partners on improving access to services for AEL students. Title I staff have increased their presence at the AEL program, providing workshops and serving as classroom presenters for ABE/HSED and ESL students. Student referrals for VR services have increased, and IowaWorks computer training sessions have been co-located at AEL locations in Cedar Rapids and Iowa City.</p> <p>All core partners, including IDB, will be included in core partner trainings and meetings.</p> <p>IVRS and IDB will provide outreach and support to enhance individuals that experience barriers to employment so that staff is more comfortable providing services to individuals to increase accessibility within the system. IDB staff is integrated into activities related to employment development and job placement for individuals with barriers to creating more universally designed services.</p>
6	Alex Harris Debbie Dowell	Form 2-Activities Analysis Question 4		<p>Added to Plan: Soft skill training is provided at the one-stop center through the Workin' It Out curriculum. Goodwill of the Heartland also offers the World of Work soft skill workshop at the one-stop office.</p> <p>IVRS provides job candidate job seeking skill training that is tailored to provide one-on-one training for individuals with various barriers or disabilities. IVRS utilizes the 30 Ways to Shine curriculum, making it available to all customers of the one-stop system.</p> <p>Individuals with barriers to employment are provided services that align with their identified barriers. Upon intake, those who disclose the need for additional services are referred to appropriate partner agencies that can provide services to address the barriers. For example, a student lacking basic academic skills is referred to the AEL program located within the one-stop for assessment and determination of classes and services.</p> <p>IDB regularly attends the workforce one-stop partner meetings and was invited to other trainings this fall, and was able to attend those trainings in other regions</p>

Public Comment Follow Up – Region 10

7	Alex Harris	Form 2-Activities Analysis Question 5	covered, receiving similar information as Region 10. Added to Plan: To enhance and improve AEL services at the one-stop, the AEL program is currently reviewing the service delivery model at the Cedar Rapids one-stop office. Tentative plans are to move to a managed intake and managed enrollment classes to be offered at the one-stop for students with CASAS scores of 220 and above. For students with CASAS scores of below 220, referrals will be made for students to attend classes at the main AEL program location in Cedar Rapids. AEL staff are also looking to schedule office hours for a transition specialist/pathway navigator at the IowaWorks office on a regular basis. Adult Education and Literacy program representatives attend county center and regional center meetings held by Kirkwood Community College. At the regional and county center meetings, representatives from area K-12 schools are present to learn about current Kirkwood offerings, including updates from the AEL program on services provided by the AEL program at each county or regional center. These meetings also provide an opportunity for the AEL program to receive feedback and suggestions from area K-12 school. The AEL program director also serves as the college's voting member on the local RWDB. Regional center representatives also serve as members of the local AEL participatory planning committee to provide input and suggestions for programming in the service region, especially in rural areas of Region 10. Economic development partners in Region 10 serve as ex-officio members of the local RWDB. Economic development officials also participate in regional sector board meetings. Through these efforts, the RWDB and core partners learn of workforce needs from a larger regional perspective, helping to guide programming and activities.
8	Debbie Dowell Alex Harris	Form 3-Regional Strategic Planning-Section 0	Updated wording (bold/underline) on item 3 of RWDB Region 10 Vision added to plan: Creating pathways that connect a pipeline of <u>educated and skilled workers to current and emerging industries leading to <u>self-sufficient careers.</u></u> Updated item 1 of RWDB Region 10 Vision (bold/underline) and added to plan: Ensuring accessibility for all individuals, <u>including those with barriers to employment.</u>
9	Keri	Form 3-Regional	Added to plan (bold and underlined):

Public Comment Follow Up – Region 10

	Osterhaus Alex Harris	Strategic Planning- Section 1	<p>Preparation of the Workforce: Design, develop and offer training for individuals—including those with barriers to employment—to prepare for current and emerging industry workforce skill requirements. Support the region’s workforce through pathways that provide advanced, skilled and future ready workers.</p> <p>Priority 1 Additional Goal added:</p> <ul style="list-style-type: none"> • Inform customers of career pathways and occupations that lead to self-sufficiency. <p>Priority 2 Additional Goals added:</p> <ul style="list-style-type: none"> • Expand access to training and education opportunities through the use of distance learning tools, videoconferencing, and other technology. • Co-enroll participants in core partner programs as appropriate to provide participants with access to needed and available services. <p>As a result of all staff core partner workshops and meetings, three workgroups have been established, comprised of members from each core partner program, to develop action plans for FY17 to be adopted by local core partners. The teams are focusing on the areas of <u>workforce system access</u>, <u>integration of customer services</u>, and <u>employer and business engagement</u>. Workgroups are a grassroots approach to developing integrated system, with managers providing guidance but staff leading each work group. Recommendations and plans for implementation of recommendations will be ready by implementation by October 2016.</p> <p>Added to Plan:</p> <ul style="list-style-type: none"> • Youth and young adults, especially out of school youth, are engaged through partnerships with community based organizations (homeless shelters, corrections, Goodwill). • Youth are also identified through co-enrollment with IVRS and TANF programs. • IVRS uses Microsoft accessibility suite to ensure individuals with disabilities are able to access documents and information. Core partners can utilize technical assistance from the IVRS assistive technology consultant to problem solve accessibility issues within Region 10. • The one-stop system utilizes laptops to serve customers in rural areas, during layoff events and other community events. • IVRS is launching a new YouTube site to connect individuals with provide
10	Debbie Dowell	Form 3-Regional Strategies- Question 2	
11	Alex Harris Keri Osterhaus Debbie Dowell	Form 3-Question3	

Public Comment Follow Up – Region 10

				<p>expanded access for the deaf and hard of hearing customers.</p> <ul style="list-style-type: none"> Language Line is also utilized to ensure accessibility for non-English speakers.
12	Alex Harris Keri Osterhaus	Form 3-Regional Strategic Planning- Question 4		<p>Added to plan: A cross-functional workgroup is developing a system orientation and access workplace for all workforce system customers with no wrong door into services. Until a formal state sanctioned system for co-enrollment, joint performance management is developed the partners will coordinate services and monitor handoffs. Region 10 will comply with the new system and ensure staff receives appropriate training.</p>
13	Alex Harris Keri Osterhaus	Form 3-Regional Strategic planning- Question 6		<p>Added to Plan: Local cross functional workgroups are developing action plans to ensure core partners understand services of core programs. Ongoing cross training is a goal within each action plan. These plans will align processes and procedures to more effectively co-enroll customers within TANF, IDB, IVRS and A/DW/Y while integrating with other community partners (PATHS, KPACE, GAP).</p> <p>Youth with disabilities, especially those who are out of school, are a target audience of the Title 1 youth and young adult program with a goal of providing work experiences combined with credential training to prepare youth for local careers by developing both soft and occupational skills.</p> <p>The one-stop system assists all who have disabilities and barriers, including those who are blind or visually impaired.</p>
14	Alex Harris Keri Osterhaus Debbie Dowell	Form 4 Question 0		<p>Added to plan: Currently team members from Goodwill, Wagner-Peyser, Adult, Dislocated Worker, Youth, PROMISE JOBS, IVRS, IDB and Adult Basic Education provide career services within the one-stop center and throughout the region. Career services include but are not limited to workshops, individual consultations, referrals, assessments and short term stackable credentials.</p>
15	Alex Harris Debbie Dowell	Form 4, Question 1		<p>Added to plan: Wagner Peyser business representatives meet with IVRS staff and Apprenticeship grant staff members to plan business outreach and job fairs. Including partners in the planning of events reduces duplication of services. In addition, the region is</p>

