



Application

141588 - WIOA Local Service Plan  
155861 - Region 1 - WIOA Local Service Plan  
Workforce Innovation and Opportunity Act

Status: Submitted  
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Primary Contact

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Program Area of Interest Workforce Innovation and Opportunity Act  
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Agency

Organization Information

Organization Name: WIOA Regional Planning Consortium Region 01  
Organization Type: Regional Planning Commission  
DUNS:  
Organization Website:

**Address:**

	Iowa	
City	State/Province	Postal Code/Zip

**Phone:**

Ext.

**Fax:**

**Benefactor**

**Vendor Number**

### Board Details

**Board Chair Name:** Les Askelson, Chair

**Title:** Owner/Manager

*Provide current business title.*

**Business Name:** Wennes Communication KVIK Radio

*Provide current business organization name.*

**Business address:** 501 West Water, Decorah, Iowa 52101

*Provide current business address.*

**Business phone:\*** 563-379-2441 extension:

**Board Chair business email:** les@kvikradio.com

**Identify counties served by Region:** Allamakee County, Chickasaw County, Clayton County, Delaware County, Dubuque County, Fayette County, Howard County, Winneshiek County

*Indicate each county currently served by the proposed plan. Use CTRL to multi-select.*

### Local Area's Chief Elected Official Chair

**Local Area's Chief Elected Official Chair Name:** Darrel Dolf

*Provide current Local Area's Chief Elected Official Chair.*

**Elected Title:** Chair

*Provide current title.*

**Local Government Affiliation:** Fayette County Supervisor

*Provide local area's chief elected chair current government affiliation.*

**Address:** 114 N. Vine St., PO Box 267, West Union, Iowa 52175

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

**Phone:**\*

563-428-4482

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

**Email:**

ddolf@co.fayette.ia.us

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

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## Core Partners

### Workforce Development

**WIOA (Title I) Director - Adult and Dislocated Worker Services:** Fern Rissman  
**Organization Name:** Upper Explorerland Regional Planning Commission  
**Address:** 312 Winnebago St., Decorah, Iowa 52101  
**Phone:\*** 563-382-0457 412  
extension:  
**Email:** Fern.Rissman@iwd.iowa.gov

**WIOA (Title I) Director - Youth Services:** Ron Axtell  
**Organization Name:** East Central Intergovernmental Association  
**Phone:\*** 563-556-5800 48136  
extension:  
**Email:** Ron.Axtell@iwd.iowa.gov

**Wagner-Peyser Manager:** Marla Loecke  
**Address:** 680 Main St., 2nd Floor, Dubuque, Iowa 52001  
**Phone:\*** 563-556-5800 48129  
extension:  
**Email:** Marla.Loecke@iwd.iowa.gov

### Rehabilitation Services

**Vocational Rehabilitation Supervisor:** Jeanne Helling  
**Address:** 2600 Dodge St., Suite NW 2, Dubuque, Iowa 52001  
**Phone:\*** 563-588-4697  
extension:  
**Email:** Jeanne.Helling@iowa.gov

**Department for the Blind Supervisor:** Jamie Phipps  
**Address:** 524 Fourth St., Des Moines, Iowa 50309  
**Phone:\*** 515-249-9137  
extension:  
**Email:** jamie.phipps@blind.state.ia.us

### Adult Education and Literacy

**Adult Education and Literacy Services Coordinator:** Gisella M. Aitken-Shadle  
**Title:** District Adult Ed. & Literacy Development Director  
**Organization:** Northeast Iowa Community College

**Address:** 700 Main St., Dubuque, Iowa 52001

**Phone:\*** 563-557-8271 108  
extension:

**Email:** aitken-shadleg@nicc.edu

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## One-Stop System

**One-Stop System Center Name:** IowaWORKS of Northeast Iowa

**Street Address:** 680 Main St., 2nd Floor

**City:** Dubuque

**Zip Code:** 52001

**Phone:** 563-556-5800

**Fax:** 563-556-0154

**Office Hours:** M/T/Th./Fr. 8:30 a.m. to 4:30 p.m. and Wed. 9:00 a.m. to 4:30 p.m

**One-Stop Center Operator**

**One-Stop Center Operator Name:** Marla Loecke

**One-Stop Center Operator Title:** Operations Manager

**One-Stop Center Operator Organization:** IowaWORKS

**Attach a spreadsheet of all one-stop service locations:** Attachment A1 Region 1 WIOA County Offices  
2016.02.26.docx

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## Fiscal Agent

**Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds:** Upper Explorerland Regional Planning Commission

*Provide contact name as the fiscal agent.*

**Fiscal Agent Title:** Rachelle Howe, Executive Director

**Fiscal Agent Organization:** Upper Explorerland Regional Planning Commission

*Provide the name of the associated organization.*

**Fiscal Agent DUNS:** 42228887

*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

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# Economic Analysis

Industry Sectors and Occupations

An analysis of the regional economic conditions indicates the following occupational statistics:

For all industries combined in Region 1, the estimated employment in 2012 was 125,330 and the projected employment for 2022 is 138,060 which is an increase of 12,730 for a 10.2% growth in jobs.

In Advanced Manufacturing, the estimated employment in 2012 was 16,605 and the projected employment for 2022 is 17,850 which is an increase of 1,245 for a 7.5% growth in jobs.

In Healthcare and Social Assistance, the estimated employment in 2012 was 14,165 and the projected employment for 2022 is 16,730 which is an increase of 2,565 for a 18.1% growth in jobs.

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

In Educational Services, the estimated employment in 2012 was 12,780 and the projected employment for 2022 is 13,955 which is an increase of 1,175 for a 9.2% growth in jobs.

In Retail Trade, the estimated employment in 2012 was 11,850 and the projected employment for 2022 is 12,805 which is an increase of 955 for a 8.1% growth in jobs.

In Construction, the estimated employment in 2012 was 5,020 and the projected employment for 2022 is 6,225 which is an increase of 1,205 for a 24.0% growth in jobs.

In Finance and Insurance, the estimated employment in 2012 was 4,540 and the projected employment for 2022 is 5,230 which is an increase of 690 for a 15.2% growth in jobs.

In Transportation and Warehousing, the estimated employment in 2012 was 3,065 and the projected employment for 2022 is 3,465 which is an increase of 400 for a 13.1% growth in jobs.

The following Iowa Workforce Development Labor Market Information is attached:

2015 Region 1 Annual Profile

2014 Region 1 Workforce Needs Assessment

*Refer to question B-3.*

Collaboration is key among workforce partners to successfully address the full scope of workforce challenges within a community. Along with six other partners, The Dubuque Area Chamber of Commerce has taken workforce development strategy to the next level through a community-wide partnership called Dubuque Works. Partners work to analyze and revitalize existing workforce strategies, identify and address workforce gaps, and work together to seamlessly provide the strongest workforce solutions for companies that choose to make the Greater Dubuque area their home.

As a part of Dubuque Works, the Chamber focuses on retention efforts for area students and young professionals through Internship Connect and The Young Professionals (YP) of Dubuque.

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

Experiential education is an excellent way to create a pipeline of highly talented students for local businesses and organizations. Developing strong internship programs requires a level of understanding among the three fundamental components: the students, the employers and the colleges. It is the Chamber's role to facilitate, and develop those relationships creating a mutually beneficial environment for training, development, and retention.

The Dubuque area is fortunate to have a workforce pool of seven colleges within a 25- mile radius, which represents approximately 18,000 students. By encouraging greater participation in local internship programs, the Chamber plans to increase the retention of skilled, trained workforce in the area. By hosting events geared towards connecting students with businesses, offering

workshops to assist businesses in developing internship programs, providing an employer resource guide, compiling a comprehensive list of companies that offer internships in the Dubuque area, and launching a new interactive internship component of [www.AccessDubuqueJobs.com](http://www.AccessDubuqueJobs.com), the Dubuque Chamber will comprehensively promote internships in the Dubuque Area.

