



Application

141588 - WIOA Local Service Plan

164547 - Region 16 Final Application

Workforce Innovation and Opportunity Act

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## Primary Contact

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**Program Area of Interest** Workforce Innovation and Opportunity Act

**Fax:**

**Agency**

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## Organization Information

**Organization Name:** Southeastern Community College  
**Organization Type:** Community College  
**DUNS:** 06-994-2415

**Organization Website:** www.scciowa.edu

**Address:** 1500 West Agency Road  
P.O. Box 180

West Burlington Iowa 52655-0180  
City State/Province Postal Code/Zip

**Phone:** 319-752-2731 1920  
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**Benefactor**

**Vendor Number**

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## Board Details

**Board Chair Name:** Mike Hickey

**Title:** Owner  
Provide current business title.

**Business Name:** Hickey Contracting Company  
Provide current business organization name.

**Business address:** 1316 G. Street Keokuk IA 52632  
Provide current business address.

**Business phone:\*** 319-524-4015  
extension:

**Board Chair business email:** mwh.eok@gmail.com

**Identify counties served by Region:** Des Moines County, Henry County, Lee County, Louisa County  
Indicate each county currently served by the proposed plan. Use CTRL to multi-select.

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## Local Area's Chief Elected Official Chair

**Local Area's Chief Elected Official Chair Name:** Gary See  
Provide current Local Area's Chief Elected Official Chair.

**Elected Title:** County Supervisor  
Provide current title.

**Local Government Affiliation:** Henry County Board of Supervisors  
Provide local area's chief elected chair current government affiliation.

**Address:** 100 E. Washington Ste. 202 Mt. Pleasant IA 52641

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

**Phone:**\*

319-385-0759

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

**Email:**

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

Supervisors@henrycountyiowa.us

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## Core Partners

### Workforce Development

**WIOA (Title I) Director - Adult and Dislocated Worker Services:** Robert Ryan

**Organization Name:** Southeastern Community College

**Address:** 1000 N. Roosevelt Suite 9

**Phone:\*** 319-753-1671 31431  
extension:

**Email:** robert.ryan@iwd.iowa

**WIOA (Title I) Director - Youth Services:** Robert Ryan

**Organization Name:** Southeastern Community College

**Phone:\*** 319-753-1671 31431  
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**Email:** robert.ryan@iwd.iowa

**Wagner-Peyser Manager:** Carolyn J. Farley

**Address:** 1000 N. Roosevelt Suite 9

**Phone:\*** 319-753-1671 30352  
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### Rehabilitation Services

**Vocational Rehabilitation Supervisor:** Suzanne Frice

**Address:** 1000 N. Roosevelt Suite 7

**Phone:\*** 319-753-2231  
extension:

**Email:** suzanne.frice@iowa.gov

**Department for the Blind Supervisor:** Keri Osterhaus

**Address:** 524 4th Street Des Moines IA 50309

**Phone:\*** 515-242-5746  
extension:

**Email:** keri.osterhaus@blind.state.ia.us

### Adult Education and Literacy

**Adult Education and Literacy Services Coordinator:** Elizabeth Campbell

**Title:** Director of Adult Education and Literacy

**Organization:** Southeastern Community College

**Address:** 335 Messenger Road Keokuk, IA 52632  
**Phone:\*** 319-313-1930  
extension:  
**Email:** ecampbell@scciowa.edu

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## One-Stop System

**One-Stop System Center Name:** IowaWORKS Southeast Iowa  
**Street Address:** 1000 N. Roosevelt  
**City:** Burlington  
**Zip Code:** 52601  
**Phone:** 319-753-1671  
**Fax:** 319-753-5881  
**Office Hours:** M, Tu, Th, Fri 8:30 -- 4:30 Weds 9:00 -- 4:30  
**One-Stop Center Operator**  
**One-Stop Center Operator Name:** Carolyn J. Farley  
**One-Stop Center Operator Title:** Operations Manager  
**One-Stop Center Operator Organization:** Iowa Workforce Development  
**Attach a spreadsheet of all one-stop service locations:** 1463166103885\_ATT R16Service Location.pdf

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## Fiscal Agent

**Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds:** Robert Ryan

*Provide contact name as the fiscal agent.*

**Fiscal Agent Title:** WIOA/PJ Director

**Fiscal Agent Organization:** Southeastern Community College

*Provide the name of the associated organization.*

**Fiscal Agent DUNS:** 69942415

*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).*

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## Economic Analysis

### Industry Sectors and Occupations

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

Manufacturing continues to be Region 16's largest industry, representing 24.7 percent (12,862) of the Region's total covered employment of 51,983 (as of 2014). This is an increase of almost 3% from 2013. In Henry and Louisa counties, manufacturing represents one-third and one-half of all jobs respectively, as opposed to just one-seventh of jobs statewide. The most-recent regional Workforce Needs Assessment indicates that manufacturing also has the highest volume of job vacancies, with 44.5% of responding manufacturers reporting vacancies. Primary manufacturing occupations in the region are Team Assemblers, Packaging and Filling Machine Operators, Production Supervisors, Welders, and Inspectors.

Education and Health Services, Government, and Retail Trade are also among the top industries in terms of employment in Region 16, although they each have seen a slight decrease in jobs over the last year.

*Refer to question B-3.*

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

Region 16's top in-demand industry from 2012 -- 2022 will be Ambulatory Health Care Services (physicians/dental offices, clinics, laboratories, etc.) which is expected to see the highest number of new jobs (470) and the second-highest growth in terms of percentage (27.7%). Right behind is the Specialty Trade Contractor industry, whose workers perform specific activity involved in building construction (concrete, plumbing, electrical, painting, etc.). This field is projected to have the highest percentage growth in job openings (27.8%), with 420 new jobs. Truck driving is also an industry that will continue to experience high demand in the coming years, with 310 new openings expected in Region 16. The unique feature of this industry is that most required training can be completed in about 4-6 weeks.

Other industries that are expected to grow regionally are Nursing and Residential Care, Administrative Services, and Educational Services. These three fields are projected to add nearly 1,100 jobs from 2012 -- 2022.

*Refer to question B-3.*

**Knowledge and Skills Needed**



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

According to Iowa Workforce Development Labor Market Information statistics, the top ten Region 16 occupations with the highest projected growth will add 1,010 new jobs between 2012 -- 2022. While 92.5% of these jobs will not require a 4-year college degree, only 34.2% of them will be available to workers whose education did not advance past high school. In other words, 58.3% of the new, in-demand positions will require some sort of post-secondary training and/or certification. Those wishing to find employment as an educator, truck driver, or in a nursing position of any kind must receive training and testing that will result in certification or licensure.

*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.*

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## Workforce Analysis

### Employment and Unemployment

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

Region 16-'s most -current labor force figure is 54,440, with an unemployment rate of 4.5% (as opposed to 3.6% statewide). Calendar year 2015 saw a Regional range of 4.2 -- 6.2% unemployment rate of versus the state average of 3.1% -- 4.5%.

*Refer to question B-4.*

### Labor Market Trends

Historically, Region 16 has had among the higher unemployment rates in the state, and is designated as an Area of Substantial Unemployment (ASU). Iowa's monthly unemployment rate was at or above 6.0% for less than 20 times in the last 15 years (with a high of 7.3%) during that same time Region 16 endured 88 months of unemployment rates at or above 6.0% (with a high of 9.8%).

The historically high unemployment that has plagued Region 16 is reflected in income and poverty data. In the last 12 months, 14.3% of households received food stamps or SNAP benefits, and Region 16 has the highest percentage of families with income below the poverty level (10.73%). The two largest counties in the state (Des Moines and Lee) have the 10th and 6th lowest Median Family Incomes.

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

For those individuals with disabilities, the 5-year unemployment rate in Region 16 is 16% (with Des Moines and Henry Counties registering rates of 18.7% and 19.7%, respectively). This is of particular concern because Region 16 has the third-highest percentage of residents age 18-64 with a disability (11.9%). 22.2% of those being served by IVRS in FY16 listed public assistance as their primary source of income.

Fortunately for the residents of Region 16, 98.2% of businesses participating in the Workforce Needs Assessment indicated plans to maintain or expand their current workforce. This is especially true in the area of manufacturing. The overwhelming majority of members in the Region 16 Manufacturing Sector Partnership are either currently expanding or planning to do so in the coming year.

*Refer to question B-4.*

**Educational Skill Levels of the Workforce**

Among the region's residents aged 18 or higher, 10.3% lack a high school diploma or equivalent, as compared to 8.9% statewide. The data shows a much more worrisome trend when further separated out by age. While the regional percentage of residents age 25+ without High School completion is within 1% of the state's average for the same cohort (9.4% regionally vs. 8.5% statewide), the disparity widens significantly when looking at residents 18 ? 24 (17.4% regionally -- 11.1% statewide). Only 12% of Region 16 residents of any age have received a Bachelor's degree, compared with 17.1% statewide.

Given the above, it is not surprising that the rate of those lacking basic literacy skills among Region 16 residents over age 15 is 8.26%, compared to 7.50% statewide.

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

Language barriers can be a difficult impediment to employment for some residents of Region 16. The most-current data puts Region 16's Hispanic/Latino population at 4.5%.(approx. 4,800). Additionally, a recent influx of English-language learners has moved into the area from Central Africa and Southeast Asia.

The American Community Survey indicates that the unemployment rate of working age individuals with disabilities has averaged 16% over the last 5 years. This is nearly four times the current regional rate of unemployment.

Region 16 is home to three correctional facilities: Mt. Pleasant Correctional Center, Iowa State Penitentiary (Fort Madison) and the Burlington Residential Correctional Facility. Together, they have approximately 2,000 inmates/residents. While the Ft. Madison penitentiary is a maximum security facility, Mt. Pleasant has transitioned to minimum security, and nearly all residents at the Burlington

facility serve less than one year this will contribute to a large number of job-seekers with significant barriers to employment being released into the region. There are currently just over 1,000 regional residents under the Field Supervision Services of the Eighth Judicial District.

*Refer to question B-4.*

### **Skill Gaps**

In the most -recent Workforce Needs Assessment, 37.2% of respondents indicated that applicants lack "Hard" occupational skills e.g. Analytical Thinking, Machine Operation, and Computer Literacy. Nearly one -third of respondents indicated that applicants lacked "Soft" skills like timeliness, responsibility, motivation, etc.

The skill gap most consistently identified through the National Career Readiness Assessment is in the area of "Locating Information". This is a measure of ability to locate, use and synthesize information from workplace graphics such as floor plans, charts, graphs, and diagrams.