Public Comment Follow Up – Region 10

16	Harris Dowell	Form 4, Question 2	<p>establishing cross functional teams to reduce duplication by coordinating system access activities. Ongoing coordination to avoid duplication will continue and be enhanced through the work of the cross functional workgroups.</p> <p>Previous section deleted and following added to plan:</p> <p>Current Adult Education and Literacy (AEL) services are provided locally by Kirkwood Community College. The local AEL director also serves as a voting member on the local board, and has been a member since 2011. This has enhanced Region 10's knowledge and understanding of AEL services, as the board has received training in the past on AEL programming opportunities through the region. As part of the renewal of Kirkwood's local plan extension for the FY2016 cycle, the local board was presented with a summary of Kirkwood's plan and provided a letter of support for its annual renewal. This process will occur again for the FY2017 program year, as the AEL program enhances its collaborative efforts with other local core partners.</p> <p>Region 10 plans to focus its adult education and literacy (AEL) efforts on the following priority areas as outlined in WIOA: adult education, digital literacy, career pathways, English Language Acquisition (ELA) courses, integrated Education and Training opportunities for ELA as well as non-ELA students, workforce preparation, and financial literacy. These services will be delivered by AEL staff in collaboration with local partners to avoid duplication of services.</p> <p>AEL services are provided throughout region 10 at Kirkwood Community College locations, the 6th Judicial District Campus, as well as at the Cedar Rapids one-stop. For students coming to existing AEL courses, referrals are made or on-site visits are conducted by core partner staff to provide services to AEL students. Examples of this are visits and presentations by IowaWorks staff at AEL locations, on-site appointments by Title I youth staff, and referrals or appointments for VR assessments.</p> <p>Core partners have received training as well as referral materials to make appropriate referrals to AEL services. By the start of FY2017, core partners will receive web access to the appointment scheduling system utilized by the Kirkwood AEL program to be able to create appointments for AEL services provided at non one-stop locations.</p> <p>Members of the Kirkwood Community College AEL team have been collaborating with other core partners on training, education, and identification of potential service enhancements since July of 2015. Staff members have participated in joint trainings and have served on functional work groups convened by the core partner management team. A matrix of core</p>
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Public Comment Follow Up – Region 10

				<p>partner services has been developed as a way to identify customers eligible for services from each core partner to make appropriate referrals. AEL staff members are also collaborating with one-stop partners on providing services such as computer literacy courses and job readiness workshops by hosting these workshops at AEL sites in addition to the one-stop offices. In return, AEL services have been expanded at the Cedar Rapids one-stop location to now also include ESL programming. When appropriate, referrals are made to partner agencies. The efforts being made by the local partnership and workgroups will further define how these efforts will be designed, integrated, and implemented.</p> <p>The Wagner Peyser and IVRS business service teams are attending each other's meetings and conducting business meetings together to cross train staff on what each agency offers.</p> <p>Thank you for the comment; we believe we have adequately addressed this question earlier.</p> <p>Added to Plan:</p>
17	Dowell	Form 4, Question 3		
18	Dowell	Form 4, Question 4		
19	Dowell	Form 4, Question 5		<p>Added to Plan:</p> <p>Other strategies within the youth program to provide services include:</p> <ul style="list-style-type: none"> • Increased focus on work based learning activities, with a growing number of youth enrolling into WEP, LIN and Pre-Apprentice activities. • Partnership with K12 providing workshops on basic occupational skills training (OSHA, forklift) preparing students for paid summer interns upon completion of junior year high school training. • Increased linkage with dislocated worker apprenticeship program to link youth with apprenticeship opportunities or as a co-enrollment for dislocated workers below age 25. • Coordination of three employment programs each year, to identify and enroll a cohort of new youth participants during each timeframe. These would align with traditional hiring seasons (summers and holidays). <p>Added to plan:</p>
20	Keri Osterhaus	Form 4, Question 6		<p>The IDB is the vocational rehabilitation program authorized to deliver vocational rehabilitation services to individuals who are blind or visually impaired, including individuals who are deaf or have additional disabilities. The IDB, through provision of accessibility studies within the one-stop, can identify accessibility gaps and staff training needs for other members of the one-stop system.</p> <p>Added to plan:</p>
21	Dowell	Form 4, Question		

Public Comment Follow Up – Region 10

		7		<p>A cross functional workgroup of core partners have been developed to address integration of services and customer pool. Action plans will be developed by October 2016.</p>
22	Dowell	Form 4, Question 11		<p>Added to plan: The team is researching entrepreneurial workshops that may be offered within the workforce system and center through SCORE and the Small Business Development Center.</p>
23	Dowell	Form 4, Question 13		<p>Added to plan: Workers are provided packets of information on unemployment insurance, job seeker services available in the center, community resources. Other community partners are invited to present on information. Partners include DHS, Horizons (financial and mental health counseling), economic development and HACAP typically attend. For larger layoffs the team may facilitate workshops onsite, coordinate job fairs targeted to the impacted workers and set up needed SUG and IST training in the community.</p>
24	Harris Osterhaus	Form 4, Question 14		<p>Added to plan: The team participants in sector board meetings and activities, bringing the workforce system perspective on business and job seeker needs to develop training pathways, and to help engage new businesses.</p> <p>Goodwill of the Heartland provides basic skills training and is integrated into the center. The IowaWORKS center meets monthly with Goodwill and Department of Corrections to identify training needs, and learn about employer connections, bringing that information into sector boards to guide pathway training programs.</p> <p>By coordinating with IVRS and IDB, all workforce system partners can evaluate handouts and resources accessibility and link with IDB/IVRS resources to make updates and provide accommodations as needed.</p>
25	Dowell	Form 5, Question 0		<p>Moved paragraph from section below this one as it fits better. Paragraph starts with: "regional workforce investment Board" ...</p> <p>Added to plan: The Region 10 RWDB will be reviewing board structure options and making a decision on local structure over the next two years.</p>

Public Comment Follow Up – Region 10

26	Dowell Harris Osterhaus	Form 5, Question 2	<p>Added to plan: The subcommittee will also work on identifying youth, priority youth services and development of experiential learning options. The subcommittee will review and provide guidance on budget expenditures, service provision to youth populations to align with funding limits, co-enrollment, and targeted sectors.</p> <p>The board will continually evaluate youth subcommittee composition and identify who should be included, such as youth participants.</p> <p>The RWDB youth subcommittee has determined the committee will develop a vision during their first meeting. The subcommittee will also work on identifying youth, priority youth services and development of experiential learning options. The board will evaluate youth subcommittee composition and identify who should be included, such as youth participants.</p>
27	Osterhaus Harris	Form 5, Question 3	<p>Removed all but first paragraph and added the following:</p> <p>The Workforce Development board provides insight and direction regarding access to services in remote areas within the region. With the inclusion of adult education in WIOA, there is access to services at Kirkwood Community College locations in all counties in Region 10. AEL students have access to instructors at these locations on a weekly basis, and the region will study how these instructors and locations can serve as entrance points for other core partner services and customers, using technology such as Zoom or other videoconferencing tools. Though the AEL program students also have access to online learning programs for basic skills, workforce preparation, and English language learning.</p> <p>In addition, virtual access points have been provided in all seven counties within region 10, including libraries, armories, public service agencies, and schools. The decision to provide additional services to an area are based on factors including unemployment rate, labor market information, and various economic development factors, natural disasters, etc. For example, the Workforce Development Board determined that the community of Washington was in need of in-person services, which are now provided weekly as a result.</p> <p>Region 10 management is aware of transportation barriers. Managers or staff</p>

Public Comment Follow Up – Region 10

			<p>attends local transportation committees meeting in various communities to provide input and resources.</p> <p>Added to plan: A joint effort between IVRS and Iowa Department of Human Rights is addressing accessibility and conducting formal accessibility surveys. Preliminary accessibility studies have been completed at the Cedar Rapids one-stop office and in the Iowa City IVRS office (located within the same building as IowaWORKS). Feedback on these will be used to increase accessibility.</p> <p>Reworded the paragraph: "The data management screens inform..." to state The IowaWORKS data management system provides the full EEO policy and process to all customers entering the one-stop center.</p> <p>Removed EEO complaint procedure as it has now been added into the new Form 6.</p>
28	Form 5, Question 4		<p>Replace paragraph in this section with: A board meeting was held on 2/25/16 to develop an RFP template for Title 1 services in Region 10. The RFP was released March 1st, 2016 with questions received from potential applicants through March 15, 2016 and answers provided on March 18th, 2016. Proposals were due April 8, 2016. The RFP was posted on the board website and within the one-stop office. The proposals were reviewed by the review committee on April 26, 2016 and approved by the board on April 28, 2016. RFPs were evaluated utilizing a scoring tool.</p>
29	Form 5, Question 10		<p>Added to plan: The Title 1 Youth program will spend 20% of funding on experiential learning activities by:</p> <ul style="list-style-type: none"> • Coordinating 3-4 youth job hiring events each year • Bolster business partnerships through coordination with the Business Services and IVRS teams to identify worksites, especially those known to serve disabled youth. • Establishing expectations for all youth at enrollment that participate in Title 1 Youth programming typically includes an experiential learning component and credential training component. • Complete ongoing, year round youth placements.
30	Form 5, Question 11		