YP Dubuque continues to be a growing, vibrant organization providing members the opportunity to participate in professional development, social/cultural, and community minded activities as well as expand personal and professional networks and gain experience in leadership roles. It offers many ways for young professionals to build connections and get involved. Programming includes monthly professional development luncheons, special interest groups, community service projects, social events and an annual one-day conference. By launching college chapter, promoting YP Dubuque extensively on campus, the Chamber will assist students in gaining valuable tools to make themselves more marketable as future employees, learning more about opportunities available to them in Dubuque, and ultimately feeling more connected to the business community.

In focusing on students and young professionals, the Chamber is fostering a new generation of leaders who are connected to one another, and engaged in the Dubuque community.

#### Sector Board Meeting

A sector partnership is a workforce collaborative

that organizes key stakeholders and targeted industry partners into a sustainable working group that focuses on the long-term workforce needs of a targeted industry cluster. Membership in the sector partnership is determined by the targeted industry partners. Sector partnerships operate within a true labor market region and are not confined to particular workforce, education, or similar regional boundaries.

The term industry partners means a concentration of interconnected businesses, suppliers, research and development entities, service providers, and associated institutions in a particular field that are linked by common workforce needs.

Sector support partners work to meet the skill, recruitment, and retention needs of employers and the training, employment, and career advancement needs of workers. By meeting the needs of sector partnerships on behalf of industry, jobseekers and workers, sector support partners strengthen a regions overall economic vitality.

Currently have Sector Boards for IT in Dubuque, Manufacturing in Dubuque, the rest of the Sector boards are run as educational advisory boards and are in Cresco, Waukon, Manchester, New Hampton and Oelwein.

*Refer to question B-3.*

### **Knowledge and Skills Needed**

By 2022, middle skill jobs are projected to increase by more than 74,000 statewide. Many of these occupations will require post-secondary and technical training afforded by our vast array of public and private educational institutions. Region 1 employer needs for employee knowledge and skills in demand industry sectors and occupations are very similar to those at the state level.

The Bureau of Labor Statistics Occupational Employment Statistics education levels were divided into three skill levels:

- 1) Low-Skill jobs - need less than a high school education or equivalent
- 2) Middle-skill jobs - that require an education beyond high school or its equivalent, but less than a four-year degree
- 3) High-skill jobs- which call for a four-year degree or above.

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

This grouping, indicated the following:

- 33% of jobs require high-skills while 34 percent of the workers possess high-skill. This could indicate the correct alignment of workers and jobs and/or a willingness of high-skill workers to postpone retirement and remain employed for a longer period of time.
- An inconsistency exists in the largest segment, middle-skill.
- Fifty-five percent of lowas jobs require middle-skills, whereas only 32 percent of the workers

possess the skills.

This clearly demonstrates the need for more middle-skill workers to meet employers demands. Iowa has nearly tripled the percent of low-skill workers, as there are low-skill jobs. Low-skill workers can be upskilled by various means such as classroom training, on-the-job training, or apprenticeships.

Upskilling can create a pipeline of qualified workers to replace those who retire or plan on leaving the labor force.

*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:**

**Attachments B3 and B4 Regional Needs.pdf**

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

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## Workforce Analysis

### Employment and Unemployment

An analysis of the regional workforce indicates the following statistics:

For all industries combined in Region 1, the estimated employment in 2012 was 125,330 and the projected employment for 2022 is 138,060 which is an increase of 12,730 for a 10.2% growth in jobs.

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

Unemployment averaged 4.6% in Region 1 for 2014. The regions jobless rate translated into 5,450 unemployed individuals. The 2014 unemployment rate in Region 1 was higher than the statewide 4.3% average.

*Refer to question B-4.*

### Labor Market Trends

Eleven firms in Region 1 employ 500 or more workers, totaling 9,063 workers, which accounts for 8.8% of the total employment within the eight county area. Firms that employ less than 50 workers represent 94.4% of all establishments region wide.

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

Region 1s top ten occupations expected to have the largest percentage of employment growth from 2012 to 2022 are primarily in construction, business/financial, and personal care. The top ten occupations expected to have the most annual openings in the region from 2012 to 2022 will account for 980 of the projected 4,255 openings. The major occupational groups of sales, management, food preparation/serving, health, and transportation/material moving will account for 860 of those 980 openings.

*Refer to question B-4.*

#### **Educational Skill Levels of the Workforce**

Surveys with Region 1 employers indicated that they perceived 18.5% of job applicants possessed basic skills (such as literacy, numeracy, and basic computer skills), 29.5% of job applicants had soft skills (such as timeliness, responsibility, and teamwork), and 36.7% of job applicants possessed hard skills (such as physical ability, knowledge, and experience).

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

Kevin Fleming states in his Success in the New Economy video that the true ratio of jobs in our economy is 1:2:7. For every occupation that requires a masters degree or more, two professional jobs require a university degree, and there are over half a dozen jobs requiring a 1-year certificate or 2-year degree; and each of these technicians are in very high-skilled areas that are in great demand. This ratio is a fundamental to all industries. It was the same in 1950, the same in 1990 and will be the same in 2030. By 2018, Harvard University predicts only 33% of all jobs require a 4-degree or more while the majority will be middle-skilled jobs requiring technical skills and training at the credential or associated degree level. As well, Fleming states, new and emerging occupations in every industry now require a combination of academic knowledge and technical ability.

These statements align with the educational skill level needed for the projected job openings in Region 1 through 2022. Therefore, we will focus on certificate programs and/or 2-year degree to meet the educational need in our region.

*Refer to question B-4.*

### **Skill Gaps**

By 2018, 3 of every 5 jobs in Iowa will require education/training beyond high school.

Labor Market Information, obtained from a variety of sources, indicates the following skills gap information for Region 1:

- Construction, Advanced Manufacturing, and Healthcare all continue to be in demand Sectors

- Welders, Electricians, Carpenters, Heating/Air Conditioning/Refrigeration Mechanics, Plumbers, Construction Equipment Operators, and Cement Masons/Concrete Finishers are in demand occupations in the Construction Sector

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

- Industrial Machinery Mechanics, First Line Production Supervisors, Industrial Engineers, Mechanical Engineers, Inspectors/Testers/Sorters, Production/Planning/ Expediting Clerks, and Sheet Metal Workers are in demand occupations in the Advanced Manufacturing Sector

- Dental Hygienists, Pharmacists, Dental Assistants, Dentists, Medical/Health Services Managers, Physical Therapists, Surgical Technologists, and Medical/Clinical Lab Technologists are in demand occupations in the Healthcare Sector

Individuals with barriers to employment can be assisted by qualified and trained personnel through the One-Stop System. Multiple points of access will be established, both physically and electronically, throughout the region. Region 1 has developed

referral and verification forms that will assist with documentation of the services being provided. Orientation sessions describing the One-Stop System will be developed and available at any of the WIOA Core Partner locations within the region.

*Refer to question B-4.*

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## **Activities Analysis**

### **Accomplishments in Past Year**

Region 1 has established a WIOA Core Leadership Team that meets by conference call weekly and hold an in-person meeting monthly. WIOA Core Partner front line staff receive training together every Wednesday morning from 8:00 a.m. to 9:00 a.m. Two training days annually, (Presidents Day and Columbus Day) have been established as training days for all front line staff. Region 1 feels training is important and therefore provided WIOA training to both RWDB/CEO board and front line staff from Mary Ann Lawrence and Greg Newton. The WIOA Core Leadership Team are developing the local service plan with input from RWDB, CEO and economic developers. Region 1 Core Leadership Team have developed policies and procedures for a formal referral process and form. In addition, these partners will lead the development of the one-stop partners MOU.

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

Region 1 has established a MOU Partner meeting group with representatives from all the required WIOA One-Stop Partners. This group plans to meet on a quarterly basis either in person or via conference call. Region 1 has also developed an electronic MOU partner distribution list.

Region 1 has an economic development representative on the RWDP and WIOA Core Leadership regularly attend economic development meetings throughout the area.

This has been especially true in Region 1 as ECIA and UERPC share the distinction of being WIOA Service Providers, along with being United States Department of Commerce Economic Development Administration certified Economic Development Districts. What this means is that a second division of the agency, the Planning and Development Department, implements and carries out a Comprehensive Economic Development Strategy plan (CEDS) and related annually developed scope

of work designed to provide economic development planning assistance to the cities and counties of the area. As a result, the region has been able to align the economic and workforce development goals and processes.