The Integrated Business Team interviews/tour manufacturing employers they have all indicated they would consider referrals from all of the agencies involved. Many are open to job shadows and will consider on the job training depending on the position.

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

The skill gap most consistently identified through the National Career Readiness Assessment is in the area of "Locating Information". This is a measure of ability to locate, use and synthesize information from workplace graphics such as floor plans, charts, graphs, and diagrams.

The Integrated Business Team interviews/tour manufacturing employers they have all indicated they would consider referrals from all of the agencies involved. Many are open to job shadows and will consider on the job training depending on the position.

# Activities Analysis

Accomplishments in Past Year



Region 16 has been continually adjusting and adapting as we transition and implement the vision and goals of the Workforce Innovation and Opportunity Act (WIOA). This has presented us with an excellent opportunity to review our processes and renew our commitment to a seamless service delivery model.

#### WIOA Required Core Partners

? Meetings held weekly

? Collaborating on seamless referral and intake

? Investigating a process to share data with Core Partners

? Scheduled monthly meetings to include staff from One-Stop Partners

? Development of a cross training process

? Creating an electronic referral platform to be shared among regional core partners

? Leading development of Memorandum of Understanding (MOU) process

Sector Partnership developed with Regional manufacturers

? Kick off was held January 2016

? Partners on the steering committee are AEL, IVRS, IWD, WIOA, PACE, Economic Development and Southeast Iowa Regional Planning Commission

? Partnership is driven by the employers

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

## Workforce Development Board

? Region 16 board voted to move forward with the new WIOA Regional Board Structure

? Adult Education, Iowa Workforce Development, and Vocational Rehabilitation are voting members

? Participation in the development of Local Plan

## Adult Education Services

? Worked closely with agencies and organizations to serve low income individuals and adults with minimal literacy skills

? Development of video conferencing math class allowing students to participate at various sites and locations

? Partnership with WIOA Core Partners was instrumental in instituting a childcare service on Monday, Wednesday, and Friday evenings at one of Southeastern Community College's (SCC) facilities

? Computers, projectors, smartboards, and iPads are available in most AEL classrooms. Access to technology in the classroom assisted increased employability skills

## Vocational Rehabilitation (VR)

? Region 16's IVRS program placed 244 job candidates with disabilities in competitive employment over the last two years. The most-recent average hourly earnings was \$11.91 per hour, which is \$0.35 higher than the median wage.

## Service Delivery

? 3,761 members enrolled in 2016, an increase over the previous year of 12.5%

? Satellite office in Lee county averaged 117 walk-in job seekers/month, and 323 walk-in UI claimants/month

? Rapid Response Group visited a number of sites and communicated with employees facing layoffs, the value of the One-Stop System services and directly related to dislocated worker seeking and accessing those services. Over 150 layoff events were addressed regionally; this included at least 10 business closures.

? Over 6,600 residents of the region took the National Career Readiness Assessment

## Business Services

? Hosted 82 in house job fairs; an additional 15 were held in the Ft. Madison satellite office

? Co-sponsored the "Tri-State Veterans, Families and Friends" Job Fair in Lee County, IA. featuring 75+ employers/service agencies and attended by 100+ job seekers.

? Hosted two Healthcare Care Expo's for area high school Juniors and Seniors.

? Manufacturing Career Team met with and toured 24 businesses and shared training and center services with staff.

? IowaWORKS Region 16 had 1428 documented employer contacts (these could be for various reasons training, recruitment, apprenticeships,

labor law assistance, unemployment etc.)  
? Among the five Regional Core Partners, 158  
Tickets to Work have been assigned.

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

### **Mandatory and Other Partners**

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

1488313289130\_ATT Regional 1-Stop Contact List.docx

### **Strengths and Weaknesses of Workforce Development Activities**

A concern of employers has been the recruitment of people to live in the area as well as the readiness of the available labor force to enter employment. The Region 16 labor force population is decreasing and local employers cannot find workers to fill open positions. Since January of 2000, the Region 16 labor force has decreased by 5.9% during the same time period, the State of Iowa labor force increased by 7.7%.

Rising crime, an acute housing shortage, and a substandard regional IT infrastructure are also common concerns voiced by employers.

Basic skills which include literacy, numeracy, basic computer skills and organization skills, in addition to many of the "soft skills" necessary to be successful, are described by employers as lacking. Included in these soft skills needs, employers identified social skills such basic work ethic, dependability and retention as necessary skills. Also noted by employers were a lack of occupational skills including, specific occupational knowledge and experience in particular middle -skill occupations in the areas of healthcare, welding, information technology, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades. In addressing the concerns of Region 16 employers WIOA partners:

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

1. Increase the availability of co-enrollment of services to customers in order to provide employers with trained workers.

2. Identify and expand means to share information about training opportunities to entry-level workers - especially in tune with the preparation for under-utilized populations such as veterans, ex-offenders, people with disabilities, adults with limited English proficiency, older workers, youth, and families on Temporary Assistance (TANF) in

the Region.

3. Enhance the relationship between training providers and business employers in the Region through sector partnerships.
4. Encourage and expand ways to identify businesses that can be assisted by the workforce system.
5. Collaborate with economic developers from the counties and cities in Region 16 to expand training opportunities available to customers and to new/expanding businesses.
6. Improve access to activities leading to a recognized credential in technical areas, including healthcare, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.
7. Make HSED/English Language Learner training information more readily available.
8. Work with communities to find ways to address the needs of an ever growing diversity of workforce, including veterans, ex-offenders, people with disabilities, adults with limited English proficiency, older workers, those on temporary assistance, and youth.
9. Promote the use of the National Career Readiness Certificate (NCRC) as an assessment to better define job employment skill levels to the employer.
10. Continue and expand established linkages among WIOA, Wagner--Peysner, Vocational Rehabilitation, Adult Education and Literacy and Promise Jobs, TAA and Ticket to Work to facilitate

access to workforce services and educational programs.

11. Address accessibility being a key theme in all program development

The core partners enjoy the advantage of a long history of co-location of all four WIOA titles in the Burlington Workforce Center. This has created a culture of cooperation and collaboration; many center-wide costs have been allocated and shared across programs for several years already. Region 16 was the first in the state to voluntarily adopt the new board format, a proactive move that has facilitated the alignment of regional workforce activities with the requirements of the WIOA legislation.

*Refer to question E-2.*

**Current Level of Integration and Alignment**

Region 16 frequently partners with Regional Economic Development representatives in the delivery of job fairs and the promotion of employment and training based initiatives like Home Base Iowa and Manufacturing 101.

Economic Development and Workforce Development programs have supported and complemented each other for years in the State of Iowa. The Region 16 RWDB/CEO boards recognize the importance of this linkage, and have moved forward to adopt the new board structure requiring an Economic Development representative as a voting member.

Additionally, the RWDB/CEO boards have supported and promoted the creation of a Regional Manufacturing sector partnership, which was launched in January 2016. The partnership, with the assistance of Regional Economic Development directors, creates a vehicle for businesses to communicate their needs and challenges to a wide range of local agencies that can design services and solutions based on those conversations. A second sector partnership is planned for late 2016. This initiative involves regular meetings among Regional Economic Development representatives and leadership of the four WIOA title programs.

Region 16 has proactively moved to align strategies and vision among the Core Partners by adopting the new WIOA board format requiring active representation by three of the four Core Partners. In fact, Region 16 was the only one of Iowa's Workforce Regions to move to the new format voluntarily, sending the clear message that we support WIOA's vision of alignment and collaboration.

Leadership of the four Core Partners meet regularly to discuss strategies and coordinate operations to

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



ensure a seamless customer experience, and services are designed to meet the needs of all customers, including those people with disabilities. All four of the Core Partners have had a presence in the local One- Stop Center for several years, which has led to a familiarity of staff and programs that greatly facilitates the referral process. Whenever possible and appropriate, clients are co-enrolled to ensure a comprehensive level of service delivery.

WIOA Titles I, II, and III staff meet on a weekly basis, and staff meetings including all Core Partners are held on a monthly basis. Region 16 was a pilot Region for the Disability Employment Initiative (DEI) program, and we have recently received an extension through Round 6 funding. This program has resulted in increased co-enrollment between Titles I and IV, and an overall enhanced level of services to individuals with disabilities.

The alignment of activities and services is an absolute necessity due to the use of common performance measurements among all four core partners. All four WIOA titles have access to a common case management system (I-WORKS), and the core partners are mapping a process in which enrollment in one program would trigger co-enrollment in any appropriate partner program (e.g. enrolling AEL students are co-enrolled in Title III if eligible).

*Refer to question B-5.*

Secondary and post-secondary educational strategies are coordinated with workforce services in Region 16 through a variety of alignments. The Adult Education and Literacy program has a classroom located in the One-Stop Center, allowing for partners to share referrals and avoid duplication of assessments and other services. The new local board structure includes Adult Education and Community College representatives as voting members. The Sector Partnership initiative is designed to provide Regional education providers at all levels with input from businesses that will facilitate the creation of Career Pathways that encompass secondary education through adult learners.

**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:**

The Gap Tuition Assistance and Pathways for Academic Career and Employment (PACE) programs partner with WIOA Title I in order to provide the full range of services to post-secondary students facing barriers to education and/or employment. A common application form for Gap Tuition Assistance, PACE and WIOA Title I is used to avoid duplication of effort and services.

In addition, the core partners participate in ?Education Changes Everything? a collaborative, place-based approach to addressing workforce needs and increasing post-secondary educational attainment in Region 16. This initiative creates and supports a network of regional agencies and institutions to align and enhance the accessibility of post-secondary training along a career pathway.

Region 16 has worked closely for several years with secondary schools in offering the National Career Readiness Certification (NCRC) assessment, leading to its use in 11 of the 12 regional secondary schools. Over 1,500 students in have taken the assessment, with 265 (17%) scoring at the gold or platinum level.

Refer to question B-7.

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## Regional Strategic Vision and Goals

### Regional Vision Statement

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

#### Regional Vision Statement:

Support and enhance the economic vitality of Southeast Iowa by creating a nimble, responsive workforce delivery system that serves the needs of jobseekers and employers.

#### Description of Regional Strategic Vision

Goal 1: Region 16's Workforce will represent a continuum of the most advanced, skilled, diverse and Future Ready workers in the nation

Goal II: Our youth will be afforded the best educational and career opportunities in the nation

Goal III: The Regional Workforce System Partners will improve the structure, accessibility and administration of workforce delivery systems throughout the Region

**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:**

PRIORITIES: The Region 16 RWDB places a priority on the following:

? Serving at-risk and Out-of-School youth, veterans, ex-offenders, individuals who are basic skills deficient, non-English speakers, and individuals with disabilities.