Public Comment Follow Up – Region 10

31	Harris	Form 5, Question 12	<p>Added to plan:</p> <p>Below is a list of frequency and types of oversight and monitoring activities: State-Program Monitoring-Annually State-Fiscal Monitoring-Semi-Annually RWDB Meetings-Review performance and budget-six times annually (or as requested) CBO Meetings-Review performance and budget-semi-annually (or as requested)</p>
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Unemployment Data - US Census Bureau 2010-2014

	State of Iowa	Benton	Cedar	Iowa	Johnson	Jones	Linn	Washington
Ages 16-19	16.5	13.5	14.8	4.7	13.0	14.0	15.5	12.2
Ages 20-24	9.5	12.9	8.8	3.7	5.5	5.6	9.2	7.3
White	5.0	4.3	3.6	2.6	3.2	6.0	4.7	4.4
African American	14.8	--	--	--	5.3	--	13.4	2.4
Native American / Alaskan	12.2	57.1	--	--	--	71.4	--	--
Asian	5.0	--	--	--	5.4	--	4	--
Hispanic	9.0	5	--	17.7	7.5	--	3.7	10.9
Non-Hispanic	4.9	4.2	3.6	2.3	3.0	6.1	4.8	4.4
Below Poverty in past 12 mo.	20.1	14.1	16.0	16.2	8.4	38.1	18.7	29.9
Disabled	12.7	7.2	11.3	9.7	9.8	18.8	14.2	15.6
Less than HS Graduate	10.7	4.6	4.7	5.5	3.3	17.8	8.4	10

Application Review

Application: 156799 - Region 10 WIOA CSP

Organization: WIOA Regional Planning Consortium Region 10
Applicant: Carla Andorf
Stage: Pre-Application
Reviewer: Debbie Dowell
Reviewer Role: Primary
Review Status: Submitted on 04/11/2016
Round: 1
Score: 0.00

Regional Information - Form 1

Board Details

0. Is the Board Chair listed an active business/employer representative? (0.0) No

Local Area's Chief Elected Official Chair

1. Is a current Local Area Chief Elected Official indicated? (0.0) Yes

Core Partners

2. Are each of the Core Partners adequately and fully identified with key information? (0.0) Yes

One-Stop System

3. Do the hours of service demonstrate sufficient access for those with barriers to employment? (0.0) Yes

4. Is a spreadsheet of all one-stop service locations complete and accurate? (0.0) Yes

Fiscal Agent

5. Is the information for the fiscal agent complete? (0.0) Yes

Comment

6. Provide any additional comment or questions here: (0.0)

none

Strategic Elements - Form 2

Economic Analysis

0. Does the economic analysis adequately describe in-demand industry sectors, occupations, knowledge and skills needed for the local area, including individuals with barriers? (0.0)

The economic analysis adequately describes in-demand industry sectors, occupations and knowledge needed for the local area, however, occupations within those industry sectors need to be identified.

Workforce Analysis

1. Does the workforce analysis adequately describe employment, unemployment, labor market trends, educational skill levels and skill gaps of the local workforce, including individuals with barriers? (0.0)

The workforce analysis adequately describes employment, unemployment, labor trends and educational skill levels of the local workforce. The Plan needs more detail regarding individuals with barriers, i.e. ex-offenders, TANF recipients, English language learners, older workers and veterans... what are the demographics in the region? How does this fit with the overall workforce?

Activities Analysis

2. Do the accomplishments provided adequately describe the region's workforce development activities, including education and training activities of the core partners addressing individuals with barriers? (0.0)

The region has done a great job in providing the list of accomplishments regarding workforce development activities: AEL programming at the One-Stop Center, apprenticeship programming, in-service training for core partner staff to learn about agency needs/services, Itinerant services provided for rural populations .

3. Did the plan include a spreadsheet of ALL mandatory and other partners? (0.0)

Yes

4. What are the strengths of the local workforce activities, does it include core partners and the needs of individuals with barriers? (0.0)

Strengths of the workforce activities include the employer services provided by sector partnerships, and 2 ECI councils in addition to the regular meeting of core partners to develop and align program activities.

Weaknesses include the need for better communication/ education of the current workforce regarding the need for additional training to obtain middle skill jobs. Additionally the need for improved soft skills training for lowans.

5. Does the plan adequately detail the current strategies of integration and alignment among the core partners with economic development, K-12 and post-secondary? (0.0)

The plan adequately details the current strategies of integration and alignment among the core partners with economic development and sector strategies, k-12 with IVRS in the schools providing career development services to individuals with disabilities, iJAG partnerships and post secondary with the development of short term training certificates provided at the one-stop center.

Regional Strategic Planning - Form 3**Regional Strategic Vision and Goals**

0. Does the regional vision and goals address preparing an educated and skilled workforce inclusive of all workers and potential workers, including addressing the needs of individuals with barriers to employment for jobs resulting in self-sufficiency and career advancement? (0.0)

The Region's vision does a good job in addressing preparation of all lowans to meet the needs of employers. Career advancement is addressed with career pathways. However, employment for jobs resulting in self-sufficiency is not mentioned.

The Regional goals and priorities address preparing an educated and skilled workforce including those with barriers to employment by offering career education and training pathways to include basic, soft and hard skills development, employer engagement, and community awareness.

1. Does the regional vision and goals align with the State's strategic vision and goals? (0.0)

The regional vision and goals align with the State's strategic vision and goals:
accessibility;
education and preparation of the workforce to include all lowans;
employer engagement

Regional Strategies

2. Does the plan adequately describe how the core partners will align resources to achieve the strategic vision and goals? (0.0)

The Plan describes how the core partners will align resources to achieve the strategic vision and goals: membership on the Regional Workforce Board, joint reporting, referral process.

Would like more detail regarding how the partners will work together sharing information on co-enrolled participants, "team staffing" for shared customers to leverage resources, job development and retention.

3. Does the plan sufficiently address strategies that will expand access to employment, education, training and support services for eligible individuals including youth and individuals with barriers to employment? (0.0)

The Plan sufficiently addresses strategies that will expand access to employment, education, training and support: co-enrollment, integration and co-location, system orientation, staff training

How will the core partners utilize technology available through their respective agencies to provide expanded access to services for eligible individuals?

4. Does the plan adequately describe efforts in the development of career pathways and address how the region will address co-enrollment, as appropriate, to improve the access to activities that lead to a recognized post-secondary credential, including industry-recognized certificates that are portable and stackable? (0.0)

The plan adequately describes efforts in the development of career pathways to improve access to a recognized post-secondary credential/ certificate.

5. **Have additional strategies been developed by the region relative to workforce development, education and training needs not otherwise included? (0.0)**

Additional strategies developed by the region include partnerships with agencies/programs providing education and training, funding in career pathways.

6. **How do the regional strategies align with strategies in the State's Unified Plan? (0.0)**

The regional strategies are aligned with the State's Plan for accessibility, integrated education and training, career pathways and sector partnerships.

Performance Goals

7. **Does the plan sufficiently describe how the core partners will contribute toward the State's level of performance based on the primary indicators provided? (0.0)**

The plan sufficiently describes how the core partners will contribute toward the State's level of performance by monitoring, better linkage with employers, referrals and co-enrollments.