Here are some additional connections between workforce development and economic development in Region 1:

Delaware County Economic Developer on RWIB Board

Regional Leadership regularly attend NIBN meetings

Northeast Iowa Business Network (NIBN) Workforce Needs Assessment covering Allamakee, Clayton, Fayette, Howard and Winneshiek Counties

Regional Leadership regularly attend Dubuque Works meetings

Regional Leadership regularly attend Prosperity Eastern Iowa meetings

Prosperity Eastern Iowa Workforce Needs Assessment for Delaware and Dubuque Counties. (Covering Cedar Delaware, Dubuque, Jackson and Jones Counties)

Creating Skilled Iowa and Home Base Iowa Communities

Vocational Rehabilitation Elkader Economic Developer and Clayton County Economic Developer

City of New Hampton working with for Skilled Iowa Community

New Hampton Economic Development Meetings

Cedar Valley Regional Partnership Workforce  
Needs Assessment for Chickasaw County.  
(Covering Black Hawk, Bremer, Buchanan, Butler,  
Chickasaw, Grundy & Tama Counties.)

2011 Annual Profile for Region 1 Iowa Workforce  
Development

Iowas Workforce and the Economy, Iowa  
Workforce Development 2012

Workforce and Economic Development Regional  
Status Reports for Northeast Iowa Business  
Network, Cedar Valley Regional Partnership and  
Prosperity Eastern Iowa.

*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: Attachment C3.pdf

**Strengths and Weaknesses of Workforce Development Activities**

## Workforce Development Needs of Employers

A concern of the 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 1 labor force population is decreasing and local employers cannot find workers to fill open positions. Basic skills which include literacy, numeracy, basic computer skills and organization skills, in addition to many of the soft skills necessary to be successful, were described as lacking. Included in these soft skills needs, employers identified social skills such as basic work ethic, dependability and retention as necessary skills. Also noted by employers was a lack of availability of occupational skills including, specific occupational knowledge and experience in particular middle-skill occupations in the areas of healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.

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

Recommendations to address the workforce needs of area employers:

- 1) Work in partnership with economic developers from the counties and cities in Region 1 to expand the knowledge of training opportunities available to new and expanding businesses.
- 2) Enhance the relationship between training providers and business employers in the region.
- 3) 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, disabled, non-English speaking minorities, older workers, youth and families on Temporary

Assistance (TANF) in the region.

4) Increase the knowledge of employers in services that can prepare them in employing people in under-utilized populations.

5) Increase the availability of workers trained and certified in technical areas, including healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.

6) Encourage and expand ways to identify businesses that can be assisted by the workforce system.

#### Workforce Development Needs of Jobseekers

Many job seekers are not aware of the products and services of workforce partners within their region. Jobseekers may need additional services beyond what they are able to access themselves. Local/regional newspapers & media, regional IowaWORKS offices, internet, social media and college/university career centers are the predominant means for job recruitment. However, a review of the demographics of the population in Region 1 shows the typical jobseeker in the region is older than the state average with a larger proportion 65 and older. The per capita income is lower than the statewide average and the entire region is below the state average in persons with a Bachelors degree. These jobseekers may need additional services to qualify for and fill the jobs available in the region.

Recommendations to address the workforce needs

of area jobseekers:

1) Continue to work on marketing the availability of workforce products and services throughout the communities in the region. Electronic sharing of workforce services through the Virtual Access Points should be an important part of this connectivity.

2) Make a variety of workforce development partner services 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, disabled, 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 Skilled 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 as an assessment to better define job employment skills levels to the employer.

8) Promote the Skilled Iowa initiative as a means of connecting validated skilled Iowa workers to current and future jobs.

## Workforce Development Needs of Low-Income Adults and Dislocated Workers

In today's increasingly competitive, fast-paced world economy, economic growth and prosperity depend on the education and skills of the American workforce. The number of people who receive training and attain a degree or certificate through the Workforce Innovation & Opportunity Act (WIOA) Adult and Dislocated Programs, National Emergency Grants (NEG), Trade Adjustment Assistance (TAA) and other Department of Labor program initiatives must report the number of program participants with credentials. The goal of these programs shows continued emphasis on job training and attainment of industry-recognized credentials as a strategy for both enhancing earnings and employment for participants in the public workforce system to meet the economy's need for more skilled workers.

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

dislocated workers:

- 1) Increase the number of participants in programs that result in a credential.
- 2) Increase credential attainment of these participants.
- 3) Develop and refer older workers 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.

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, TAA, PROMISE JOBS, Vocational Rehabilitation, and Ticket to Work to facilitate access to workforce services and educational programs.

*Refer to question E-2.*

### **Current Level of Integration and Alignment**

Region 1 has an economic development representative on the RWDB and WIOA Core Leadership regularly attend economic development meetings throughout the area.

This has been especially true in Region 1 as ECIA and UERPC share the distinction of being WIOA Service Providers, along with being United States Department of Commerce Economic Development Administration certified Economic Development Districts. What this means is that a second division of the agency, the Planning and Development Department, implements and carries out a Comprehensive Economic Development Strategy plan (CEDS) and related annually developed scope of work designed to provide economic development planning assistance to the cities and counties of the area. As a result, the region has been able to align the economic and workforce development goals and processes.

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

Here are some additional connections between workforce development and economic development in Region 1:

Delaware County Economic Developer on RWDB Board

Regional Leadership regularly attend NIBN meetings

Northeast Iowa Business Network (NIBN) Workforce Needs Assessment covering Allamakee, Clayton, Fayette, Howard and Winneshiek Counties

Regional Leadership regularly attend Dubuque Works meetings

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Communities  
Vocational Rehabilitation Elkader Economic  
Developer and Clayton County Economic  
Developer

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Workforce Development 2012

Workforce and Economic Development Regional  
Status Reports for Northeast Iowa Business  
Network, Cedar Valley Regional Partnership and  
Prosperity Eastern Iowa

*Refer to question B-5.*

Region 1 Core Partners are involved at all levels of education to enhance service delivery and avoid duplication. They meet regularly as part of various groups to cross inform and explore opportunities for additional funding. This partnership currently operates a Youth Career Connect Grant serving all public high schools within our region. WIOA Service Providers and Northeast Iowa Community College all have staff that work as career coaches as part of this grant to provide one-on-one services for students. In addition, these partners, along with staff from Iowa Workforce Development, proctor the National Career Readiness Certificate (NCRC) testing in the high schools.

**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:**

Core Partners participate in Rapid Response and Worker Information Meetings to inform affected workers on how to access activities and services throughout the region. During these meetings, the emphasis is how the partner-agency staff will be working together as a team to offer the customer individualized comprehensive re-employment services.

Staff participate in Career Fairs at post-secondary educational institutions throughout the region to create an awareness of services provided by the WIOA System.

Region 1 is developing a referral form to enhance the process and document follow-up. WIOA Core Partners will be creating a PowerPoint presentation that can be utilized at all entry points throughout the region along with common marketing materials. Region 1 continues to develop short-term training options that align with established career pathways. In addition, Sector Boards are currently being established.

Region 1 workforce and education partners have collaborated on a variety of grants including Green Jobs Training, Bridges2Healthcare, H1B, Career Link, and Youth Career Connect. In addition, these partners along with economic development organizations and local community foundations have developed initiatives such as Dubuque Works, Opportunity Dubuque, Peer Learning Network, Project HOPE, Targeted Workforce Strategies, and Youth Reengagement.

*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:**

IowaWORKS Northeast Iowa will deliver a demand driven system that focuses on building a workforce of high skilled, high wage jobs that will enable the employers of our region to remain competitive in a global environment. The One Stop system within our region is a comprehensive, integrated service delivery system that is responsive to the employment and training needs of the customers we serve and incorporates the products and services of our partners in order to assure that customer needs are met without duplicating services and are delivered efficiently and cost effectively.