? Providing the customer (both jobseeker and business) with a seamlessly integrated ?service experience?, rather than a ?program experience?.

? Striving for continuous improvement of the One-Stop Center by evaluating and identifying which strategies work better for different populations.

*Refer to question C-1.*

### **Vision Alignment to State Vision and Goals**

Governor Branstad's vision of "Future Ready Iowa" aligns with the goal of Region 16's Workforce system Partners. By 2025, 70% of workers in the Region will have earned a postsecondary degree or industry-recognized credential or certification that meets employer needs.

Region 16 has already launched the first of a series of Sector Partnerships; this will facilitate the establishment of Career Pathways and align the efforts of Regional Partners and service providers to train and place workers in high-skill, high demand jobs.

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

Work-based learning will be the primary focus of local WIOA programs, through Work Experiences, Internships, and On-the-Job Training under Titles I and IV, and an Adult Education strategy that provides activities concurrently and contextually with workforce preparation and training under Title II. One of WIOA's greatest advantages is that it provides access to relevant and applicable training without the accompanying debt burden associated with traditional four-year post-secondary training.

These strategies will meet employer needs by preparing our workers for dynamic careers and lifelong learning, and strengthen communities by raising family incomes.

*Refer to question B-2.*

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# Regional Strategies

Strategic Alignment of Resources

## Goal I Strategies:

? Provide workers with the skills, work-based learning opportunities, resources, accommodations and supports needed to secure and maintain self-sustaining employment so that all workers can realize their full potential

? Ensure full access and direct connection to programs that work to address essential components of reading instruction and literacy

? Create affordable options to obtain education, training, and skills, including personal and soft skills, necessary to secure and maintain self-sustaining employment

All system partners who encounter clients are lacking secondary school credentials or are in need of basic skill remediation/ESL are referred to Title II partners.

**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:**

? Identify duplication of services and gaps within the current workforce delivery system and draft policies and collaborative agreements to maximize resources that foster a more unified and consistent approach to the provision of workforce delivery services

? Create a system of common forms, referrals and data entry to streamline services and reduce duplication of efforts

? Identify and quantify employers' education, training, and workforce needs

? Introduce workers to entrepreneurial skills, concepts and provide opportunities for connection with Regional business leaders.

? Provide individuals and small businesses with

guidance, to include business enterprises, asset development, and benefits planning, in the start-up, operation, and effective management of entrepreneurial pursuits.

#### Goal II Strategies:

? Ensure all students have full access and inclusion with a direct connection to cultivate, develop, and align work-based learning opportunities through public/private partnerships that provide learners with a combined approach to learning which infuses experiential learning into classroom and community-based instruction

? Identify and conduct appropriate and accessible assessments for use in assisting youth in identifying their career goals, aspirations, and the development of a career path

? Increase availability and accessibility of high quality Career and Technical Education (CTE) programs to all youth, including disconnected youth

? Create a communication and information dissemination strategy targeting the Region's diverse workforce and various stakeholders including youth, parents, employers, and others

? Introduce all youth to entrepreneurial skills development and concepts, while providing opportunities for connection with Regional business leaders

? Incorporate financial literacy education, community-based, and experiential learning opportunities as standard components of youth services

### Goal III Strategies:

? Implement the Service Delivery Model which is business-driven, user-friendly, data driven and meets the evolving needs of employers

? Offer a variety of innovative options designed to meet the wide array of talents and needs represented among the Region's current and future workers. Apprenticeships, earn-and-learn and other programs will engage and support workers in moving towards self-sustaining career goals.

? Bring a diversity of stakeholders together to review and create effective policies, programs, and opportunities for our current and future workforce. Stakeholder outreach will be conducted via communication with all regional system partners (e.g. email, inter-agency meetings, social media, etc.)

? Support current and future workers in their efforts to enter into self-sustaining employment.

? Develop a referral process that allows for direct connection by and between key agency staff, which includes holding agencies accountable for assisting workers in achieving success.

? Work to ensure that the local One-Stop Center is operating in alignment with centers statewide and that staff have access to knowledge, resources and supports.

? Create a demand-driven labor market responsive strategy for the investment of workforce development resources that meets the needs of all job seekers.

? Minimize the participatory burden to an accessible system through the implementation of a common



intake and reporting system among Core Partners and relevant agencies.

? Communicate high-demand career pathways to students, parents, teachers, counselors, workers and community leaders through career planning. Region-specific Labor Market Information is made available to clients all of all partner programs.

? Establish Sector Partnerships to ensure that Career Pathways are being designed and implemented in a manner that is supportive of the needs of Regional business and industry. Four of the five Core Partners are members of the Region 16 Sector Partnership Steering Committee (with plans to add the fifth).

*Refer to question C-2.*

**Expanded Access**

As seen in the attached diagram of The One-Stop System, the Regional Workforce System is accessible through any Core Partner. Multiple points of access, both physical and electronic, exist throughout the Region. A coordinated referral and verification process matches job-seekers and employers with the most appropriate service or combination of services. Orientations are delivered at the program, center, and system level. Region 16 is a pilot Region for the Disabilities Employment Initiative (DEI) program, dedicating a caseworker to move individuals with disabilities off assistance and into employment through supportive services, accommodations, and subsidized employment. Among all five regional core partners, 175 Tickets have been assigned. The implementation of the DEI program has greatly enhanced the synergy between Titles I.b and IV, resulting in improved outcomes for clients.

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

The board continues to support a strong partnership with the Eighth Judicial District in finding upskilling, training and employment for ex-offenders. The RWDB workforce representative seat is currently filled by a probation and parole officer who supervises sex offenders (a traditionally hard-to-serve population). This board member is currently overseeing a program targeting youthful (age 18-14) offenders. Eight of the Region's employees are certified as Offender Workforce Development Specialists, and among the services offered in the Region is specialized, intensive programming focused solely on the reintegration and re-employment of ex-offenders. These services are provided at the One-Stop Center, partner locations, and also in area correctional facilities to serve those who are currently awaiting release. The majority of justice-involved clients fall into the WIOA Youth age bracket (16-24).

Non-English speakers can access system services

and support through bi-lingual materials, interpretation services (Language Link, online translation services), the Burlington English curriculum, and local staff with bi-lingual capability.

*Refer to question C-4.*

### **Facilitate Career Pathways and Co-Enrollment**

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

The RWDB has provided the Core Partners with direction and resources to assist in the creation of a Regional Sector Partnership initiative. Three regional board members serve on the Sector Partnership Steering Committee, and the two Labor representatives are Partnership participants. This project, already underway, will inform the development of Career Pathways based on industry need. The participation of the Core Partners in this effort fosters a shared understanding of employer needs as they relate to the design of Career Pathways and the certification and credentials that mark advancement along these pathways. The co-enrollment of job-seekers into all appropriate programs serves to multiply the number of entry points into a particular Career Pathway, increasing the likelihood for successful advancement and/or completion.

Three of the core partners (Title I, III, and IV) contribute funds to cover expenses associated with the establishment and implementation of the Sector Partnership Initiative.

*Refer to question C-4, Part B.*

### **Additional Regional Board Strategies**

Region 16 offers an extensive variety of training options for job seekers ranging from general to very specific. Some of the training options are as follows:

? Job Readiness Workshops ? the IowaWORKS center offers workshops to anyone who needs to learn about job seeking techniques such as developing a career plan, resume writing, and interviewing. Workshops teaching the importance of Soft Skills are offered, as well. In addition, basic computer workshops teaching basic usage, Word, and Excel are available.

? Work Keys and NCRC ? This is a system developed by American College Testing (ACT) for documenting and improving work place skills. Work Keys is implemented in three steps: Job Profiling, Assessments, and Training Targets. Work Keys allows employers to screen employees with needed skills, determine training needs of entry level and current employees, and provide schools with information on how to prepare students for the workplace. The National Career Readiness Certificate (NCRC) is the work-related skills credential. The certificate provides fair and objective measurement of workplace skills that can be accepted nationwide. NCRC is generally funded by Title III funding, but Title I funding is also used in the instances of out-of-state, non-Veteran testers.

? Offender Re-Entry/overcoming past convictions ? New Beginnings is a curriculum designed to teach the skills needed to successfully transition from incarceration to maintaining successful employment. Elephant in the Living Room teaches customers how to talk about a background to a potential employer. Department of Corrections makes an in-kind contribution to this effort by providing transportation to and from the Residential Correctional Facility.

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

? Pre-Vocational classes ? The IowaWORKS center provides classes in the areas of Healthcare, Hospitality, Customer Service, and Manufacturing. These Pre-Vocational classes end with, at minimum, a certificate of completion for the participant. Some Pre-Vocational classes include nationally recognized credentials, as well. These classes can be a first step on a Career Pathway, and are funded by Titles I and IV and TANF as well as HCBS and Intellectual Disability/Brain Injury Waiver programs.

? Adult Education and Literacy classes ? These classes are offered in each of the four counties in Region 16. These classes are designed for adult learners who may need to brush up on a particular skill, or for individuals preparing to take the high school equivalency exam.

>English as a Second Language classes ? ESL classes are offered in all four counties within Region 16 to assist English Language Learners gain important employability skills. The costs of these activities are often shared by Title I, Title VI, and TANF partners.

>Institutional Skills Training ? IowaWORKS helps job seekers identify and obtain post secondary credentials and/or diplomas that lead to advancement along an identified career pathway in high-demand, high-growth areas. This type of training can vary from a few weeks to up to two years. The costs of these activities are often shared by Title I, Title VI, and TANF partners.

>On-the-Job Training ? IowaWORKS may pay up to 50% wage reimbursement to an employer who hires a job seeker and provides training in knowledge or skills essential to the full and adequate performance of the job. The level and duration of reimbursement is determined by taking into account the content of the training, the prior

work experience of the participant, and the service strategy of the participant, as appropriate.

>Job-Driven Apprenticeship Training ? Clients may access a formal occupational training program that combines on-the-job training and related classroom instruction to learn the practical and conceptual skills required for a skilled occupation, craft, or trade.

>Limited Internship (LIN) ?Limited Internships furnish job seekers with exposure to work and the requirements for successful job retention that are needed to enhance their long-term employability. Internships are devoted to skill development and enhanced by significant employer investment.

>Work Experience Placement (WEP) ? For those with limited (or no) work history, a Work Experience creates an opportunity to become accustomed to essential workplace requirements, including basic work and employability skills. Students, school dropouts, ex-offenders, and individuals with disabilities are those who may benefit from being placed in a Work Experience.