Assessment for Continuous Improvement

8. **Does the plan adequately describe what strategies the region will use to 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 the assessments to make continuous improvements? (0.0)**

The Plan adequately describes the strategies the region will use to assess overall effectiveness of the workforce system in relation to the strategic vision, goals and strategies.

Operational Planning Elements - Form 4

Implementation of Strategies

0. **Does the local plan describe a cohesive plan in implementing identified strategies for the one-stop system? (0.0)**

The Plan does a good job in describing the data management system and shared data. It discusses the importance of the core partners working together to leverage resources and provide for individual participant needs. Please discuss how the region plans to implement the identified strategies, i.e. integrated business services teams, shared communication on common customers, case management, co-enrollment, when appropriate.

Please describe how career services are provided. Do partners "share" duties for delivering workshops? How are assessments provided? Do partners work share the participant's individual career plan? How do partners work together to provided career development?

1. **Does the plan adequately outline the strategies used to improve service delivery and avoid duplication of services? (0.0)**

The Plan describes an action plan worksheet serving as a menu of services for participants, action steps are tailored to meet specific goals of customers. However, how will the core partners work with Wagner Peyser services to improve service delivery and avoid duplication of services? i.e. business service reps/ job placement, career fairs, nrcr, and LMI for career development activities in a participant enters through another path?

2. **How does the plan demonstrate alignment of services with Adult Education and Literacy and enhances the provision of services and avoids duplication? (0.0)**

The plan demonstrates alignment of services with AEL which enhances the provision of services and avoids duplication... Can you describe how the partners will work together to align career development, assessments and job readiness activities for customers who are already in the center for AEL classes? When will co-enrollment take place so that partners can leverage resources to provide wrap around services to participants.

3. **Does the plan sufficiently describe what efforts are taking place to enhance the provision of services to individuals with disabilities such as cross-training of staff, technical assistance and cooperative efforts with employers working with Vocational Rehabilitation? (0.0)**

The Plan does a good job describing the efforts taking place to enhance provision of services to individuals with disabilities. How is VR working with the business services team for employer engagement? How do the core partners work to share job leads/ placement for individuals with disabilities?

4. **Does the plan adequately outline the services provided and the capacity to address and enhance Adult and Dislocated Worker Services while avoiding duplication? (0.0)**

The plan adequately outlines the services provided...it might be beneficial to address working with partner staff to leverage resources/funding when providing training opportunities to customers... job placement and work-based learning opportunities should be included in the summary.

5. **Does the plan clearly identify successful models of youth workforce activities being used or planned in addition to how the required fourteen elements will be made available to youth in the region? (0.0)**

The Plan identifies the 14 elements that are required through WIOA and does indicate that the activities are available to all youth enrolled in the WIOA program, however it does not state how these services will be delivered, what are successful

models of youth workforce activities being used or planned in addition to the 14 elements? i.e. summer youth employment programs, pre-apprenticeship classes, work-based learning opportunities, and vocational exploration to assist with career planning.

6. Does the plan describe what efforts are being taken to enhance the provision of services to individuals with vision disabilities? (0.0)

The Plan describes current efforts that are being taken to enhance services to individuals with vision disabilities.

Integrated Customer Service

7. Does the plan adequately describe the integrated customer service process for participants? How does the region coordinate activities and resources to provide customer-centered services, including supportive services to individuals in the workforce system? (0.0)

The Plan describes the integrated service delivery with attached flow chart, however the plan needs to provide a description of how the region coordinates to provide customer-centered services, including those supportive services that can assist the customer in successfully completing their career plan.

8. Does the plan sufficiently describe how the core partners connect services to targeted populations (persons with disabilities, veterans, ex-offenders, TANF, etc)? (0.0)

The plan sufficiently describes how the core partners connect services to targeted populations.

9. Is there a core partners flow chart of services attached to the plan? (1.0)

Yes

Coordination, Alignment and Provision of Services

10. Does the plan adequately describe the use of initiatives designed to meet the strategic needs of employers (customized training, OJT, sector strategies, career pathways)? (0.0)

The plan adequately describes the use of OJT, Apprenticeships, sector strategies/career pathways and home based Iowa.

11. How does the region coordinate and promote entrepreneurial skills training? (0.0)

The region works with IVRS self-employment program for persons with disabilities and refers individuals to the small business development center at the college. Are there plans to introduce entrepreneurial skills to individuals at the one-stop center?

12. Does the plan sufficiently describe how the board uses Registered Apprenticeships to support the regional economy and the individual's career advancement? (0.0)

The plan sufficiently describes efforts in Region 10 utilizing the JD NEG grant for apprenticeships in trade and manufacturing. The use of pre-apprenticeship classes and OJT are assisting efforts in upskilling of individuals that are not "ready" for an apprenticeship.

13. Does the plan describe what the region is doing to carry out rapid response activities that align with statewide processes? (0.0)

The plan summarizes the process with a regional rapid response team... please describe in more detail the types of services provided to employers/ impacted workers including co-enrollment into WIOA dislocated worker programs.

14. How is the region engaging local education and training providers to create a job-driven education and training system? (0.0)

The region works with local education and training providers in identifying and creating job-driven programs/certificates that can be used to upskill workers to obtain in-demand jobs.

15. Does the plan describe how the board and core partners work with local education and training providers to leverage funds to allow enhanced access to workforce development program participants? (0.0)

The plan describes how the core partners work with local education and training providers to leverage funds to allow enhanced access to workforce development programs: the use of GAP, PACE, SNAP, TANF, Title I and Title IV are leveraged to provide training and support services. There is a presence at the one-stops for each of these funding sources.

16. Does the plan describe strategies to improve access to activities leading to recognized post-secondary credentials including Registered Apprenticeships? (0.0)

The plan describes strategies to improve access to activities leading to post secondary credentials and lists those available to customers in Region 10: CNC, customer service, OSHA are a few of those provided

17. How does the region coordinate activities with economic development entities to enhance opportunities to meet the needs of employers? (0.0)

The region coordinates activities with economic development including representation on the board as ex-office, sector partnerships, career fairs, employer events/

Regional Operating System and Policies - Form 5

Regional Workforce Development Board Functions

0. Does the plan adequately describe the regional board's operational structure and decision-making process? What standing committees are currently in existence or planned which will support WIOA implementation? (0.0)

The plan describes the regional board's operation structure, however, please list the composition of the 14 members. The board currently has one standing committee; the audit committee and has plans to create a youth standing committee which will support WIOA implementation.

Are there plans to move forward with the required WIOA board composition?

The REgional Board structure is outlined in the next section, you might consider moving that to this section for operational structure.

1. Does the plan summarize the regional board's oversight and monitoring process including ensuring quality customer service and the frequency of such reviews? (0.0)

The Plan summarizes the board's oversight and monitoring process ensuring quality customer service.

2. Does the plan outline the process in reference to the planning, operation and other issues related to youth programming? Does it adequately describe how the region will provide services to youth? (0.0)

The question asks how the board will provide services to youth in the region. The Plan discusses a youth standing committee that will meet 2 times a year beginning in FY 2017... will they develop a vision/ mission statement? How will services be provided? Will older youth be co-enrolled into adult program? How will the region provide services to inschool youth with limited funding?

3. How does the region provide access to services in remote areas? What technology is used to ensure full access to the entire service area and populations? (0.0)

The region provides access to services in remote areas through the use of virtual access points and Title I staff traveling to outside counties. However, please describe the use of any technology that is available to individuals that would allow access to center services, ie. resume writing, job search skills training, basic skills, etc. Does the region partner with core partners to provide services in remote areas? What is available through social media from the center site that could be accessed by individuals?

4. Does the plan describe how partners within the one-stop center system will comply with provisions regarding the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities? How does the Region ensure that lowans are not discriminated against on the basis of age, sexual orientation, gender, disability, sex, race, color and national origin or religion? (0.0)

The plan adequately describes how the one-stop center system complies with ADA and EEO requirements. Monitoring is done by the partners and any issues are addressed.

Regional Workforce Development Board Policies

5. Does the plan describe how the board will ensure the continuous improvement of eligible providers of services and ensure that such providers meet the employment needs of local employers, workers and job seekers? (0.0)

The plan describes how the board ensures continuous improvement of eligible providers and reviews LMI data to review the programs being provided meet the needs of job seekers and employers.