#### **Description of Regional Strategic Vision**

The values governing Region 1 including the following:

Effective partnerships are not only maintained but expanded and strengthened.

Ongoing commitment to braid funds through partnerships in service management.

Working in partnership to ensure workers possess a solid work ethic with appropriate skill sets.

The longer term business objectives for Region 1 are summarized as:

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

Region 1 IowaWORKS is committed to partnering with business and education to ensure we have workers who possess the needed skill sets within the region.

Region 1 Iowa WORKS is committed to expanding the Future Ready Iowa initiative.

Region 1 IowaWORKS Leadership Team will serve on the Regional STEM Advisory Council and will share information quarterly with the RWDB/CEO.

Region 1 IowaWORKS will create training opportunities for business through the Employers Council of Iowa in Region 1.

Work readiness skills continue to surface as a critical need as expressed by employers, schools, and other stakeholders who struggle to deal with

youth who do not practice positive workplace behaviors. WIOA Service Providers have long-term experience in accessing and presenting work readiness curricula which assist to address this issue.

The skills new workers (youth) are lacking, including basic work ethics, interviewing skills, basic academic skills, responsibility, organizational skills, and self-esteem can be addressed in paid or unpaid work experiences. Additional service providers, including area schools, expand the ability to provide needed training for youth through the referral process. Those referrals will be made on an individual basis, meeting the needs of each person. Youth needing English as a second language will be referred to programs such as that offered by local community colleges

The workforce development board will review WIOA performance ongoing In order to support regional economic development growth. The RWDB will review performance and fiscal data on a quarterly basis and as requested. The boards will use that information and public comment to evaluate performance and to determine the need for continuous improvement activities.

Region 1 has a long history of working collaboratively with various partners within the region to meet or exceed performance measures. Partners are able to maximize services and funding levels and the participants benefit by having a more complete, comprehensive service plan to reach self-sufficiency.

The Region 1 One-Stop system partners will report on the progress of the WIOA performance measures and all partners agree to discuss ways of mutually attaining these performance measures to

reach shared outcomes. All partners also agree to work collaboratively on attaining the DOL Common Performance Measures and involve a number of partners. This collaboration includes strategizing on approaches to attain these measures and providing data to the performance reporting system.

The RWDB and CEO will review and if appropriate, make comment on all federal and state monitoring reports as provided by those monitoring/auditing entities.

*Refer to question C-1.*

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

Future Ready Iowa is Governor Branstad's and Lt. Governor Reynolds' initiative to build Iowa's talent pipeline for the careers of today and tomorrow. The Future Ready Iowa initiative was created after Iowa received a National Governors Association grant in 2014 for up to \$170,000 to develop strategies to improve the educational and training attainment of its citizens and the alignment of those degrees and credentials with employer demand.

### Why Do We Need the Future Ready Iowa Initiative?

Education or training beyond high school has become the new minimum threshold for Americans to earn a living wage and attain middle class status. In 1973, only 28 percent of U.S. jobs required education beyond a high school diploma; by 2025, almost two out of three jobs in the nation are projected to require at least some postsecondary education or training. Iowa's economy reflects this national trend and demonstrates a steady increase in the demand for postsecondary education and training in the industries that form the mainstay of the economy.

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

### Key Points

A report released in October 2014 by the Branstad-Reynolds Administration in collaboration with the Georgetown University Center on Education and the Workforce (Georgetown Center) projects that from 2010 to 2025, Iowa will add 612,000 jobs to its economy, including replacement jobs due to retirement.

The report, *Iowa: Education and Workforce Trends Through 2025*, also finds that 68 percent of all Iowa jobs are expected to require postsecondary education and training beyond high school, which

positions Iowa 18th among the states and 3 percentage points above the national average.

There is power in a shared vision and accordingly Governor Branstad and Lt. Governor Reynolds are calling for 70 percent of Iowans in the workforce to have education or training beyond high school by 2025 so that more Iowans have great career opportunities and employers have the skilled workforce they need to grow and innovate.

The Future Ready Iowa initiative will focus on ways to continue building Iowa's talent pipeline to ensure our state has a workforce ready to fill the high-quality, well-paying jobs and careers of today and tomorrow.

The Future Ready Iowa initiative will better align our education, workforce, and economic development efforts. Iowa's ability to overcome skill gaps depends on aligning the priorities of state agencies and providers of education and training services to the needs of Iowa employers. The state must assess areas of demand and align programming to ensure Iowans have the skills necessary to obtain employment in high-wage, high-demand occupations and traded industries which drive economic growth.

Future Ready Iowa is not a brand new program, but rather a collaborative approach to highlighting best practices, nurturing high-quality partnerships, and ensuring hardworking taxpayer dollars are focused on those areas that will maximize progress toward our goal.

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## **Regional Strategies**

Strategic Alignment of Resources

All career services offered through the IowaWORKS center are designed to meet the strategic vision and goals of the Regional Workforce Development Boards. These services are reviewed regularly by the IowaWORKS management and the RWDB to ensure they are aligned with the goal and vision of the board. The RWDB provides oversight to ensure the following career services are available at the center:

Outreach, intake, and orientation

Initial assessment

Labor exchange services

Referrals to programs

Labor market information

Performance and cost information

Supportive services information

UI information and assistance

Financial aid information

Follow-up services

Comprehensive assessment

Individual employment plan

Career planning and counseling

Short-term prevocational services

Internships and work experiences

Out-of-area job search

**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:**

Foreign language acquisition

Workforce preparation

Iowa Vocational Rehabilitation Services (IVRS) provides services that focus on the following outcomes:

- IVRS staff assigned to every high school to provide services to all students with disabilities. Services include: career counseling, work readiness skills training, self-advocacy instruction, and facilitation of work-based learning experiences. IVRS staff will coordinate with high schools, AEA staff, service providers, and Core Partners to assure that students with disabilities receive the transition services necessary for successful employment outcomes after high school.
- IVRS staff will provide comprehensive employment and vocational counseling services in conjunction with Core Partners for eligible individuals with disabilities, focusing on providing guidance towards in demand career pathway.
- IVR staff will work with area employers to provide qualified, job ready candidates with disabilities and provide consultation and support on issues of ADA, accommodations, and disability.
- IVR will provide consultation and support for all Core Partners on system, program, and physical accessibility and other disability related concerns.

Northeast Iowa Community College offers Adult

Education and Literacy classes throughout the northeast region. Classes are offered in the following counties: Allamakee, Chickasaw, Clayton, Delaware, Dubuque, Fayette, Howard and Winneshiek.

#### Adult Basic Education (ABE)

Adult Basic Education instruction is offered to help people with limited academic skills. Classes are vocationally based and are designed for students with learning challenges who want to build on their current skills. These classes may also be academically oriented and are designed for students who want to brush up on prior skills that could help them in their daily lives or who need help in passing college-entrance/work related exams or are taking the High School Equivalency Diploma (HSED).

#### English for Speakers of Other Languages ( ESOL)

English for Speakers of Other Languages (ESOL) instruction is offered throughout the district to help people with limited English learn the language and learn about the American culture in the United States. Students whose English is not their native language, are encouraged to take these classes as a pathway to transition to college level classes.

#### High School Equivalency Diploma (HSED)

The Adult Education and Literacy Program allows those individuals who have not finished high school to receive a high school equivalency diploma (HSED) from the state of Iowa. This diploma shows that individuals have achieved a level of educational development comparable to that of a high school graduate. This program was formerly

known as the General Education Diploma (GED). The test is available in English and Spanish, and must be completed within five years of the first test date.

Classes are available throughout the district in a direct-instruction, managed enrollment format to facilitate student learning and engagement.

#### Refresher Sessions

Refresher sessions or classes are offered in drop-in opportunities throughout the district and in managed enrollment format for high school graduates, those studying for the HSED and soon to be NICC students and any individual just wanting to recall prior information or review reading, writing, math, computer literacy, and job/career skills needed for college success or career certificate preparation.

*Refer to question C-2.*

#### **Expanded Access**

Workforce Development system can be accessed through any core partner program within the region. Multiple points of access will be established, both physical and through electronic means, throughout the region. Region-developed referral and verification forms will assist to document access to services. Orientation sessions that describe the workforce development system will be developed and available at any partner location within the region.