Region 16's proactive focus on creating Sector Partnerships will be a driving force in ensuring that training and upskilling offerings are relevant and accessible to both job seekers and employers. The input provided by members of the partnerships will guide the creation of specific career pathways and the education and training that support them.

Goal I objectives:

Increase opportunities for workers to gain experience, skills and credentials needed to obtain and maintain self-sustaining employment.

Remove and reduce identified barriers to employment for all workers while expanding opportunities for traditionally underserved and underrepresented populations as defined by WIOA.

Strengthen supports to employers using a business-driven model.

Goal II objectives:

Assist all youth in their career path navigation by offering a variety of options supporting the transition from K-12 into the workforce.

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

Prepare the Region's youth to meet the evolving needs of tomorrow's workforce.

Engage youth in the career path development process using creative, progressive, and self-directed techniques in the delivery of career services.

Goal III objectives:

Workforce services will be delivered using an approach that reduces duplication of services and integrates Regional education, rehabilitation, economic and workforce activities.

Enhance the efficacy of Workforce Development programs through the purposeful alignment of education, rehabilitation, economic development

and workforce delivery systems.

Access and integrate diverse funding streams to maximize benefits and services to the Region's workers and businesses.



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**Performance Goals (Joint Goals across Core Programs)**

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

**The core partners will provide a wide range of services to ensure that the customer experience and outcomes align with statewide performance goals:**

**Employment and retention goals will be promoted through the use of Pre-Employment Training, Guidance and Counseling, Job-Search Assistance, Screened Job Referrals, Objective Assessments, Supportive Services, and Skill Upgrading that leads to credentialing and certification.**

**Apprenticeships, Skill Upgrading and Training activities will lead to credentials and certificates such as CNA, CMA, CDL, Welding, High-School completion, Industrial Maintenance, etc.**

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

**The above activities, combined with the ready availability of Labor Market Information, will help both job-seekers and the currently employed increase their wages.**

**The co-location and co-enrollment of Title II customers ensures that job seekers who are initially deficient in Basic Skills receive the remediation and training that will result in a measurable advancement in the areas of literacy and numeracy.**

**The Business Service Team will continue to effectively and efficiently serve the employers of Region 16 by providing services including (but not limited to) Job Fairs, Job Development, Labor Exchange Services, and Labor Market Information. The core partners' close**

**involvement with the regional Sector Partnership initiative will greatly increase the alignment of employer needs and services provided.**

*Refer to question E-10.*

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## **Assessment for Continuous Improvement**

**Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT**

The regional board receives quarterly updates on program performance through a series of reports generated by IWD's Reporting and Performance Policy Coordinator. These reports provide an indicator of the region's performance numbers at any particular moment, and can serve as an early detection of potential areas of concern.

In addition, the region is regularly monitored by Iowa Workforce Development Program Coordinators. Any findings, observations, or needed corrective actions are directly communicated to the program service provider and the regional board. IWD state-level staff also attends board meetings in order to offer guidance and feedback that ranges from detailed, technical advice on a particular issue to broad, philosophical approaches to strategy. The RWDB will also be apprised of the results of annual Title II and IV monitoring. Title II benchmarks and goals are reported to the board on a quarterly basis.

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 U.S. Department of Labor has identified the three primary characteristics of a high-quality one-stop delivery system as: (1) Excellent customer service, (2) Innovative and effective service design and (3) Integrated management systems and high quality staffing. A team of state-level core partner representatives have created a rubric to objectively measure and document 17 separate elements that make up those three characteristics. This tool will be used as part of an ongoing effort by all five core partners to ensure that regional workforce efforts continue to be aligned with the goals and strategies of the board.

Finally, the Sector Partnership initiative is a driver of continuous improvement. The makeup and mission of an active Sector Partnership

**ensures that all regional workforce partners are aligning their goals and strategies in an effort that is not only collaborative and collective, but also relevant and current.**

*Refer to question C-13.*

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## **Implementation of Strategies**

**Regional Workforce Development Board**

**WIOA Title I Adult, Dislocated Worker and Youth programs and the Wagner-Peyser programs use a common intake system to share information about common customers and this information is 100% viewable to all WIOA Title I and Workforce Partners staff. Customers who receive services under any of these programs are kept active through the system either through their own use of the system under lowajobs.org or through One-Stop staff data entry that is completed during or after visits to the center or with staff in the field. Vocational Rehabilitation (VR) has access to the system as well so they can see what co-enrolled clients are doing within center activities and services. Promise Jobs staff at the One-Stop can also see information about services and activities of One-Stop common customers.**

#### **CAREER SERVICES PROVIDED THROUGH THE IOWAWORKS CENTER**

**Through the One-Stop Center, jobseekers can access any of the following career services:**

- 1. Eligibility determination for these services**
- 2. Outreach, intake and orientation to the information and other services accessible beyond the One-Stop Center but within the workforce System.**
- 3. Initial assessment of skill levels (including literacy, numeracy and English language proficiency, aptitudes, abilities (including skills gaps), and supportive services needs**
- 4. Labor exchange services including: Job search and placement assistance**
- 5. Career counseling including: information on**

**Describe how the regional board will implement its identified strategies:**

**in-demand industry sectors and occupations,  
non-traditional job opportunities**

**6. Appropriate recruitment and other business services on behalf of employers, including small employers in the local area**

**7. Referrals to and coordination of activities and services within the One-Stop System and other programs when needed**

**8. Employment statistics information for local, Regional, national areas including: Job vacancy listings, jobs skills needed, local in-demand occupations and earnings, skill requirements and opportunities for advancement**

**9. Performance and accountability information**

**10. Provision of information on:  
? costs for eligible training providers**

**? Eligible providers for youth activities**

**? Adult Education and Career Tech and Education providers**

**? Activities available to school dropouts**

**? Providers of vocational rehabilitation services**

**? Availability of supportive services including child care, medical or child health assistance, state programs under temporary assistance for needy families (TANF/Promise Jobs)**

**17. Other supportive services in the local area**

**18. Referrals to services and assistance as appropriate**

**19. Information and assistance in filing**

**unemployment insurance claims**

**20. Assistance in establishing eligibility for programs of financial aid assistance for training/programs not funded under this act**

**21. Services as appropriate in order for a customer to obtain or retain employment that includes: comprehensive and specialized assessments of skill levels and service needs (ex. Diagnostic testing, assessment tools, in-depth interviewing and evaluation to identify employment barriers and employment goals**

**22. Development of an individualized employment plan to identify employment goals, appropriate achievement objectives and appropriate combination of services to achieve this goal including eligible training providers and career objectives**

**23. Group counseling, individual counseling, career planning**

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

**25. Internships and work experiences linked to careers**

**26. Workforce preparation activities**

**27. Financial literacy services**

**28. Out of area job search and relocation assistance**



**29. English language acquisition**

**30. Follow-up services including counseling regarding the workplace for participants in workforce activities authorized under this subtitle who are placed in unsubsidized employment for not less than 12 months after the first day of employment, as appropriate.**

**31. One stop partners shall not be required to conduct a new interview, evaluation, or assessment of a participant if the one-stop operator or partner determines that it is appropriate to use the recent interview, evaluation or assessment already gathered.**

**Basic Career Services are available to all job-seekers accessing the regional system. For those job-seekers wishing to advance to Individualized Career or Training Services, assessment results and appropriateness of plans are discussed among local partners. If services are appropriate, they are provided following the Region's Priority of Service Policy.**

**32. The career services described above shall be provided through the One-Stop delivery system, either directly through One-Stop operators or through contracts with public, private for-profit, and private nonprofit service providers approved by the local board. The Board will ensure services are designed and delivered in a manner so that career pathways can be accessed by customers with barriers to employment, including those with significant disabilities. Many of these services are available to non-English speakers.**

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

**Core Partners**

**Integrated Business Service Teams ? Team members from each of the Core Partners are members of a team. These teams focus on understanding the needs of their particular sector businesses. They visit businesses, explain One-Stop System services, and obtain information regarding that particular business?s needs.**

**Sector Strategies ? Business led and driven industry sector teams get together quarterly to discuss needs within their sector, leverage resources, and devise solutions to common issues. Partner agencies are present, listening to issues and working to assist with solutions.**

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

**System Orientation ? All Core Partners take part in delivery of a weekly System Orientation workshop, which discusses all services available through each of the Core Partner Programs.**

**Common Intake ? All five Core Partners are developing a common intake form to be used for the One-Stop System.**

**Labor Exchange - The regional Business Service Team will continue to provide high-quality Labor Exchange services to customers.**

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

Participation in state developed common performance measures improves literacy skills of adults and families, provides learning in real life context, and employs technology in the classroom. These activities serve individuals in the community who are low-income or have minimal literacy skills and are built on a foundation of research and effective educational practices. The board provides feedback and support in development of AEL goals, class schedules, and curriculum. The AEL Coordinator is a voting member of the local Workforce Development Board and presents the board with updates on program activities, benchmarks and goals.

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

The Regions One-Stop Center, located in Burlington IA, houses WIOA, IWD, IVRS and AEL. Partners are invested in supporting development and implementation of a customer-centered service delivery design. When appropriate, customers are referred to the AEL program to address their educational needs. In PY 17 all five Core Partners will further integrate a seamless referral system through scheduled cross training meetings, integrated intake and referrals, and data sharing with all One-Stop Partners.

AEL program staff has received extensive training on building Sector Partnerships, Career Pathways, and implementation of WIOA goals and vision. IowaWORKS and Adult, Dislocated Worker, and Youth staff present at Adult Education and Literacy orientations and education sessions at outreach sites.