- | | |
|--|-----|
| 6. Did the region attach the board's process to meet priority of service requirements? (1.0) | Yes |
| 7. Did the plan provide the local area's definition of self-sufficiency? (1.0) | Yes |
| 8. Did the region attach the board's individuals training account policy? (1.0) | Yes |
| 9. Did the region attach the board's policy on supportive services for core partners? (1.0) | Yes |

Regional Workforce Development Board Fiscal Policies

10. Did the plan adequately describe the competitive process used to award sub-grants and contracts in the local area for activities carried out under WIOA Title I? (0.0)

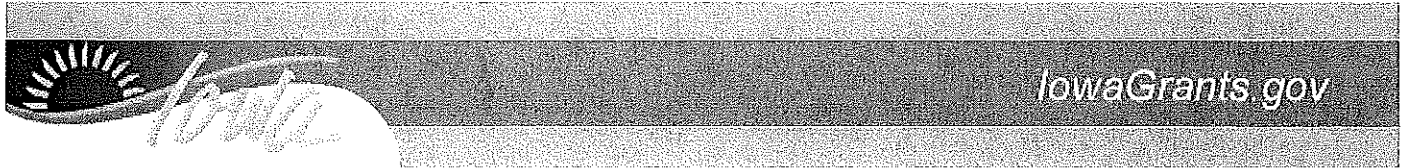
Please describe the complete process including how long the RFP was posted, the review committee process, and selection criteria. The region can use the format provided by the state.

11. Did the plan sufficiently provide the board's approach and planned program design to meeting the required a) 75% minimum youth expenditures on out-of-school youth; and b) required 20% minimum for work experience? (0.0)

The plan sufficiently provides the board's approach to outreach and recruitment efforts for out of school, older youth, however, please describe the program design to meet the required 75% youth expenditures. How will the region engage this population to successfully complete the program? What strategies will be used that introduce older out of school youth to career pathways?

12. Did the plan provide a description of the local area's oversight and monitoring procedures including processes for program and fiscal monitoring? (0.0)

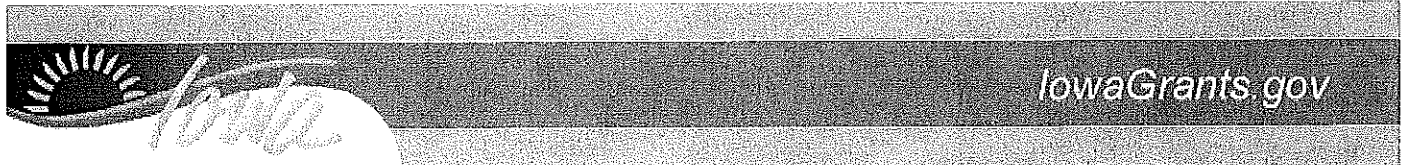
the plan provides a description of the oversight and monitoring procedures.



Application Review

Application: 156799 - Region 10 WIOA CSP

Organization: WIOA Regional Planning Consortium Region 10
Applicant: Carla Andorf
Stage: Pre-Application
Reviewer: Wendy Greenman
Reviewer Role: Primary
Review Status: Editing
Round: 1
Score: 0.00



Application Review

Application: 156799 - Region 10 WIOA CSP

Organization: WIOA Regional Planning Consortium Region 10
Applicant: Carla Andorf
Stage: Pre-Application
Reviewer: Alex Harris
Reviewer Role: Primary
Review Status: Submitted on 04/11/2016
Round: 1
Score: 0.00

Regional Information - Form 1

Board Details

0. Is the Board Chair listed an active business/employer representative? (0.0) Yes

Local Area's Chief Elected Official Chair

1. Is a current Local Area Chief Elected Official indicated? (0.0) Yes

Core Partners

2. Are each of the Core Partners adequately and fully identified with key information? (0.0) Yes

One-Stop System

3. Do the hours of service demonstrate sufficient access for those with barriers to employment? (0.0) Yes

4. Is a spreadsheet of all one-stop service locations complete and accurate? (0.0) Yes

Fiscal Agent

5. Is the information for the fiscal agent complete? (0.0) Yes

Comment

6. Provide any additional comment or questions here: (0.0)

Adequate information provided.

Strategic Elements - Form 2

Economic Analysis

0. Does the economic analysis adequately describe in-demand industry sectors, occupations, knowledge and skills needed for the local area, including individuals with barriers? (0.0)

This plan would have benefited from a more detailed analysis of in-demand industries and occupations. Example: In Advanced Manufacturing, the estimated employment in 2012 was 16,605, and the projected employment for 2022 is 17,850 which is an increase of 1,245 for a 7.5% growth in jobs.

Good list of the knowledge and skills needed to meet employer needs of identified existing and emerging in-demand industry sectors and occupations. Please also mention how these knowledge and skills were identified.

Workforce Analysis

1. Does the workforce analysis adequately describe employment, unemployment, labor market trends, educational skill levels and skill gaps of the local workforce, including individuals with barriers? (0.0)

Historical unemployment rates are useful but the plan also needs data to support these figures.

The employment and unemployment analysis could benefit from supporting data and percentages. For example, which groups experienced the highest rates of unemployment? (Blacks or African Americans, Youth, Hispanics, those without a high school diploma, high school graduates with no college, etc.). Also, what are the most recent employment and unemployment numbers and projections?

The plan did not provide an analysis of the skill gaps for individuals with barriers to employment.

Activities Analysis

2. Do the accomplishments provided adequately describe the region's workforce development activities, including education and training activities of the core partners addressing individuals with barriers? (0.0)

Adult Education services are not adequately described.

3. Did the plan include a spreadsheet of ALL mandatory and other partners? (0.0)

Yes

4. What are the strengths of the local workforce activities, does it include core partners and the needs of individuals with barriers? (0.0)

The analysis of the strengths and weaknesses of existing workforce development activities of the core partners was weak and needs to be expanded upon.

Needs of individuals with barriers were not clearly articulated.

5. Does the plan adequately detail the current strategies of integration and alignment among the core partners with economic development, K-12 and post-secondary? (0.0)

The plan does not adequately describe the strategies and services provided by Adult Education.

The plan details the current strategies of integration and alignment with high schools and community colleges but does not describe the strategies of integration and alignment with economic development.

Regional Strategic Planning - Form 3

Regional Strategic Vision and Goals

0. Does the regional vision and goals address preparing an educated and skilled workforce inclusive of all workers and potential workers, including addressing the needs of individuals with barriers to employment for jobs resulting in self-sufficiency and career advancement? (0.0)

The Region 10 Vision Statement could be strengthened by adding the following language to #3: Creating pathways that connect a pipeline of educated and skilled workers to current and emerging industry.

Region 10's vision and goals could be strengthened by also including a goal that addresses the need to prepare all workers, including individuals with barriers to employment, for jobs resulting in self-sufficiency and career advancement.

1. Does the regional vision and goals align with the State's strategic vision and goals? (0.0)

Region 10's vision for the most part aligns with the State's strategic Vision and Goals in the Unified Plan. However, be sure to incorporate goals that address preparing an educated and skilled workforce inclusive of all workers and potential workers, including addressing the needs of individuals with barriers to employment for jobs resulting in self-sufficiency and career advancement.

Regional Strategies

2. Does the plan adequately describe how the core partners will align resources to achieve the strategic vision and goals? (0.0)

The sharing of personnel resources are described briefly in this plan.

3. Does the plan sufficiently address strategies that will expand access to employment, education, training and support services for eligible individuals including youth and individuals with barriers to employment? (0.0)

How will the plan sufficiently address strategies and support services for youth and individuals with barriers to employment?

4. Does the plan adequately describe efforts in the development of career pathways and address how the region will address co-enrollment, as appropriate, to improve the access to activities that lead to a recognized post-secondary credential, including industry-recognized certificates that are portable and stackable? (0.0)

The plan describes efforts in the development of career pathways and mentions co-enrollment in multiple partner programs. It was not clear how the region will address co-enrollment to improve access to activities that lead to a recognized postsecondary credential, including industry-recognized certificates that are portable and stackable.