The Regional Workforce Development Board and WIOA Core Partners have developed the following strategies to expand access to services for youth and individuals with barriers to employment:

**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:**

Youth Career Connect Grant creates an opportunity for high school students throughout the region to concurrently take college credit courses and explore work-based learning activities such as job shadowing and internships while attaining their diploma.

Youth Reengagement encourages high school dropouts to re-enroll in high school or work toward attaining their High School Equivalency Diploma.

Opportunity Dubuque provides training in short-term advanced manufacturing certificates at little or no cost using a variety of community resources.

Job Driven Apprenticeship National Emergency Grant offers dislocated workers an opportunity for On-the-Job Training and Apprenticeships.

GAP Tuition Assistance provides need-based tuition assistance to enable completion of continuing education certificate training programs for in-demand occupations.

Targeted Workforce Strategies will develop support, activities, and services for individuals that significant barriers to employment that need to be addressed before exploring education, training, and employments options.

NICC Adult Education and Literacy Welcome Week modules to provide activities such as career counseling, computer literacy, and financial literacy for dropouts that are working on their High School Equivalency Diploma.

Peer Learning Network for career coaches, case managers, etc. to get better acquainted with community resources and improve referrals.

Co-enrollment, whenever possible, between programs to provide additional supports addressed at eliminating participant barriers.

*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:**

Establishment of sector boards that will coordinate the development of career pathways based on industry need. Core partners participating on regional sector boards will ensure a consistent message as to employer needs within the region. Co-enrollment opportunities are continually developed and will be expanded amongst all partners within the region whenever feasible. Core partner staff is integrating services both within the physical center and throughout the region. Core partners seek input from employers within the region on an ongoing basis to develop opportunities for job seekers to achieve industry recognized certifications.

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

#### **Additional Regional Board Strategies**

Region 1 will utilize the following strategies:

Identify and quantify employers education, training, and employment needs and capture those needs in a Talent Supply & Demand interactive portal to be driven by a public-private collaborative, leveraging and institutionalizing the sector strategies and career pathways methodologies.

Improve degree and credential completion and target resources to support attainment of high-demand credentials, degrees, and certifications valued by employers, including for those individuals with barriers to employment.

Cultivate, develop and align work-based learning opportunities including, but not limited to, STEM school-business partnerships, student internships, teacher externships and apprenticeships for individuals through public-private partnerships.

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

Create a system of coordinated resources to engage, assist, and reinforce Future Ready career guidance for parents, students, educators and adults.

Ensure secondary students have access to high quality career and technical educational programs aligned with labor market needs.

Ensure all Iowa students meet high state academic standards, including being literate by the end of the third grade and achieving in STEM disciplines.

Increase rigorous concurrent enrollment

opportunities in high demand career pathways, including STEM disciplines.

Institutionalize the college-going process within secondary schools statewide (College Application Campaign, FAFSA Completion, assessing college fit, etc.).

Elevate and operationalize promising financial literacy models that impact student borrowing.

Nurture entrepreneurial connectivity and skills development.

#### **Strategy Alignment to State Strategies**

These regional goals will align with the State Unified Plan as follows:

Region 1 will strive to increase the number of customers who, thru Core Partner programs, will obtain a credential or skill upgrading needed to obtain employment.

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

Region 1 will strive to increase the number of customers who, thru Core Partner programs, will attain employment after obtaining a credential.

Region 1 will strive to increase the number of customers, thru Core Partner programs, who will retain employment.

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## Performance Goals (Joint Goals across Core Programs)

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

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

WIOA Core Partners currently have separate performance measures. With the transition to WIOA, performance measures will align with all WIOA Core Partners. Through our partnerships at the regional level, by working together to avoid duplication and foster access with state performance measures; an anticipated number of shared customers will increase the pool of participants.

*Refer to question E-10.*

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## Assessment for Continuous Improvement

Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT

**WIOA Service Providers will also provide the RWDB and the CEO boards with performance and fiscal data on a quarterly basis and as requested. The boards will use that information and public comment to evaluate performance and to determine the need for continuous improvement activities.**

**Region 1 has a long history of working collaboratively with various partners within the region. Ongoing partner meetings have been held with multiple providers to determine what services are currently being offered through various programs and identify gaps within the current service structure. In this way, partners are able to maximize services and funding levels and the participants benefit by having a more complete, comprehensive service plan to reach self-sufficiency. In turn, the region is more likely to meet performance goals.**

**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 Performance Oversight policies of the CEO and RWDB include:**

**WIOA Service Providers will provide quarterly reports to the CEO and RWDB, updating the boards on the regions performance and progress towards meeting performance standards.**

**The RWDB and CEO boards will evaluate the performance and, if necessary, determine actions to be taken to improve performance. If a significant problem with WIOA performance is identified, the RWDB/CEO will conduct an evaluation of the service provider.**

**The RWDB and CEO will review and if appropriate make comment on all federal and state monitoring reports as provided by those**

monitoring/auditing entities.

*Refer to question C-13.*

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## **Implementation of Strategies**

**Regional Workforce Development Board**

**The State of Iowa is developing an integrated technology-enabled intake and service management information system for core programs carried out under WIOA and by IowaWORKS Center partners. This system will be utilized by the Region 1 IowaWORKS center and by the Region 1 IowaWORKS center partners as appropriate.**

**At a minimum, the following career services will be provided through the Region 1 IowaWORKS center:**

**Outreach, intake, and orientation**

**Initial assessment**

**Labor exchange services**

**Referrals to programs**

**Labor market Information**

**Performance and cost information**

**Supportive services information**

**UI information and assistance**

**Financial aid information**

**Follow-up services**

**Comprehensive assessment**

**Individual employment plan**

**Career planning and counseling**

**Short-term prevocational services**

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

**Internships and work experiences**

**Out-of-area job search**

**Foreign language acquisition**

**Workforce preparation**

**As part of the Region 1 Memorandum of Understanding (MOU) development, the partners to the Region 1 MOU identified which of the above listed career services are provided through their agency/organization.**

*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**

In the integrated center in Region 1 the customer flow will be as listed below:

- \* Greet/Identify Purpose of Visit
- \* Determine Registration Status and/or
- \* Conduct Service Triage
- \* Recommend Services
- \* Registration
- \* Self-attestation
- \* Co-enrollment evaluation
- \* Introduce to Career Services Process and/or
- \* Provide Appropriate Partner Referrals and/or
- \* Determine eligibility for additional individualized career services and/or training services

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

**Integrated Customer Flow** Based on an initial basic assessment, customers will progress through services in a unified, standard flow organized by function rather than program. Customers start with registration services (stream-lined program enrollment and initial triage); advance to career services (to build occupational and job seeking skills), and then either referral to recruitment and placement services (with connections to hiring employers) or referral to more individualized career services and, if warranted, training services.

All Integrated Center customers will move through a standardized process that co-enrolls them into multiple programs based on eligibility. This unified customer pool will be

**shared and served by multiple partners within IowaWORKS. When eligibility permits, every customer must be co-enrolled into all qualifying programs for basic career services.**

**Within this flow, services will continue to be customized to meet individual customer needs.**

**Career services comprise a hub of employment and training service delivery. Process steps and procedures are designed to meet one of the core missions of the IowaWORKS system: that all individuals have the opportunity to know their skills, grow their skills and get the best job possible with their skills. To that end, an assessment of skills is a universal service delivered. The outcome of service delivery in the career services area is a relevant pool of talent with skills in demand and job-search know-how.**

**When customers have completed career services, have the tools and knowledge for an effective job search, and meet specific criteria, they are referred to employers to be matched to available job openings.**

**If additional services are identified as needed, the career services team will make the appropriate referrals to participate in more individualized career services and/or training services.**

**Through the fully integrated process which includes co-enrollment, duplication of services will be avoided as partners work together to provide service management for customers. Every effort will be made to blend and braid services and funding on behalf of the customer.**

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

**The Region 1 Workforce Development Board coordinates workforce activities in the local area with Adult Education and Literacy activities such as:**