*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.*

Four of the five Core Partners are housed in the One-Stop Center, ensuring easy access for the customers of each of the partner?s for One-Stop services. Four Integrated Business Teams were formed to work with employers in the areas of Manufacturing, Health Care, Service/Retail, and the Building Trades. The teams, known as the Workforce Partners meet with Regional employers to learn about their companies and their hiring needs. As a partner of the One-Stop delivery system, IVRS will carry out the following functions:

? Provide assistance to IWD to identify accessibility opportunities for their participants with disabilities, and in so doing invite participants to apply for IVRS services when it appears they require more intensive services than what is available to all participants

? Follow the methods of referral as outlined in the IVRS Integration model, and as described and agreed to in the Memorandum of Understanding (MOU)

? Participate in the operation of the One-Stop service delivery system, providing expanded services to individuals with disabilities that require intensive service, while providing expertise to the system as a whole on strategies and accommodations to enhance accessibility

? Provide representation and expertise on disability issues, best practices, and collaborative opportunities on the RWDB, as well as on the sector boards

? Provide information, training, and technical assistance regarding:

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

**o The availability and benefits of, and information on eligibility standards for, vocational rehabilitation services**

**o Promote meaningful and effective participation by individuals with disabilities in the One-Stop Service Delivery system and other workforce partner activities through the promotion of accessibility consistent with the requirements of the American?s with Disabilities Act, and Section 504 of the Act, the use of nondiscriminatory policies and procedures, and the provision of reasonable accommodations, auxiliary aids and services, and rehabilitation technology for individuals with disabilities**

**o The use of information systems that link all of the partners of the One-stop Service Delivery System to one another and to other electronic networks specifically as it pertains to employment statistics and labor market information, job vacancies, career planning, and Workforce Partnership activities**

**o The use of customer service features such as common intake and referral procedures, customer databases, resource information, etc**

**o Establishment of cooperative efforts with employers to facilitate job placement and carry out other activities that employers determine to be useful**

**o Establishment of a collaborative plan to deliver pre-employment services like career exploration, job readiness, personal assistance for NCRC programming and assessment, real life work experiences, and a connection to presentations and tours of local businesses, and provision of linkages to appropriate**

**community resources by graduation for high school students with disabilities in each of our Regional school districts**

**o Develop pathways of collaboration in the areas of delivery of employment services to adults with disabilities in Region 16 that are specific to the needs of businesses and individuals in the Region, including co-sponsoring community and business focus groups, job fairs, identification of OJT and apprenticeship opportunities, and making appropriate linkages with local service providers to help solve the various barriers to success that impact Iowans with disabilities.**

**The Disability Employment Initiative which is a collaboration of the partners sponsored a Diversity Workshop called Keep Calm and Create a Diverse Workforce- tips to encourage job development with diverse populations. This was a 3 hour interactive workshop that all partners were invited to at no cost. This initiative has funded assistive technology to enable One Stop customers to more easily access services. It has also funded joint customer's assistive technology needs in order to gain and maintain employment. Community Conversations: As part of the requirement for public meetings and input, IVRS held Community Conversations in 25 areas of the State of Iowa over the course of the past year, since congress passed the WIOA. The intent of these conversations was to solicit information from an array of diversified stakeholders about ways to enhance service and expand employment opportunities for job candidates of IVRS. The Community Conversations were well attended by local communities with not only service providers and job candidates in attendance, but almost**

**every meeting had members of the business community providing input and ideas. Burlington had 20 participants.**

*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.*

**Strategies to address the workforce needs of area job seekers and address gaps in services:**

**1. Continue to expand marketing of available workforce products and services throughout the communities in the Region. Adding access through Core partner sites within the Region will be an important part of this connectivity.**

**2. Make a variety of IowaWORKS partner services and information available throughout the Region in all partner locations.**

**3. Continue to work with communities to find ways to address the needs of an ever growing diversity of workforce, including veterans, ex-offenders, people with disabilities, non-english speaking minorities, older workers, those on temporary assistance, and youth.**

**4. Make HSED/English Language Learner training information more readily available.**

**5. Make information on citizenship training and the Future Ready Iowa Initiative more readily available to the jobseeker.**

**6. Continue to work to develop and market a greater variety and number of skill upgrade and short term training programs to jobseekers.**

**7. Promote the use of the National Career Readiness Certificate (NCRC) as an assessment to better define job employment skill levels to the employer.**

**8. Promote skilled Iowa workers to current and future jobs.**

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

**Recommendations to address the workforce needs of area low-income adult and**



**Dislocated workers and address gaps in services:**

- 1. Increase the number of participants in programs that result in a credential.**
- 2. Increase credential attainment of these participants.**
- 3. Develop and refer targeted populations to more retraining opportunities in an effort that will allow them to reenter the workforce.**
- 4. Encourage the creation of industry-recognized training programs by local approved training providers which lead to credentials. Program selection will be driven by local employer needs and current labor market information.**
- 5. Build the capacity of frontline workforce staff to help customers seeking training to invest their time in programs that will lead to industry-recognized credentials for jobs in demand in the Regional labor force.**
- 6. Continue linkages among WIOA, Wagner-Peyser, Vocational Rehabilitation, Adult Education and Literacy and Promise Jobs, TAA and Ticket to Work to facilitate access to workforce services and educational programs.**

*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 made available to youth within Region 16:

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:
  - a. Summer employment opportunities and other employment opportunities available throughout school year (WEP)
  - b. Pre- apprenticeship programs (PRE)
  - c. Internships and job shadowing (INT), (SHW)
  - d. 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)
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)

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

**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 above-referenced 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 following is a list of additional activities and services that are available in Region 16 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 16 or youth.**

**? Clothing (occupationally required or required for interview)**

**? Dependent care**

**? Miscellaneous services**

**? Residential/meals support**

**? Stipends (STI)**

**? Transportation**

**In the event of limited WIOA funding, not all support services allowable through the Workforce Innovation and Opportunity Act (WIOA) will be made available Regionally. When a support service is not available through WIOA in Region 16, 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.**

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

**As part of the requirement for public meetings and input, IDB held meetings across the state at Regional One-Stop Centers. The intent of these conversations was to solicit information from an array of diversified stakeholders about ways to enhance service and expand employment opportunities for job candidates of IDB.**

**As a partner of the One-Stop delivery system, IDB will carry out the following functions:**

**? Assist in the identification of accessibility opportunities for their participants with disabilities, and in so doing invite participants to apply for IDB services when it appears they require more intensive services than what is available to all participants**

**? Follow the methods of referral as described and agreed to in the Memorandum of Understanding (MOU)**

**? Participate in the operation of the One-Stop service delivery system, providing expanded services to individuals with disabilities that require intensive service, while providing expertise to the system as a whole on strategies and accommodations to enhance accessibility**

**? Provide representation and expertise on disability issues, best practices, and collaborative opportunities on the RWDB, as well as on the sector boards**

**? Provide information, training, and technical assistance regarding:**

**o The availability and benefits of, and information on eligibility standards for,**

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

## **vocational rehabilitation services**

**o Promote meaningful and effective participation by individuals with disabilities in the One-Stop Service Delivery system and other workforce partner activities through the promotion of accessibility consistent with the requirements of the American?s with Disabilities Act, and Section 504 of the Act, the use of nondiscriminatory policies and procedures, and the provision of reasonable accommodations, auxiliary aids and services, and rehabilitation technology for individuals with disabilities**

**o The use of information systems that link all of the partners of the One-stop Service Delivery System to one another and to other electronic networks specifically as it pertains to employment statistics and labor market information, job vacancies, career planning, and Workforce Partnership activities**

**o The use of customer service features such as common intake and referral procedures, customer databases, resource information, etc**

**o Establishment of cooperative efforts with employers to facilitate job placement and carry out other activities that employers determine to be useful**

**o Establishment of a collaborative plan to deliver pre-employment services like career exploration, job readiness, personal assistance for NCRC programming and assessment, real life work experiences, and a connection to presentations and tours of local businesses, and provision of linkages to appropriate community resources by graduation for high school students with disabilities in each of our**

## **Regional school districts**

**o Develop pathways of collaboration in the areas of delivery of employment services to adults with disabilities in Region 16 that are specific to the needs of businesses and individuals in the Region, including co-sponsoring community and business focus groups, job fairs, identification of OJT and apprenticeship opportunities, and making appropriate linkages with local service providers to help solve the various barriers to success that impact Iowans with disabilities.**

**Seventeen job candidates in Region 16 are currently making use of adaptive techniques training and job search support provided by the Iowa Department for the Blind.**

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

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## Integrated Customer Service

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.*

**The staff of all Core Partners have worked together to create a business model focused on the seamless delivery of services to customers, rather than individual programs and job titles. A robust referral process that consists of an introduction and direct linkage creates expanded and improved access to the system and its services. On-going cross training ensures that staff of all Core Partners are equipped to respond to a wide variety of customer needs, and customers are provided with an array of easily accessible portals into the system.**



**Region 16's Workforce Development System is comprised of One-Stop partners who operate a variety of programs that serve as the access points to the Workforce Development System and WIOA Basic Career services. Various methods of coordinating services are utilized such as co-locating staff and services, cross-referring customers, utilizing a common intake system, cross-training staff and partner meetings.**

**All populations are offered the same menu of services from the One-Stop. Many local employers embrace these populations as they seek out the candidates who can fill their jobs. Recommendations are made to employers based on skills and abilities as well as capacity to learn without regard to these demographics.**

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

**Veterans - Region 16 has a dedicated Veterans Services representative (DVOP) to assist veterans with significant barriers to employment to access needed services and connections. The DVOP provides assistance in making connections to employers, resumes preparation, and interview practice and support. Veterans have full access to partner resources through the One-Stop system as additional assistance is recognized as being vital to their success, so access to training or vocational rehabilitation services and any other services are available to them.**

**Low-income Population - A majority of the adults who are served in Individualized Career and Training services in the adult program are by definition, low income with access to all services provided at the One-Stop.**

**Older Workers - Experience Works, which specializes in older worker training and**

services, is housed at the One-Stop Center. Older workers are referred to ABE classes for basic skills and digital literacy training and are also located at the center. Workshops that target this population are offered throughout this Region.

**TANF Recipients - Region 16** was the first in the state to pilot the Promise Jobs Integrated Model where all DHS referrals to Promise Jobs become members of the One-Stop System when they attend orientation. This ensures they are fully aware of the services intended to help them obtain employment. They are given a 4-week schedule of activities offered in the system to complete in order to maintain their status in the program. The full menu of services and workshops are offered to recipients so that they are able to learn alongside other job seekers.

**Disconnected and Disadvantaged Youth -** Partnerships with youth-serving agencies and organizations are key to outreach efforts with this population. Partners meet regularly to promote, assess, and coordinate services. The WIOA Youth staff work closely with regional educators (including AEL), juvenile justice, Vocational Rehabilitation, DHS and others to map services and address needs of this population.

**Rural residents --** Those living in rural areas can access regional workforce services via a network of satellite offices, partner locations and remote technology (Zoom, FaceTime, Skype, ICN, VMWare, Social Media, etc.)