5. Have additional strategies been developed by the region relative to workforce development, education and training needs not otherwise included? (0.0)

Strategies related to soft skills training were mentioned.

6. How do the regional strategies align with strategies in the State's Unified Plan? (0.0)

In addition to ensuring that external customers (employers or businesses) are aware of the services provided in Region 10, align your regional strategies to include internal customers as you did under Priority #1. Also, be certain to include strategies and support services for youth and individuals with barriers to employment.

Performance Goals

7. Does the plan sufficiently describe how the core partners will contribute toward the State's level of performance based on the primary indicators provided? (0.0)

A summary was provided describing how the core partners will contribute toward the State's level of performance based on the primary indicators provided.

Assessment for Continuous Improvement

8. Does the plan adequately describe what strategies the region will use to 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 the assessments to make continuous improvements? (0.0)

Assessment strategies were identified.

Operational Planning Elements - Form 4

Implementation of Strategies

0. Does the local plan describe a cohesive plan in implementing identified strategies for the one-stop system? (0.0)

The plan did not describe a cohesive plan in implementing identified strategies for the one-stop system. For example, "career services" were briefly mentioned but not described (who, what, when, where, how, etc.).

Please expand on your adult education strategies.

1. Does the plan adequately outline the strategies used to improve service delivery and avoid duplication of services? (0.0)

The plan does not adequately outline the strategies used to improve service delivery and avoid duplication of services?

2. How does the plan demonstrate alignment of services with Adult Education and Literacy and enhances the provision of services and avoids duplication? (0.0)

The plan does a nice job in demonstrating alignment of services with Adult Education and Literacy.

3. Does the plan sufficiently describe what efforts are taking place to enhance the provision of services to individuals with disabilities such as cross-training of staff, technical assistance and cooperative efforts with employers working with Vocational Rehabilitation? (0.0)

The plan sufficiently describes the efforts that are taking place to enhance the provision of services to individuals with disabilities.

4. Does the plan adequately outline the services provided and the capacity to address and enhance Adult and Dislocated Worker Services while avoiding duplication? (0.0)

The plan adequately outlines the services provided and the capacity to address and enhance Adult and Dislocated Worker Services.

5. Does the plan clearly identify successful models of youth workforce activities being used or planned in addition to how the required fourteen elements will be made available to youth in the region? (0.0)

The plan does an excellent job in identifying successful models of youth workforce activities being used.

6. Does the plan describe what efforts are being taken to enhance the provision of services to individuals with vision disabilities? (0.0)

Good job in describing the efforts being under taken to enhance the provision of services to individuals with vision disabilities.

Integrated Customer Service

7. Does the plan adequately describe the integrated customer service process for participants? How does the region coordinate activities and resources to provide customer-centered services, including supportive services to individuals in the workforce system? (0.0)

The plan needs to expand upon the integrated customer service process for participants.

8. Does the plan sufficiently describe how the core partners connect services to targeted populations (persons with disabilities, veterans, ex-offenders, TANF, etc)? (0.0)

The plan does an excellent job in describing how the core partners connect services to targeted populations.

9. Is there a core partners flow chart of services attached to the plan? (1.0)

Yes

Coordination, Alignment and Provision of Services

10. Does the plan adequately describe the use of initiatives designed to meet the strategic needs of employers (customized training, OJT, sector strategies, career pathways)? (0.0)
- The plan provided a good description of the initiatives designed to meet the strategic needs of employers.
11. How does the region coordinate and promote entrepreneurial skills training? (0.0)
- IVRS and IDBs collaborative offer the Iowa Self Employment Programs to offer specific business consulting and guidance to assist in the coordination and promotion of entrepreneurial skills training.
12. Does the plan sufficiently describe how the board uses Registered Apprenticeships to support the regional economy and the individual's career advancement? (0.0)
- The plan sufficiently describes how the board uses Registered Apprenticeships to support the regional economy and the individual's career advancement.
13. Does the plan describe what the region is doing to carry out rapid response activities that align with statewide processes? (0.0)
- The plan adequately describes what the region is doing to carry out rapid response activities that align with statewide processes.
14. How is the region engaging local education and training providers to create a job-driven education and training system? (0.0)
- Please expand on how your region is engaging local education and training providers to create a job-driven education and training system.
15. Does the plan describe how the board and core partners work with local education and training providers to leverage funds to allow enhanced access to workforce development program participants? (0.0)
- The plan adequately describes how the board and core partners work with local education and training providers to leverage funds to allow enhanced access to workforce development program participants.
16. Does the plan describe strategies to improve access to activities leading to recognized post-secondary credentials including Registered Apprenticeships? (0.0)
- The plan sufficiently describes the strategies to improve access to activities leading to recognized postsecondary credentials including Registered Apprenticeships.
17. How does the region coordinate activities with economic development entities to enhance opportunities to meet the needs of employers? (0.0)
- Local economic development groups serve as ex-officio members of the local board. They jointly share information and partner on job fairs, outreach events, training needs, and layoff activities.

Regional Operating System and Policies - Form 5

Regional Workforce Development Board Functions

0. Does the plan adequately describe the regional board's operational structure and decision-making process? What standing committees are currently in existence or planned which will support WIOA implementation? (0.0)
- The plan described the regional board's operational structure under the question concerning the board's oversight and monitoring process.
1. Does the plan summarize the regional board's oversight and monitoring process including ensuring quality customer service and the frequency of such reviews? (0.0)
- CEO and RWDB oversight and monitoring process is adequately summarized.
2. Does the plan outline the process in reference to the planning, operation and other issues related to youth programming? Does it adequately describe how the region will provide services to youth? (0.0)
- The plan does not adequately describe how the region will provide services to youth. Please provide detailed strategies that the Board will plan to implement.
3. How does the region provide access to services in remote areas? What technology is used to ensure full access to the entire service area and populations? (0.0)
- In addition to providing virtual access points, please describe the software and technology you will be using to provide services in these remote areas. Also, what services are being provided at these rural locations?
4. Does the plan describe how partners within the one-stop center system will comply with provisions regarding the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities? How does the Region ensure that Iowans are not discriminated against on the basis of age, sexual orientation, gender, disability, sex, race, color and national origin or religion? (0.0)
- The plan provides a good description of how the partners will ensure compliance with provisions of the American Disabilities Act of 1990.

The paragraph describing consent and awareness of the EEO policy and process needs to be reworded for clarity.

Regional Workforce Development Board Policies

- 5. Does the plan describe how the board will ensure the continuous improvement of eligible providers of services and ensure that such providers meet the employment needs of local employers, workers and job seekers? (0.0)

The plan adequately describes the methods the Board will use to ensure the continuous improvement of eligible providers of services.

- 6. Did the region attach the board's process to meet priority of service requirements? (1.0) Yes
- 7. Did the plan provide the local area's definition of self- sufficiency? (1.0) Yes
- 8. Did the region attach the board's individuals training account policy? (1.0) Yes
- 9. Did the region attach the board's policy on supportive services for core partners? (1.0) Yes

Regional Workforce Development Board Fiscal Policies

- 10. Did the plan adequately describe the competitive process used to award sub-grants and contracts in the local area for activities carried out under WIOA Title I? (0.0)

The plan did not adequately describe the competitive process used to award sub grants and contracts.

Much greater detail is needed to describe this process. For example, discuss the procurement policy and procedures, public input process and legal notices, and any other applicable general provisions.

- 11. Did the plan sufficiently provide the board's approach and planned program design to meeting the required a) 75% minimum youth expenditures on out-of-school youth; and b) required 20% minimum for work experience? (0.0)

Good description of the board's approach and planned program design to meet the required 75% minimum youth expenditures.

In the second paragraph, please add a sentence mentioning the board's plan to meet the required 20% minimum for work experience. Again, good information here. You just need one more sentence to make that commitment clear.