**AEL staff have attended IowaWORKS staff meeting to discuss and coordinate services**

**Staff contact information from IowaWORKS and Adult Education and Literacy shared amongst partners**

**Joint Staff In-Service training being developed**

**AEL staff attend ongoing WIOA training opportunities at the state and regional level**

**Ongoing meetings of core partner group within region**

**Creation of Partner Referral form**

**Core partner development of local workforce plan**

**Core partners leading Memorandum of Understanding process**

**Participation in state developed common performance measures**

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

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

**The Region 1 Workforce Development Board coordinates workforce investment activities in the local area with Vocational Rehabilitation activities such as:**

**IVRS will follow the methods of referral identified by the local region**

**IVRS will assist with development and ongoing support of the local workforce plan and MOU incorporating information and expertise on disability**

**IVRS will partner to develop joint in service staff trainings focusing on staff cross training, the referral process, and developing a system that promotes collaboration and ongoing communication between partners**

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

**IVRS will provide consultation to partner agencies on physical and programmatic accessibility for participants with disabilities so that services to participants are accessible**

**IVRS will provide training to partner agencies on IVRS eligibility and services**

**IVRS will provide training, consultation, and technical expertise to partner agencies on accommodations, accessibility, and understanding on how to effectively provide services to participants with disabilities**

**IVRS will participate on business services and sector board teams to provide representation, expertise on disability issues, and collaborative**

**opportunities and best practices for employing people with disabilities for partner agencies, the regional Workforce Development Board, employers, and other entities. IVRS will collaborate with partners to identify employer needs and develop programs and services that support job seekers in attaining the needed skills and solve barriers that impact employment success.**

**IVRS will collaborate with partners to deliver pre- employment transition services to all high school youth with disabilities, such as job readiness skills, career exploration, and connections with businesses for work experiences and employment. IVRS will assist in linking students with community resources, including partner agencies, by graduation. IVRS will assist with NCRC preparation and assessment for students with disabilities who may need more individualized supports.**

**IVRS will participate in state developed common performance measures**

*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.*

## **Workforce Development Needs of Employers**

**A concern of the 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 1 labor force population is decreasing and local employers cannot find workers to fill open positions. Basic skills which include literacy, numeracy, basic computer skills and organization skills, in addition to many of the soft skills necessary to be successful, were described 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 was a lack of availability of occupational skills including, specific occupational knowledge and experience in particular middle-skill occupations in the areas of healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.**

**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 employers:**

- 1. Work in partnership with economic developers from the counties and cities in Region 1 to expand the knowledge of training opportunities available to new and expanding businesses.**
- 2. Enhance the relationship between training providers and business employers in the region.**

**3. 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, disabled, non-English speaking minorities, older workers, youth and families on Temporary Assistance (TANF) in the region.**

**4. Increase the knowledge of employers in services that can prepare them in employing people in under-utilized populations.**

**5. Increase the availability of workers trained and certified in technical areas, including healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.**

**6. Encourage and expand ways to identify businesses that can be assisted by the workforce system.**

### **Workforce Development Needs of Jobseekers**

**Many job seekers are not aware of the products and services of workforce partners within their region. Jobseekers may need additional services beyond what they are able to access themselves. Local/regional newspapers & media, regional IowaWORKS offices, internet, social media and college/university career centers are the predominant means for job recruitment. However, a review of the**

**demographics of the population in Region 1 shows the typical jobseeker in the region is older than the state average with a larger proportion 65 and older. The per capita income is lower than the statewide average and the entire region is below the state average in persons with a Bachelors degree. These jobseekers may need additional services to qualify for and fill the jobs available in the region.**

**Recommendations to address the workforce needs of area jobseekers:**

**1. Continue to work on marketing the availability of workforce products and services throughout the communities in the region. Electronic sharing of workforce services through the Virtual Access Points should be an important part of this connectivity.**

**2. Make a variety of workforce development partner services 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, disabled, non-English speaking minorities, older workers, those on Temporary Assistance, and youth.**

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

**5. Make information on citizenship training and the Skilled 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 as an assessment to better define job employment skills levels to the employer.**

**8. Promote the Skilled Iowa initiative as a means of connecting validated skilled Iowa workers to current and future jobs.**

#### **Workforce Development Needs of Low-Income Adults and Dislocated Workers**

**In today's increasingly competitive, fast paced world economy, economic growth and prosperity depend on the education and skills of the American workforce. The number of people who receive training and attain a degree or certificate through the Workforce Innovation & Opportunity Act (WIOA) Adult and Dislocated Programs, National Emergency Grants (NEG), Trade Adjustment Assistance (TAA) and other Department of Labor program initiatives must report the number of program participants with credentials. The goal of these programs shows continued emphasis on job training and attainment of industry-recognized credentials as a strategy for both enhancing earnings and employment for participants in the public**

**workforce system to meet the economy's need for more skilled workers.**

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

**dislocated workers:**

**1. Increase the number of participants in programs that result in a credential.**

**2. Increase credential attainment of these participants.**

**3. Develop and refer older workers 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.**

**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, TAA, PROMISE JOBS, Vocational Rehabilitation, 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 1:

1. Tutoring, study skills training, dropout prevention strategies.

2. Alternative secondary school services or dropout recovery services.

3. Experiential Learning Paid and unpaid work experiences that have as a component, academic and occupational education, which may include:

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

(vi) Pre- apprenticeship programs

(vii) Internships and job shadowing

(viii) On-the-Job Training

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.

5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

6. Leadership development opportunities

7. Supportive services

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

**8. Adult mentoring for a duration of at least 12 months**

**9. FollowUp Services**

**10. Comprehensive guidance and counseling**

**11. Financial Literacy education**

**12. Entrepreneurial skills training**

**13. Services that provide labor market and employment information about in-demand industry sectors or occupations available within the local area.**

**14. Activities that help youth prepare for and transition to postsecondary education and training.**

**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 1 to support the required youth services available:**

**Entrepreneurial Training**

**Job Search and Placement Activities**

**Pre-Employment Training; and**

**Skill Upgrading**

**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 1 or youth.**

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

**Dependent Care**

**Miscellaneous services**

**Residential/Meals support**

**Stipends (youth only)**

**Transportation**

**Given limited WIOA funding, not all support services allowable through the Workforce Innovation and Opportunity Act will be made available regionally. When a support service is not available through WIOA in Region 1, 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.**

**The following programs are made available to youth within Region 1:**

**1) Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential**

**2) Alternative secondary school services, or dropout recovery services, as appropriate**

**3) Experiential Learning** Paid and unpaid work experiences that have as a component, academic and occupational education, which may include

- (i) Summer employment opportunities and other employment opportunities available throughout the school year**
- (ii) Pre-apprenticeship programs**
- (iii) Internships and job shadowing**
- (iv) On-the-job training opportunities**

**4) Institutional/Occupational skill training,** which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations in the local area involved, if determined by the local board

**5) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster**

**6) Leadership development opportunities,** which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate

**7) Supportive services**

**8) Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months**

**9) Follow-up services for not less than 12 months after the completion of participation, as appropriate**

**10) Comprehensive guidance and counseling,**

which may include drug and alcohol abuse counseling and referral, as appropriate

11) Financial literacy education

12) Entrepreneurial skills training

13) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.

14) Activities that help youth prepare for and transition to postsecondary education and Training

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 1 for youth.

Clothing

Dependent Care

Miscellaneous services

Residential/Meals support

Transportation

Given limited WIA funding, not all support services allowable through the Workforce Innovation & Opportunity Act will be made available regionally. When a support service is not available through WIOA in Region 1, every effort will be made to partner with various service providers in the region and appropriate referrals will be provided to participants.

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

**The regional board will implement its identified strategies with regarding to Department for the Blind as follows:**

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

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

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

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## **Integrated Customer Service**

In the integrated center in Region 1 the customer flow will be as listed below:

- \* Greet/Identify Purpose of Visit
- \* Determine One-Stop Customer Status and/or
- \* Conduct Service Triage
- \* Recommend Services
- \* Registration
- \* Self-attestation
- \* Co-enrollment evaluation
- \* Introduce to Career Services and/or
- \* Provide Appropriate Partner Referrals and/or
- \* Determine WIOA eligibility for intensive/training services

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.