**Ex-Offenders -** Leadership and staff in Region 16 have a recognized partnership with the

**Department of Corrections (DOC). DOC meets with WIOA case managers regularly to discuss staffing regarding offenders. In addition, Region 16 has piloted a Work Readiness model, the "New Beginnings" program, designed by staff in both agencies which requires offenders to complete 40 hours of training in a 2-week period that includes job seeking, resume development, financial planning and soft skills training. After successful completion, participants are enrolled in intensive/training services through WIOA.**

**Persons with Disabilities - Region 16 is one of 5 pilot Regions for the Disability Employment Initiative Grant from the State of Iowa. Intensive case management, job search and placement are key to this programming. Partners involved with this initiative and population include: DOC, Community College staff and other agencies and local businesses who have hired persons with disabilities. The Ticket to Work program offers intensive services for those individuals who are collecting Social Security Disability Income (SSDI) or Supplemental Security Income intended to help them obtain employment.**

**Title VI programs participate in career fairs, school outreach events to reach parents and students. Title VI is located at SCC in West Burlington, IWD in Ft. Madison and DHS in Keokuk in order to connect with their customers and meet with Job Candidates. Services are also provided at the Ft. Madison Drop In center. Staff attends SHRM meetings and connect with those employers. Staff also serve on chamber boards, business retention committees and provide information. Serve on School To Career committee, Interagency meetings in 3 counties and Future Workforce**

**committee and participate in those activities. Available to provide information to groups at their request. Provide flyers to doctor's offices, physical therapists offices.**

*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:

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## **Coordination, Alignment and Provision of Services**

**Employer Focus**

**A wide variety of business services are offered to employers of all sizes throughout the region. These range from traditional Labor Exchange Activities to pre-employment screening and assessments. In addition to holding large, annual Job Fairs, on-site hiring events (or ?min-job fairs?) for individual employers are planned, promoted, and facilitated by One-Stop staff. Information is also furnished on programs such as the Work Opportunity Tax Credit and Federal Bonding, which can help employers meet their needs while simultaneously placing those with barriers to employment.**

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

**Subsidized employment activities such as On-the-Job Training, Limited Internships, and Work Experience also provide employers with an opportunity to overcome obstacles in recruiting, screening, and training of new hires. The support of Registered Apprenticeship programs by the regional partners allows employers to train workers while they are earning wages, leading to higher rates of completion and retention.**

**The core partners are part of the Employer?s Disability Resource Network, which identifies, develops and mobilizes resources, supports and services to assist regional businesses hiring persons with disabilities. This ensures that regional employers are not missing out on a talent pool that may otherwise go untapped.**

**The regional core partners are also involved in several regional economic development projects such as Grow Lee, a series of workforce initiatives, and Stronger Economies Together, which is creating a plan to address**

**shared economic concerns across the entire regional laborshed.**

**The Region has placed a strong emphasis on Sector Strategies, developing sector teams based on those with a strong presence identified within the Region. These sectors are Manufacturing, Healthcare, Service/Retail, and Building Trades. Integrated teams have been developed in these four sectors. They are comprised of WIOA, IWD, VR, and other partner staff. The focus of these teams is to learn about the needs of their particular sectors and to educate the sectors about services. The Region has also hired Southeast Iowa Regional Planning to be the convener for a larger Manufacturing Sectors Group. This group will be led by Manufacturers, having support agencies listening to what needs are present. Both the Manufacturers and support agencies will work together to address industry needs.**

*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)*

The board has approved Regional support of annual entrepreneurial sessions in both 2014 and 2015. These sessions have involved high school juniors and seniors from Regional schools. Each year students have taken part in entrepreneurial training sessions, and also constructed mock companies. Title II assists clients in entrepreneurial activities through contextualized learning, financial and digital literacy, English literacy, workplace numeracy skills, soft skills and other aptitudes needed in an entrepreneurial enterprise.

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

Iowa Self-Employment (ISE) is a program designed for clients of Iowa Vocational Rehabilitation Services (IVRS) or Iowa Department for the Blind (IDB) whose vocational goal is self-employment. We provide individualized Self-Employment services to Iowans with disabilities who are interested in starting, expanding or acquiring a business. Referrals to the ISE program are made by IVRS/IDB counselors.

Adults and Dislocated Workers seeking information and/or services relating to entrepreneurial activities are frequently referred to the Small Business Development Center located in Burlington.

*Refer to question C-6.*

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

The board has approved and supported the efforts of local staff in implementing the Jobs-Driven Apprenticeship Grant. The board members representing Labor and Joint Labor/Management have been instrumental in communicating the value of WIOA's involvement in Registered Apprenticeships to the region's employers. The first year of the program saw 14 Dislocated Workers enrolled in Apprenticeship activities; this number is expected to increase steadily.

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

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

The board works with local WIOA managers to appropriate necessary funds in support of mass layoffs/closures in the area. Rapid Response meetings are held where participants receive information on area resources, and also tips for surviving a layoff. Rapid Response meetings are planned and attended by regional board members representing the core partners, including AEL. Funds are often designated for specialized job searching workshops, and also for targeted job fairs.

*Refer to question C-8.*

**Education and Training Focus**



**Four of the five core partners are represented on the regional Sector Partnership steering committee, giving the board a front-row seat to the conversation among local employers and education and training providers. The Sector Partnership model creates a framework in which local skill gaps can be identified and a regional strategy designed to address those gaps.**

**The core partners' involvement in the Region 16 "Education Changes Everything" initiative also reinforces a linkage between addressing workforce needs and post-secondary educational attainment.**

**The continued promotion and implementation of Registered Apprenticeships will strengthen existing training programs while expanding the idea of work-based learning into non-traditional fields and occupations. Our strong partnership with IBEW Local 13.**

**The board will ensure that customers have easy access to current Labor Market Information to assist them in the creation of employment and training plans. The board will also make use of the most current Labor Market Information when considering new training provider requests to ensure that available training programs lead to employment in high growth, high demand occupations.**

**A representative of the regional Center for Business and Industry serves on the Integrated Business Services Teams, allowing for local employer input regarding training needs.**

**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:**

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:

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

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

#### **Economic Development Focus**

**The regional workforce strategies rest on a strong foundational network of partner agencies that work together to provide enhanced access to programs and services. The core WIOA partners collaborate closely with agencies and programs that are funded by a wide variety of sources. These partners include, but are not limited to: The Regional Council of Government (Southeast Iowa Regional Planning Commission), Temporary Assistance to Need Families, Family Development and Self-Sufficiency, the Eighth Judicial District/Department of Corrections, local community centers, county-level economic development agencies, municipal agencies and programs, and area chambers of commerce.**

**Creating career pathways with multiple points of entry, including AEL, short-term training certificates, Registered Apprenticeship programs and up to four-year college degrees.**

**The Region 16 Workforce Development Board has moved to the new board structure required under the WIOA legislation, and as such has an Economic Development representative as a voting member.**

**Additionally, board members and representatives of the core partners are involved in several regional economic development initiatives, such as Grow Lee and Stronger Economies Together. The Sector Partnership steering committee is primarily comprised of core partner representatives and the leadership of the four counties' Economic Development agencies.**

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

**Rapid Response meetings to address large layoffs and closures are planned and coordinated with regional Economic Development representatives, as are Job Fairs and similar events.**

**These relationships and collaborative efforts facilitate an alignment of strategies and activities and reduce redundancy and inefficiency.**

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## Regional Workforce Development Board Functions

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

The composition of the RWDB reflects the requirements of the WIOA legislation: 10 members from Business, 2 Labor, 1 Joint Labor/Management, 1 Workforce representative, 1 Economic Development, 1 Community College, 1 Adult Education, 1 Wagner-Peyser, 1 Vocational Rehabilitation, and three Ex-Officios representing School District, City Elected, and County Elected officials. The chair position on the board is held by a business representative. A subcommittee has been created to guide the service provider procurement process.

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

The monitoring system for WIOA Title I programs ensures that at least ten percent (10%) of all participants who are enrolled during each quarter, and who are still active at the time of verification, receive a complete verification of eligibility as part of a quarterly monitoring process overseen by the WIOA Director. The verification must be completed by the end of the quarter following the quarter being sampled (e.g., the first quarter verification must be completed by the end of the second quarter). For this monitoring process, sampling procedures are in place for drawing a random sample of participants newly registered or enrolled in a particular quarter.

Documentation is maintained for each participant selected for verification. The documentation must contain enough information in order for staff to review or make the eligibility determination. Documentation used to verify eligibility must coincide with the date of registration.

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

The WIOA Service Provider must also monitor the following:

- 1) A random sample of 10 percent of all non-OJT financial contracts under \$25,000 which start during the quarter;
- 2) A random sample of 10 percent of non-financial activity of service contracts which start during the quarter; and
- 3) A random sample of 10 percent of all participant files of participants enrolled or transferred into adult, dislocated worker and youth programs during the quarter.

These random samples must be drawn quarterly and the monitoring activity for the quarter must be completed at the end of the subsequent quarter. In addition, all On-the-Job

training contracts must be monitored during the second 30 day period of activity under the contract and at least every 90 days thereafter.

#### **Participant Files**

- a) The monitoring sample must be drawn after the end of the quarter being sampled and monitored but no later than 45 days after the last day of the quarter being sampled
- b) A participant co-enrolled in more than one program must be included in the universe for each program in which the participant is enrolled;
- c) A participant must be included in the sample only in the quarter the participant is enrolled; and
- d) A participant who has been transferred must be included in the sample for the quarter during which the transfer occurred

#### **Contracts**

- a) The 10 percent monitoring sample of all non-OJT contracts below \$25,000 must be drawn after the end of the quarter being sampled and monitored but no later than 45 days after the quarter being sampled; and
- b) A contract must be included in the sample for the quarter within which its effective date falls.

Following are the compliance review requirements for completing the two basic types of monitoring, participant file and contract monitoring. The following requirements apply to all programs.

1) Participant File Monitoring must include a review of:

- a) The participant record including a review of the eligibility determination;
- b) A sample of direct payments to the

- participant;
  - c) A sample of time and attendance records;  
and
  - d) Compliance with federal and State regulations and the Local plan.
- 2) Contract Monitoring, including OJT contracts, must include a review of:
- a) The service provider record;
  - b) A sample of fiscal transactions;
  - c) Payroll and time and attendance records, as appropriate;
  - d) Compliance with the federal and State regulations and the Local plan;
  - e) Compliance with equal opportunity regulations;
  - f) Compliance with Service Plan; and
  - g) Compliance with the Work Statement, Training Outline and all other contract provisions contained in the Contract.

#### **Monitoring Reports**

The monitoring system includes documenting that the monitoring activity has taken place. In order to meet the documentation requirement, a monitoring report on each contract or participant monitored is prepared and maintained along with documentation of corrective action required and taken. Any findings and corrective action to be taken is transmitted to the monitored entity in writing. If the monitoring results in no findings requiring corrective action, this information may be communicated in writing.