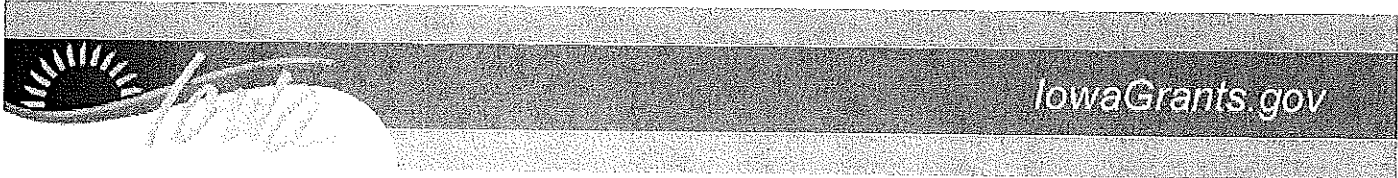
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- 12. Did the plan provide a description of the local area's oversight and monitoring procedures including processes for program and fiscal monitoring? (0.0)

Who will conduct the fiscal and the program monitoring? How often will this be done?

How often will the Title I Service providers report to the Board and what type of information will they be required to share with the board?

How often will the Board conduct its contract monitoring?



Application Review

Application: 156799 - Region 10 WIOA CSP

Organization: WIOA Regional Planning Consortium Region 10
Applicant: Carla Andorf
Stage: Pre-Application
Reviewer: Keri Osterhaus
Reviewer Role: Primary
Review Status: Submitted on 04/11/2016
Round: 1
Score: 0.00

Regional Information - Form 1

Board Details

0. Is the Board Chair listed an active business/employer representative? (0.0) Yes

Local Area's Chief Elected Official Chair

1. Is a current Local Area Chief Elected Official indicated? (0.0) Yes

Core Partners

2. Are each of the Core Partners adequately and fully identified with key information? (0.0) No

One-Stop System

3. Do the hours of service demonstrate sufficient access for those with barriers to employment? (0.0) Yes

4. Is a spreadsheet of all one-stop service locations complete and accurate? (0.0) No

Fiscal Agent

5. Is the information for the fiscal agent complete? (0.0) Yes

Comment

6. Provide any additional comment or questions here: (0.0)

IDB: Jamie Phipps is a VR Counselor, not the supervisor.
 The spreadsheet does not include IDB; IDB is considered part of the one-stop system. The counselor is available to any location by appointment.

Strategic Elements - Form 2

Economic Analysis

0. Does the economic analysis adequately describe in-demand industry sectors, occupations, knowledge and skills needed for the local area, including individuals with barriers? (0.0)

Individuals with barriers were not referenced.

The attachment needs reviewed for accessibility prior to final draft being submitted.

Workforce Analysis

1. Does the workforce analysis adequately describe employment, unemployment, labor market trends, educational skill levels and skill gaps of the local workforce, including individuals with barriers? (0.0)

References "at-risk" citizens but does not define what this concept refers to - it's unclear as to whether this includes persons with disabilities, veterans, older Iowans, youth, etc.

Analysis includes the number of individuals accessing services and some characteristics regarding these individuals.

Activities Analysis

2. Do the accomplishments provided adequately describe the region's workforce development activities, including education and training activities of the core partners addressing individuals with barriers? (0.0)

Discusses the Region 10 inservice training on October 12 and again later in the program year - states it included "all" core partners but does not list IDB. IDB needs to be included in training and cross training of staff regarding programs. IDB would like to participate as able in these training and planning efforts.

3. Did the plan include a spreadsheet of ALL mandatory and other partners? (0.0)

Yes

4. What are the strengths of the local workforce activities, does it include core partners and the needs of individuals with barriers? (0.0)

Employer relationships; sector boards, employer info sessions.
Individuals with barriers were not referenced, including individuals with disabilities, individuals who are blind or visually impaired.

5. Does the plan adequately detail the current strategies of integration and alignment among the core partners with economic development, K-12 and post-secondary? (0.0)

Discusses the "four" core partners - IDB a core partner however is not referenced in this section.

Regional Strategic Planning - Form 3

Regional Strategic Vision and Goals

0. Does the regional vision and goals address preparing an educated and skilled workforce inclusive of all workers and potential workers, including addressing the needs of individuals with barriers to employment for jobs resulting in self-sufficiency and career advancement? (0.0)

Yes, discusses accessibility for all individuals, career pathways, integrated workforce delivery system.

1. Does the regional vision and goals align with the State's strategic vision and goals? (0.0)

Yes, the state's vision and region's vision is similar. The goals do align.
Discusses the "four" core partners - IDB a core partner however is not referenced in this section.

Regional Strategies

2. Does the plan adequately describe how the core partners will align resources to achieve the strategic vision and goals? (0.0)

Discussion of the RWDB. Does not identify a plan or discuss strategies beyond this.

3. Does the plan sufficiently address strategies that will expand access to employment, education, training and support services for eligible individuals including youth and individuals with barriers to employment? (0.0)

Does not reference individuals with barriers to employment, individuals with the most significant disabilities, individuals who are blind or visually impaired.

4. Does the plan adequately describe efforts in the development of career pathways and address how the region will address co-enrollment, as appropriate, to improve the access to activities that lead to a recognized post-secondary credential, including industry-recognized certificates that are portable and stackable? (0.0)

Co-enrollment will occur in multiple partner programs. Does not discuss efforts around co-enrollment. Does address career pathways.

5. Have additional strategies been developed by the region relative to workforce development, education and training needs not otherwise included? (0.0)

Yes, discusses existing training programs.

6. How do the regional strategies align with strategies in the State's Unified Plan? (0.0)

Please review the Community Awareness priority to ensure IDB is included as a core partner administering a vocational rehabilitation program; increased awareness among core partners is important both among all core partners; ensuring that employers are aware of all of the regions services will not only assist that we are helping to fill their talent pipeline, but especially through vocational rehabilitation programs (IVRS and IDB) we can assist employers, through a variety of services, to retain valuable employees who may acquire a disability. IDB can also assist partners in creating a more accessible environment for individuals who have disabilities, in particular, those who are blind or visually impaired.

Performance Goals

7. Does the plan sufficiently describe how the core partners will contribute toward the State's level of performance based on the primary indicators provided? (0.0)

performance goals are pending, however monitoring is discussed.

Assessment for Continuous Improvement

8. Does the plan adequately describe what strategies the region will use to 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 the assessments to make continuous improvements? (0.0)

The board will measure joint and individual performance metrics in addition to strategic priorities and goals.

Operational Planning Elements - Form 4

Implementation of Strategies

0. Does the local plan describe a cohesive plan in implementing identified strategies for the one-stop system? (0.0)

Discusses the common data collection and reporting, intake procedures, assessments, and creation of a shared pool of candidates.

1. Does the plan adequately outline the strategies used to improve service delivery and avoid duplication of services? (0.0)

Action Plan Worksheet. duplication minimized through teams developing processes and procedures regarding referrals.

2. How does the plan demonstrate alignment of services with Adult Education and Literacy and enhances the provision of services and avoids duplication? (0.0)

Discusses services, locations, participation in board activities, referral processes and trainings provided to some of the core partners.

3. Does the plan sufficiently describe what efforts are taking place to enhance the provision of services to individuals with disabilities such as cross-training of staff, technical assistance and cooperative efforts with employers working with Vocational Rehabilitation? (0.0)

Discusses cross-training, technical assistance, board participation, and partnership with other agencies/entities to provide inclusive services to all persons with disabilities.

4. Does the plan adequately outline the services provided and the capacity to address and enhance Adult and Dislocated Worker Services while avoiding duplication? (0.0)

Discusses locations, trainings, services, referrals and board participation.

5. Does the plan clearly identify successful models of youth workforce activities being used or planned in addition to how the required fourteen elements will be made available to youth in the region? (0.0)

The plan discusses the fourteen elements, support services and transportation; it does not discuss successful models of activities being used or plan to ensure these services are delivered.