**Integrated Customer Flow** Based on an initial basic assessment, customers will progress through services in a unified, standard flow organized by function rather than program. Customers start with registration (stream-lined program enrollment and initial triage); advance to career services (to build occupational and job seeking skills), and then either referral to placement services (with connections to hiring employers) or referral to more individualized career service and, if warranted, training services.

All Integrated Center customers will move through a standardized process that co-enrolls them into multiple programs based on eligibility. This unified customer pool will be shared and served by multiple partners within the one-stop system. When eligibility permits,

**every member must be co-enrolled into all qualifying programs for individualized career services.**

**Within this flow, customers will be provided career services to gain necessary skills needed by employers within the region. Services will continue to be customized to meet individual customer needs.**

**Individualized Career process steps and procedures are designed to meet one of the core missions of the one-stop system: that all individuals have the opportunity to know their skills, grow their skills and get the best job possible with their skills. To that end, an assessment of skills is a universal service delivered to all customers. The outcome of career service delivery is a relevant pool of talent with skills in demand and job-search know-how.**

**If additional services are identified as needed, the career services team will make the appropriate referrals to participate in WIOA funded individualized career services and/or training services.**

**Eligibility, Verification and Participant Process for WIOA Title I Programs:**

**Outreach**

**The outreach strategy has been designed to maximize the opportunities for the eligible population to become aware of and apply for WIOA services.**

Field staff maintains an outreach schedule in all counties within Region 1 as needed. Such a schedule enables applicants with transportation barriers to meet with WIOA staff who can initiate registration and training activities. Staff also has designed a process where their normal schedules and service areas can be modified or suspended in order to assist another staff person when an uncommon situation arises. An example of this would be a major employment dislocation and rapid response requirements. In addition to providing outreach services directly to potential WIOA applicants, the staff has developed contacts with multiple partner agencies.

As an example, PROMISE JOBS registrants are routinely referred to WIOA and because of the proximity of staff are often jointly staffed at intake. This type of outreach is evident in youth programming whereby staff are able to establish relationships with youth interested in services by working closely with school districts.

### **Registration and Eligibility Determination**

The first step in the WIOA enrollment process is completion of a registration. Registration forms are available by contacting the IowaWORKS center or any other satellite office in the region. Registrations will also be shared with partner agencies.

The WIOA Registration is designed to elicit information required by the state to make eligibility determination and to report statistical data. In addition to eligibility information, the registration includes a self-assessment section. At the time the registration is received, a

verification process is completed. Upon receipt of the registration, the employment and training specialist assigned to the area reviews the registration. If it appears that the applicant is eligible for one or more services, the applicant is contacted to provide documentation to verify eligibility.

## **Verification**

The following verification process is followed for WIOA Adult, Dislocated Worker and Youth Enrollments:

Region 1 does 100% Eligibility Verification for adults, dislocated workers and youth enrolled into the WIOA program. The region follows the guidelines outlined in the State WIOA Manual.

Verification of an individual's eligibility must include an examination of all of the eligibility criteria upon which the eligibility determination for that individual was based.

Verification is conducted following registration and prior to enrollment into the WIOA adult, dislocated worker or youth program. In addition, each file is reviewed by the WIOA Director after enrollment to verify the individual is indeed eligible.

Registrants meeting the eligibility criteria will be provided information on WIOA services, including services available through partner service providers. Because of the ever changing composition of WIOA applicants, registrants who are considered most in need

and able to benefit from WIOA services will be offered an opportunity to proceed with a WIOA enrollment and/or will be referred to partner service provider as needed.

In order to ensure that appropriate selection and enrollment decisions are made, applicants determined eligible for WIOA services will receive limited assessment services. These services will address basic interests, aptitudes, occupational orientations, and as a function of the application review, personal circumstances which could impact future training outcomes. Applicants expressing an interest in and demonstrating a need for training services will be evaluated for further services. Through this limited assessment service, appropriate referrals are made on behalf of and/or provided to the applicant as needed.

### **Participant Process**

For those individuals who proceed with enrollment into the WIOA program, the next step in Intensive Services is Objective Assessment.

Following the initial registration review during which WIOA services are outlined and limited assessment occurs to the extent that an individual desires enrollment, an orientation session will be provided. Objective assessment may include measurement of basic skills (math and reading), aptitudes, interests and occupational skills. Assessment instruments commonly used in Region 1 are identified below. Assessment instruments are evaluated on an ongoing basis by the service provider and new or varied assessments may be used within the region.

**Basic Education Skills**

**TABE Form 9/10**

**School District Assessments**

**Community College Assessments**

**Aptitudes**

**CAPS**

**School District Assessments**

**Community College Assessments**

**Interests**

**I Have a Plan Iowa**

**COPS**

**ONet**

**School District Assessments**

**Community College Assessments**

**Occupational Skills**

**Americas Career InfoNet**

**COPEs**

**ONet**

**IWorks**

**School District Assessments**

**Community College Assessments**

**Family situation**

**Personal interview**

**Assessment documents**

**Work history**

**WIOA registration**

**Personal Interview**

**IWorks**

**Education**

**WIOA Registration**

**Personal interview/limited assessment document**

**Financial aid documents**

**Transcripts/statements from authorized education institution**

**IWorks**

**Attitude and Motivation**

**Insight Personality Assessment**

**Personal interview**

**Objective assessment will include the basic elements listed. The selection/addition of actual instruments will occur at the discretion of the Career Counselor/Employment and Training Specialist and will occur throughout the course of enrollment.**

**The Individual Service Strategy/Individual Employment Plan (ISS/IEP) serves as a comprehensive plan and utilizes information obtained during objective assessment to describe the following elements:**

**Employment Goal**

**Training and Support Services**

**Schedule of Activities and Services**

**Achievement Objectives**

**It is expected that the ISS/IEP will identify and describe the following required information:**

**Employment Goal: Participants whose immediate goal following program completion is employment will identify a specific occupation or occupational cluster.**

**Training and Support Service Needs: This section of the ISS/IEP will describe the training and support needs revealed in the course of objective assessment.**

**Schedule of Activities and Services: The list of all activities and services planned in behalf of the participant in response to service needs will be listed. The schedule will include services provided through WIOA resources and all non-WIOA sources and will include time frames of each activity and service, as well as the planned completion date.**

**Achievement Objectives: Accompanying the schedule of activities and services are achievement objectives which will function as**

**benchmarks of success throughout the course of program participation. These achievement objectives will parallel each activity and service.**

**The presence of the participant and Career Counselor/Employment and Training Specialist signatures ensures that the document is a summary of a participant-centered decision-making process. Each ISS/IEP will describe the rationale for selecting the training activities and will reference the Financial Needs Determination (FND) for any training and/or support payments planned on behalf of the participant and conforming to applicable training activities.**

#### **Activities and Services**

**Individuals will be scheduled for various activities and services as allowable through the Workforce Innovation and Opportunity Act and this Regional Workforce Development Plan.**

#### **Post Program/Follow-Up Services**

**Post program services will be provided upon exit of WIOA services for those participants desiring such. Due to limited budgets, an emphasis will be placed on providing low or no cost services. An array of services may be provided based on individual circumstances/needs. During the post program phase, follow up information will be obtained as needed. In the event that post program services are not desired by a participant, follow up information will still be collected. For Youth participants, follow up services will be provided**

for a 12 month period following exit.

**The following is policy for exiting procedures and documenting follow-up services for the WIOA Adult and Dislocated Worker Programs:**

**Exit: A participant who has not received a qualifying service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled to receive future services must be exited. (A qualifying service is a service that extends the participants WIOA participation and includes core, intensive, training and program supportive services defined in the WIOA Handbook.)**

**I-Works determines a system-derived exit date when a participant has not received any qualifying services for 90 consecutive days and is not scheduled to receive future services. I-Works will exit the participant retroactively to the last date the individual received a qualifying service provided by any partner program.**

**Case notes must document the date and reason for exit. The exit note should contain documentation supporting the level and intensity of follow-up services planned, including an explanation for the reason if no follow-up services are planned.**

**There are three categories of exit:**

**Positive Exits: The following are considered positive exits for the WIOA Adult and Dislocated Worker Programs:**

**Unsubsidized Employment** The participant is employed full or part-time in a position that is not subsidized by WIOA or any other federally-funded workforce program.