If a co-enrolled participant is drawn in the sample for more than one program for the same quarter, only one monitoring report, which includes both monitoring activities, is completed.

### **Summary of Monitoring Reports**

**A summary report of monitoring activities is completed for all programs. These summary reports are maintained and available for Iowa Workforce Development use in its program compliance review process.**

**The Regional Workforce Development Board, appointed by the Governor in consultation with the CEO Board, plays a leading role in establishing policy for the Region's Workforce Development Center system. The RWIB also selects the WIOA service providers, directs the activities of the Youth Advisory Council, and shares responsibility for many other duties with the CEO Board, including overseeing the Regional Workforce Development system's service delivery.**

**This responsibility extends to oversight of the One-Stop Center system and ensuring quality customer service. The RWDB structure follows state guidelines. The board meets 10 times per year, with the CEO Board, and all meetings are open to the public.**

**The Region 16 Workforce Development Board and Chief Elected Officials are responsible for the development and oversight of the Local plan. The WIOA Core Partners participate in the process and provide input to the RWDB/CEO in the development of the plan. Through this process, the board is involved in the planning and oversight of the One-Stop System in Region 16. Many of the strategies described in the plan are in place to ensure quality customer service throughout the Region.**

**At each RWDB/CEO meeting the boards review the employment and training (career services) activities within the Region and hear reports on**



**enrollments, obligations and expenditures and performance. All partners participate and provide information relative to the employment and training (career services) activities within the Region. Youth activities within the Region are also detailed and reviewed. This review process occurs at each meeting ongoing.**

**Board members are encouraged to make on-site visits as often as possible to their local center and to various Regional affiliated sites to ensure services are carried out as described in the local plan.**

*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.*

**The Regional Workforce Development Board (RWDB) will establish a standing committee for Youth services in Region 16.**

**Youth Standing Committee Role and Responsibilities:**

**The Region 16 Youth Standing Committee will provide guidance for local youth programs operated under the Workforce Innovation and Opportunity Act (WIOA) and will address the barriers to employment facing youth. In addition the Committee provides expertise in youth policy and assists the RWDB in:**

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

**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 Region 16 Youth Standing Committee will meet on a quarterly basis during the months of January, April, July and October. The committee members will consist of:**

**? At least one (1) member of the RWDB who has a special interest or expertise in youth policy**

**? Individuals representing youth service agencies, such as juvenile justice and local law enforcement agencies**

**? Parent of youth eligible for WIOA youth services or that were served under prior employment and training youth programs**

**? Individuals with experience relating to youth activities, including former WIOA participants**

**? Other interested individuals with youth expertise as suggested**

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

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

**Over half of the Region's residents live in non-urban areas; they are able to access workforce services through the following channels:**

**? Multiple points of access are available through partner affiliated sites within the Region**

**? IowaWORKS staff provides outreach and enrollment in all outlying counties within the region on an itinerant basis**

**? Adult Education classes held in the One-Stop are electronically linked in to classrooms in outer offices allowing students to participate throughout the region**

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

**? Virtual Access Points are established throughout the region for customer access through technology**

**? Partners provide services through the One-Stop physical center on an as needed basis**

**? Partners provide one-stop system services ongoing through various partner affiliated locations**

**? Partners participate in ongoing referral, co-enrollment and performance management through the state-developed profile system**

**? Partners developing common application processes to ensure co-enrollment opportunities are streamlined**

*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 16 IowaWORKS One-Stop system will continue to 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 Coordinator, IDB 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.**

**The Region 16 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 data management screens inform and the WIOA application/handbook inform and document through signature that individuals are aware of the EEO policy and process.**

**In the event of a founded discrimination case against a client by a fully trained employee, the progressive discipline policies of the employer of record would apply.**

**A complaint log is maintained and monitored by the IWD EEO.**

**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:**

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## **Regional Workforce Development Board Policies**

**The Region 16 RWDB will conduct ongoing analysis of the Region's economy and workforce needs to ensure continuous improvement of eligible providers of services and to ensure that such providers meet the employment needs of local employers, workers and job seekers. This analysis will be completed as part of the RWDB's regularly scheduled meetings with needs assessments being completed as necessary. Regional labor market information will be utilized with this review.**

**Elements potentially included in the analysis:  
? A review of the local area data gathered from customers of the One-Stop**

**? An assessment of the current economic situation and projected trends of the local area economy, industries and occupations, including major economic Regions and industrial and occupational sectors as determined through LMI data**

**? An assessment of the required workforce skills and knowledge individuals need in order to find employment**

**? An analysis of the skill and education gaps for individuals within the local area or Region**

**All partners will participate in a process of continuous improvement to offer the best possible services and seize opportunities for further integration. To assure that services are responsive to the needs of the community, partners will survey customers to obtain feedback on customer satisfaction. All partners will participate in the ongoing development and improvement of the Region 16 One-Stop**

**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:**

**System procedures, policies and operational management. All partners will be part of a joint planning process that will continuously review the needs of the Region 16 workforce and business community and refine the services of the one-stop system based upon those needs.**

**In addition, the partners will encourage, accommodate staff, and/or provide training and cross training, as deemed appropriate, to ensure that all partner staff are familiar with all programs represented within the Region 16 One-Stop System in order to integrate services, reduce duplication, and improve overall service delivery.**

*Refer to question F-2.*

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

*Refer to question F-9.*

**ATT Priority of Service Policy.docx**

**A self-sufficiency wage is defined as employment which when combined with the wages of all other family members, brings the entire family income to at least 150% of the United States Department of Labor's Lower Living Standards Income Level ("LLSIL"). However, if a participant indicates that they are satisfied that their wage (even if under 150% of (LLSIL) meets the family's needs for self-sufficiency, the case manager will put this detail into a case note to explain.**

**Provide the regional boards 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.*

**ATT ITA Table.xlsx**

**ATT Supportive Services Policy.docx**



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## 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:

The process followed by the regional board is based on direction from the state workforce agency. RFPs are posted publicly on the board website. There is a published period of time for submission of questions, and then a published period of time where answers will be provided. A clear and published deadline is set for submission of RFPs to a designated person in each region. The board forms a review committee who will score each RFP based on the published guidelines. The review committee will present their findings to the board and take a vote on the recommendation. Winning service provider will be notified, and once they accept, the losing bids will be notified, as well.

*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.*

It has always been a priority of Region 16's youth program to serve individuals with the most barriers. The WIOA youth staff has a reputation of serving those youth who others have given up on. This approach will continue in the youth program design both for in-school and out-of-school youth.

In order to meet the 75% minimum youth expenditure requirement under WIOA, Region 16 will utilize the following strategies to increase out-of-school youth enrollments:

? Continue commitment to offer services to in-school youth while expanding out-of-school youth services

? Continue conversations and communication with area school districts about the WIOA Out-of-School requirement.

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:

? Each youth referral will be reviewed individually. If a youth seems to have the necessary supports in place while they are in high school, but could benefit more from post high school services, enrollment will be delayed until after graduation. If a youth is struggling and could benefit from WIOA services while in high school, the enrollment will be done as an in-school youth.

? IowaWORKS Partner programs meet together regularly to staff referrals and to determine which program(s) would best meet the needs of each individual youth.

? Partner with the Promise Jobs program to serve youth, and emphasize youth between the ages of 16 and 24 who have not yet built their plan for the future.

? Partner with the Juvenile Justice System to serve more youth who have dropped from the

education system prior to completion.  
>HiSED classes, which are co-located in the regional One-Step, will be an invaluable point of entry for out-of-school youth.

Youth Work Experience programs have always been a strong component of youth services within the Region. For many years, the One-Stop has partnered with local school districts to deliver work experience to in-school youth.

The Region offers work-based learning opportunities throughout the year through both the WIOA youth program and various partner programs. Iowa Vocational Rehabilitation will partner with IowaWORKS to deliver work experience opportunities for youth with disabilities.

Region 16 will ensure that at least 20% of the WIOA youth funds are expended on work experience.

Maintaining the proper expenditure ratios will be facilitated by using separate, distinct general ledger codes to in cash flow reports and monthly Financial Status Reports to provide real-time tracking of expenditures.

*Refer to question E-6.*

**The regional board will exercise fiscal oversight and monitoring on a variety of levels.**

**Internal quarterly monitoring will include the review of payments made to or on behalf of participants whose files are pulled in the random draw.**

**Iowa Workforce Development Financial Management staff conduct fiscal monitoring twice a year, and the results are communicated directly to the board.**

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

**Local Title I staff and Fiscal Agent staff closely coordinate, process, and track expenditures via a method that ensures all items are reviewed by at least four individuals.**

**The WIOA leadership staff and Fiscal Agent staff have received Department of Labor training on the CFR 200 Super Circular. This training has been followed up with further training from Iowa Workforce Development's Financial Management team.**

**The board is given continuous updates on expenditures based on Federal Financial Status Reports, as well as fiscal agent cash flow reports.**

*Refer to question F-1.*

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## **Additional Documentation**

**Attach a spreadsheet of all Board Members:**

**1463166537145\_Local Board List.docx**

Attach a copy of the current Regional by-laws:	1463166537036_RWDB 16 By Laws.docx
Attach a copy of the current Priority of Services policy:	1463166537129_ATT R16 Priority of Service.pdf
Attach a copy of the current Oversight and Monitoring policy:	1463166537005_Region 16 Oversight and Monitoring.docx
Attach a copy of the current Supportive Services policy:	1463166537207_ATT Supportive Services Policy.docx
Attach a copy of the current EEO Grievance procedure:	1463166537083_R16 EEO.docx
Attach a signed copy of the Certificate Regarding Debarment:	1463166537192_R16 signed Cert re Debar.pdf
Attach a spreadsheet of all public and State partner comments with the Board's response:	1463166537067_WIOA Public Comments Response Document.docx
Attach a signed copy of the Signatory Page:	1463166537223_R16 Signatory page.pdf

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## Regional Workforce Development Board General Assurances

The Board and CEO agree to the General Assurances:	Yes
Title:	Region 16 CEO Chair
Name:	Gary See
Date:	05/13/2016

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## Local Board Member - Point of Contact

Point of Contact Name:	Carolyn Farley	
Title:	Region 16 Operations Manager (Title III)	
<i>Provide current business title.</i>		
Phone:*	319-753-1671	30352
		extension:
Point of Contact Email:	carolyn.farley@iwd.iowa.gov	

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## Review Committee Selection