6. Does the plan describe what efforts are being taken to enhance the provision of services to individuals with vision disabilities? (0.0)

The Iowa Department for the Blind is a core partner. The IDB is the VR program authorized to deliver vocational rehabilitation services to individuals who are blind or visually impaired, including persons who are deaf blind, or persons who may have additional disabilities. The definition of "intensive services" is not defined, nor is it clear who is making this determination.

The plan does not discuss efforts taking place to enhance provision of services to individuals who are blind or visually impaired, including individuals who are deaf-blind.

Integrated Customer Service

7. Does the plan adequately describe the integrated customer service process for participants? How does the region coordinate activities and resources to provide customer-centered services, including supportive services to individuals in the workforce system? (0.0)

Discusses a plan to develop a streamlined referral system. Support service provision is unclear.

8. Does the plan sufficiently describe how the core partners connect services to targeted populations (persons with disabilities, veterans, ex-offenders, TANF, etc)? (0.0)

Discusses the "Iowa Department of Vocational Rehabilitation" - name is inaccurate. IDB does provide services to employers in the region (training, assistive technology consultation, job matching, etc.) Several strategies are discussed to connect services to targeted populations.

9. Is there a core partners flow chart of services attached to the plan? (1.0)

Yes

Coordination, Alignment and Provision of Services

10. Does the plan adequately describe the use of initiatives designed to meet the strategic needs of employers (customized training, OJT, sector strategies, career pathways)? (0.0)
- OJT, apprenticeships, classroom trainings, Project Search, and other initiatives are discussed.
11. How does the region coordinate and promote entrepreneurial skills training? (0.0)
- Referrals are made to the Small Business Development Centers ISE program for IDB/IVRS clients.
12. Does the plan sufficiently describe how the board uses Registered Apprenticeships to support the regional economy and the individual's career advancement? (0.0)
- Registered Apprenticeships are described.
- Apprenticeship program requirements should be reviewed with IDB/IVRS counselors to ensure that individuals who have disabilities are able to participate with the use of an accommodation when possible.
13. Does the plan describe what the region is doing to carry out rapid response activities that align with statewide processes? (0.0)
- Yes, discusses the activities.
14. How is the region engaging local education and training providers to create a job-driven education and training system? (0.0)
- In creation and development of new training programs, it is important to include that these will be accessible training programs. How is the region educating training providers on the creation of accessible and available materials, programs, technologies, and presentations? For example - this section discusses that providers make handouts and resources available in the center - how are these resources provided to an individual who is blind and uses Braille? How are the resources provided to an individual who is an English Language Learner?
15. Does the plan describe how the board and core partners work with local education and training providers to leverage funds to allow enhanced access to workforce development program participants? (0.0)
- Through GAP tuition assistance and the PACE programs, ABE services are offered on site in CR. discusses the Food Assistance Employment and Training Program, and coordination of other training funds.
16. Does the plan describe strategies to improve access to activities leading to recognized post-secondary credentials including Registered Apprenticeships? (0.0)
- Describes strategies, including the Apprenticeships.
17. How does the region coordinate activities with economic development entities to enhance opportunities to meet the needs of employers? (0.0)
- through board and sector meeting participation.

Regional Operating System and Policies - Form 5

Regional Workforce Development Board Functions

0. Does the plan adequately describe the regional board's operational structure and decision-making process? What standing committees are currently in existence or planned which will support WIOA implementation? (0.0)
- Standing committees: audit and youth standing
States that there are 14 members, it is not clear who these members represent (this is described later in the following section).
1. Does the plan summarize the regional board's oversight and monitoring process including ensuring quality customer service and the frequency of such reviews? (0.0)
- discusses the CEO board, roles and responsibilities, discusses oversight and frequency.
2. Does the plan outline the process in reference to the planning, operation and other issues related to youth programming? Does it adequately describe how the region will provide services to youth? (0.0)
- The board has only recently met to determine that a committee would serve the region. The committee will develop a purpose, mission and vision. The focus is described. In the selection of committee members, perhaps including a parent of a youth with a significant disability, or a youth with a disability could be considered, in addition to representation by community partners that serve youth with disabilities.
3. How does the region provide access to services in remote areas? What technology is used to ensure full access to the entire service area and populations? (0.0)
- Discusses virtual access points - does not state whether these virtual access points are accessible (i.e. if in a local library, does the library have a machine that is accessible to persons with vision loss and requires screen reading software?).
Transportation services are not included in this section, has it been considered to partner with local transportation services to create affordable transportation for individuals in remote areas so that they can access services?
4. Does the plan describe how partners within the one-stop center system will comply with provisions regarding the physical and

programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities? How does the Region ensure that lowans are not discriminated against on the basis of age, sexual orientation, gender, disability, sex, race, color and national origin or religion? (0.0)

The plan does ensure compliance with physical and programmatic accessibility. However, it does not describe how partners will comply. The plan prohibits discrimination and states promotion of accessibility for all customers. The plan describes a complaint policy and procedure.

Regional Workforce Development Board Policies

5. Does the plan describe how the board will ensure the continuous improvement of eligible providers of services and ensure that such providers meet the employment needs of local employers, workers and job seekers? (1.0)

The Board will review performance metrics.

- | | |
|--|-----|
| 6. Did the region attach the board's process to meet priority of service requirements? (1.0) | Yes |
| 7. Did the plan provide the local area's definition of self- sufficiency? (1.0) | Yes |
| 8. Did the region attach the board's individuals training account policy? (1.0) | Yes |
| 9. Did the region attach the board's policy on supportive services for core partners? (1.0) | Yes |

Regional Workforce Development Board Fiscal Policies

10. Did the plan adequately describe the competitive process used to award sub-grants and contracts in the local area for activities carried out under WIOA Title I? (0.0)

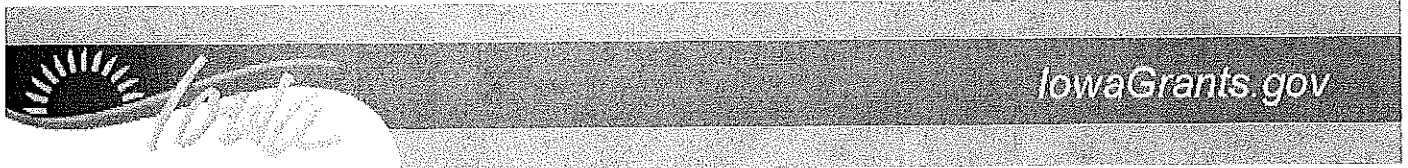
RFP process is discussed.

11. Did the plan sufficiently provide the board's approach and planned program design to meeting the required a) 75% minimum youth expenditures on out-of-school youth; and b) required 20% minimum for work experience? (0.0)

the requirement of 75% minimum are described. the 20% minimum is not stated, however work experiences are discussed.

12. Did the plan provide a description of the local area's oversight and monitoring procedures including processes for program and fiscal monitoring? (0.0)

Describes the audit subcommittee activities.



Application Review

Application: 156799 - Region 10 WIOA CSP

Organization: WIOA Regional Planning Consortium Region 10
Applicant: Carla Andorf
Stage: Pre-Application
Reviewer: Lee Russo
Reviewer Role: Primary
Review Status: Editing
Round: 1
Score: 0.00

Workforce Innovation and Opportunity Act

Region 10

Local Area Plan
July 1, 2016- June 30, 2018

We affirm that the Region Workforce Development Board (WDB) and the Chief Elected Official(s) of the Local Area, in partnership, have developed and now submit this comprehensive, strategic Local Area Plan in compliance with the provisions of the Workforce Innovation and Opportunity Act of 2014 and instructions issued by the Governor under authority of the Act.

6/13/2016
Submission Date

Workforce Development Board Chair

Patty Manuel

Typed or Printed Name

Director, Business Development

Typed or Printed Title



Signature

June 10, 2016

Date

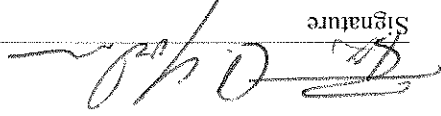
Chief Elected Official

Bob Yoder

Typed or Printed Name

Supervisor, Washington County

Typed or Printed Title



Signature

June 10, 2016

Date