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

**The Region 16 WDB will rely on their existing Procurement Standing Committee to perform the review of the AEL applications. The standing committee was selected to reflect a diversity of career backgrounds. The Title III Operations Manager sits on the committee and was a key player in the creation of the Customer Service Plan. Another important member of the standing committee sits on a local school board and brings great insight into the needs of at-risk students and adult learners.**

*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?*

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## **Conflict of Interest**

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

**All members of the Region 16 WDB must complete a Conflict of Interest form, and re-sign it on an annual basis. This form requires all board members to fully disclose all actual and potential conflicts, (determined by disinterested Board members). Once determined, those members with a conflict of interest must recuse themselves from participating in debates and voting on the matter.**

*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?*

### Service Locations of the One Stop System

Service Location	Core Partner	Address	City	County	Phone	Office Hours	Point of Contact	Email
Burlington One-Stop	Adult Eduction	1000 N. Roosevelt Ave.	Burlington	Des Moines	319-753-1671	M-F 9AM-4PM	Elizabeth Campbell	<a href="mailto:ecampbell@scciowa.edu">ecampbell@scciowa.edu</a>
Southeastern Community College	Adult Eduction	1500 W. Agency Road	West Burlington	Des Moines	319-752-2731	T&TH 5-8PM	Elizabeth Campbell	<a href="mailto:ecampbell@scciowa.edu">ecampbell@scciowa.edu</a>
Southeastern Community College	Adult Eduction	335 Messenger Road	Keokuk Ft.	Lee	319-524-3221	M 5-8:30PM M-TH 8:30AM-12PM	Elizabeth Campbell	<a href="mailto:ecampbell@scciowa.edu">ecampbell@scciowa.edu</a>
Southeastern Community College	Adult Eduction	1602 Avenue F	Madison	Lee	319-376-2286	9AM-3PM	Elizabeth Campbell	<a href="mailto:ecampbell@scciowa.edu">ecampbell@scciowa.edu</a>
Southeastern Community College	Adult Eduction	200 N. Main St.	Mt. Pleasant	Henry	319-385-8012	M-F 9AM-12PM W 5:30-8:30PM MWF 6-8PM	Elizabeth Campbell	<a href="mailto:ecampbell@scciowa.edu">ecampbell@scciowa.edu</a>
Burlington One-Stop	Iowa Dep't for the Blind	1000 N. Roosevelt Ave. Ste. 9 (or by app't)	Burlington	Des Moines, Henry, Lee, Louisa	515/681-4914	By Appointment	Victoria Kollmann	<a href="mailto:victoria.kollmann@blind.state.ia.us">victoria.kollmann@blind.state.ia.us</a>
Southeastern Community College	Voc Rehab	1500 W. Agency Road	West Burlington	Des Moines	319-208-5028	8am - 4:30pm M-F	Sue Frice	<a href="mailto:suzanne.frice@iowa.gov">suzanne.frice@iowa.gov</a>
Burlington One-Stop	Voc Rehab	1000 N. Roosevelt Ave. Ste. 7	Burlington Ft.	Des Moines	319 753-2231	8am - 4:30pm M-F	Sue Frice	<a href="mailto:suzanne.frice@iowa.gov">suzanne.frice@iowa.gov</a>
Iowa Workforce Development	Voc Rehab	933 Avenue H	Madison	Lee	319-372-4412	By Appointment	Sue Frice	<a href="mailto:suzanne.frice@iowa.gov">suzanne.frice@iowa.gov</a>
IA Dept of Human Services	Voc Rehab	307 Bank St Keokuk	Keokuk	Lee	319 753-2231	By Appointment	Sue Frice	<a href="mailto:suzanne.frice@iowa.gov">suzanne.frice@iowa.gov</a>
Burlington One-Stop	Wagner	1000 N. Roosevelt Ave. Ste. 9	Burlington Ft.	Des Moines	319-753-1671	8:30 - 4:30 M, T, Th, F 9:00 - 4:30 W	Carolyn Farley	<a href="mailto:carolyn.farley@iwd.iowa.gov">carolyn.farley@iwd.iowa.gov</a>
Iowa Workforce Development	Wagner	933 Avenue H	Madison	Lee	319-372-4412	8:30 - 12:30 & 1:30 - 4:30 M - F	Carolyn Farley	<a href="mailto:carolyn.farley@iwd.iowa.gov">carolyn.farley@iwd.iowa.gov</a>
Southeastern Community College	Wagner	335 Messenger Road	Keokuk	Lee	319-524-3221	8:30- 4:00 T & Th	Carolyn Farley	<a href="mailto:carolyn.farley@iwd.iowa.gov">carolyn.farley@iwd.iowa.gov</a>

Southeastern Community College	Wagner	200 N. Main St.	Mt. Pleasant	Henry	319-385-8012	9:00 - 3:30 W	Carolyn Farley	<a href="mailto:carolyn.farley@iwd.iowa.gov">carolyn.farley@iwd.iowa.gov</a>
Burlington One-Stop	Title I	1000 N. Roosevelt Ave. Ste. 9	Burlington	Des Moines	319-753-1671	8:30 - 4:30 M, T, Th, F 9:00 - 4:30 W	Robert Ryan	<a href="mailto:robert.ryan@iwd.iowa.gov">robert.ryan@iwd.iowa.gov</a>
Southeastern Community College	Title I	1602 Avenue F	Ft. Madison	Lee	319-372-2286	8:30 - 4:30 T, We, Th	Robert Ryan	<a href="mailto:robert.ryan@iwd.iowa.gov">robert.ryan@iwd.iowa.gov</a>
Southeastern Community College	Title I	200 N. Main St.	Mt. Pleasant	Henry	319-385-8012	8:30 - 4:30 T, We, Th	Robert Ryan	<a href="mailto:robert.ryan@iwd.iowa.gov">robert.ryan@iwd.iowa.gov</a>
Southeastern Community College	Title I	335 Messenger Road	Keokuk	Lee	319-524-3221	8:30 - 4:30 T, We, Th, Fr	Robert Ryan	<a href="mailto:robert.ryan@iwd.iowa.gov">robert.ryan@iwd.iowa.gov</a>

Updated: Jan 2016 (DD)



## REGION 16 WIOA Priority of Service Policy

WIOA Title I Section 134(c) (3) (E) requires that priority of service be given to "recipients of public assistance, other low income individuals, and individuals who are basic skills deficient for receipt of career services...and training services." As indicated in the Notice of Proposed Rule Making (NPRM) Preamble, "WIOA builds on the priority given under WIA to providing training services to low-income individuals receiving public assistance." Further, unlike WIA where priority was required only when funds were limited, "priority must be given regardless of funding levels" in WIOA. As described in the Act, WIOA is meant to increase need, "particularly those with barriers to employment. "

Section 194(1) requires that services be provided to those who can benefit from "and who are most in need of such opportunities." The addition of Temporary Assistance for Needy Families (TANF) as a mandatory partner and the inclusion of Adult Education as a core partner in the One-Stop Delivery System highlight federal intent to bring the populations served by those programs into the opportunities provided by WIOA.

"Priority of service" status is established at the time of eligibility determination for WIOA Title I Adult registrants and does not change during the period of participation. Priority does *not* apply to the Dislocated Worker population. For purposes of this policy guidance, Priority of Service applies to Adults. Youth priority of service will be addressed separately,

Proposed rule 680.650 re-affirms that Veterans continue to receive priority of service in ALL DOL-funded training programs but that a "veteran must still meet each program's eligibility criteria." Thus for WIOA Title I Adult services, the program's eligibility and priority considerations must be made first, and then veteran's priority applied.

Local areas must give priority of service to participants that fall into one of the below priority categories (Proposed § 679.560(b)(21)):

- Recipients of public assistance
- Other low-income individuals. The term "low income individuals" is defined in WIOA Law—Definitions; Section 3(36) means an individual who:
  - Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the Supplemental Nutrition Assistance Program (SNAP), TANF, Supplemental Security Income (SSI) under Title XVI of the Social Security Act, or state or local income-based public assistance program; **or**
  - Receives an income or is a member of a family receiving an income that in relation to family size, is not in excess of the current U.S. DOL 70 percent Lower Living Standard Income Level and U.S. Department of Health and Human Services Poverty Guidelines **or**
  - Is a homeless individual, **or**
  - Is an individual with a disability whose own income meets the income requirements above, but who is a member of a family whose income does not meet this requirement.
- Individuals who are basic skills deficient. The term "basic skills deficient" is defined in Section 3(5) to mean a youth or adult who is unable to compute or solve problems, or read,

write, or speak English at a level necessary to function on the job, **in** the individual's family, or in society. Iowa Workforce Development(IWD) is providing guidance for making this determination by defining it as an individual who meets any one of the following:

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

\*The career planner makes observations of deficient functioning and records those observations as justification in the data management system or as a case note.

- Individuals (non-covered persons) who do not meet the above priorities may be enrolled on a case by case basis with documented managerial approval. The WIOA eligible adult must meet one or more of the following categories of an individual with a barrier to employment:
  - Displaced homemakers;
  - Individuals with disabilities;
  - Older individuals;
  - Ex-offenders;
  - Eligible migrant and seasonal farm workers;
  - Single parents (including single pregnant women)

## **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 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**

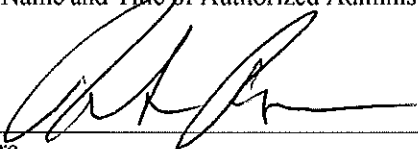
1. By signing and submitting the certification signature page with this proposal, the prospective primary participant is providing the certification set out below.
2. The inability of a person to provide the certification required below will not necessarily result in denial of participation in this covered 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 decider 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.

Robert Ryan, Region 16 WIOA Title I Director

Printed Name and Title of Authorized Administrative Entity Signatory Official

Signature



Date

5-13-16

# Workforce Innovation and Opportunity Act

Region 16

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.

5/13/2016  
Submission Date

Workforce Development Board Chair

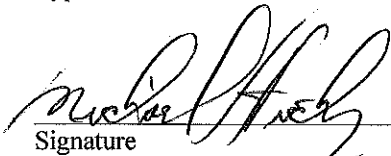
Chief Elected Official

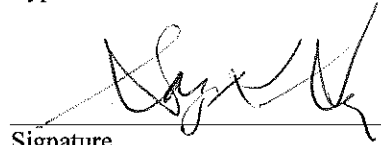
Michael Hickey  
Typed or Printed Name

Gary See  
Typed or Printed Name

RWDB Chair  
Typed or Printed Title

CEO Chair  
Typed or Printed Title

  
Signature

  
Signature

5-13-16  
Date

5-13-16  
Date