**Entered Military Service** The participant enters any branch or active service.

**Entered a Qualified Apprenticeship** The participant has begun an apprenticeship program that is recognized by the Employment and Training Administration Bureau of Apprenticeship and Training or by a recognized State Apprenticeship Agency.

**Self-Employment** A participant begins an enterprise that is registered or licensed as a business with the State of Iowa.

**Non-Positive Exits:** The following are considered non-positive, or negative, exits for the WIOA Adult and Dislocated Worker Programs:

**Retirement** A participant informs the program of their intention to retire and not seek any further employment.

**Cannot Locate** A participant cannot be located.

**Other Miscellaneous** A participant can no longer continue in program activities, but no

**other method of exit applies.**

**Lack of Transportation** A participant is not able to continue in program activities due to no means of transportation, including public transportation, between home and the location of training or employment and/or other program activities.

**Excluded Exits:** A participant will be removed from performance measures if exited due to any of the following reasons:

**Family Care** A participant is no longer able to continue program activities due to the responsibility for the care of one or more family members.

**Health/Medical** A participant is no longer able to continue program activities due to a health or medical reason for 90 days or more.

**Institutionalized** A participant is institutionalized (incarcerated or hospitalized requiring 24-hour care).

**Deceased** A participant is deceased.

**Reservist Called to Active Duty** A participant is called to active military duty.

**Invalid Social Security Number** Participant does not voluntarily disclose a valid social

security number. (In this instance, a pseudo social security number is assigned to the participant in I-Works at enrollment. The participant will receive services but will not be included in the performance measures.)

If a participant has been exited from the program and the case manager learns within three (3) quarters of the participants exit date that the participant has entered any of the exclusion categories above (with the exception of the invalid social security number; the pseudo number is assigned at enrollment), the case manager may revise the reason for exit to the applicable exclusion status.

Exclusions determined after the exit quarter must be recorded in case notes in I-Works and on the follow-up plan, if applicable, indicating the reason for the exclusion and the source from which the case manager learned of the exclusion status.

**Follow-up Services: WIOA [CFR 663.150(b)]** requires follow-up services be made available as appropriate for WIOA adults and dislocated workers for a minimum of 12 months following the first day of a positive exit. The intensity of, or need for follow-up services will vary depending on the needs of each participant and if services are planned should be documented in the exit case note located in I-WORKS. As such, a follow-up plan is not required for every WIOA adult or dislocated worker exited from the program. Follow up may be discontinued upon a statement from the participant that they no longer are in need of nor want follow up services. This statement should be clearly

documented in the case notes in I-Works.

**The Program Follow-up Services is defined as two-way exchanges between the service provider and the participant, or the participants employer. Follow-up services include, but are not limited to:**

**Assistance in securing better paying jobs;**

**Additional career planning and counseling;**

**Assistance with work-related problems;**

**Peer support groups;**

**Information about additional educational or employment opportunities;**

**Referral to other community services; and**

**Post-program supportive services.**

**Follow-up Activities (TEGL 5-12): Follow-up activities refer to contacts or attempted contacts for the purpose of securing documentation for the case file in order to report a performance outcome. Follow-up activities can assist with the provision of follow-up services; however a follow-up activity is not a follow-up service and should not be recorded as such.**

**Follow-up Plan: The intensity of, or need for follow-up services will vary depending on the needs of each participant and if services are planned should be documented in the exit case note located in I-WORKS. As such, a follow-up plan is not required for every WIOA adult or**

**dislocated worker exited from the program.**

**However, a follow-up plan is required in the following circumstances:**

**If the participant was exited due to unsubsidized employment and post-program services are planned;**

**If post-program services are provided during the 12-months post-exit; and/or**

**If the participant was attending post-secondary education when exited (to track credential attainment by the 3rd quarter post-exit).**

**Exclusion exits are allowed up to three (3) quarters following the exit quarter.**

**The Workforce Innovation and Opportunity Act Director/Manager are available to assist staff with appropriate follow-up plan development and maintenance.**

*Refer to question D-14.*

**Service provision outreach has long been part of the various programs and activities offered in Northeast Iowa. This provision has especially been offered to those clients most in need. Service providers of Northeast Iowa have always had an open relationship and often meet together to discuss how they can benefit one another as well as their mutual clients. As a result of this effort, there are many successful programs being operated in Region 1 that serve all categories of individuals.**

**IowaWORKS has a sound partnership with Iowa Vocational Rehabilitation Services and co-enrollments occur between the two entities whenever appropriate. All staff in the IowaWORKS center serves veterans and their families. In addition, the regions DVOP serves eligible veterans and their families for more individualized career services. The Home-Based Iowa initiative is reaching out to returning veterans and encouraging those veterans and families to locate to Northeast Iowa. The Promise Jobs program is operated through the Region 1 IowaWORKS offices and many of the Temporary Assistance to Needy Families (TANF) recipients are co-enrolled in multiple programs through the one-stop system. Ongoing Trade Adjustment and Rapid Response activities are offered through the center, as needed, to assist affected dislocated workers in becoming re-employed.**

**The area also has worked on firming up relations with other agencies that can assist the residents of the area. With our diverse population changes in parts of Region 1, PROTEUS, who serves displaced, seasonal and migrant farmworkers, has ongoing contact with staff as does the Migrant and Seasonal Farmworker staff from Iowa Workforce**

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

**Development. This allows for the discussion of cross referrals of clients and a better understanding of available services and funding.**

**All of these efforts will continue in the years ahead. In fact, there is more of an emphasis to expand upon what has been accomplished. This would mean more interagency meetings where staff can share. In a time of diminishing resources, it seems to be the most effective way for people most in need in Northeast Iowa to be served.**

*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:

**WIOA System of Collaboration Diagram  
One-Pager 2015.12.11 hng.pdf**

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

**Employer Focus**

To the extent feasible based on employer need and regional budget, the region will utilize incumbent worker training, on the job training, and customized training. The regional sector board will serve as a committee to the RWDB to establish sector strategies and career pathway initiatives for the region. The regional sector boards will be employer driven.

Employers in Region 1 have expressed difficulties in recruiting qualified, skilled workers to meet their workforce needs, allowing them to continue to provide services at the current level and/or to grow and expand their services. Our region uses initiatives aimed at providing the needed skills for job seekers to be viable candidates for our employers and to assist with employer training needs.

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

Some of these initiatives include:

1) Business Workforce Alliance and Employers Council of Northeast Iowa where we obtain employer input and feedback on current challenges with recruitment and retention, projections for numbers of employees, and determine what skills are needed for successful employment and what training needs are needed for the businesses. Throughout the year, we offer training events for businesses to address their needs ranging from:

OSHA 10 hour general training

Workers comp training

Employers Optimizing Veteran Talent

Cultural awareness and Diversity training

**Active shooter training,**

**Wage and hour updates**

**Using social media to recruit your workforce**

**Workplace culture**

**Sexual harassment**

**2) Skilled Iowa Initiative which uses the National Career Readiness Certificate to validate core skills needed for workplace success, Career Ready 101 educational curriculum to upskill job seekers, and Skilled Iowa Internships that give job seekers the opportunity to observe, job shadow and learn in a workplace.**

**3) Employers Council of Northeast Iowa newsletter as a means of communication and education for businesses on upcoming trainings, employment law updates or information about workforce changes.**

**4) Interview Stream interactive training to improve interview skills.**

**5) Workshops for job seekers on soft skills (a need expressed by employers), resumes, interviews, computer, conflict resolution, etc.**

**6) Home Base Iowa initiative to recruit Veterans being downsized from the military to work in Iowa to meet skilled worker shortage.**

**7) Partnerships focused on community workforce needs including:**

**Dubuque Works**

**Opportunity Dubuque**

**Project HOPE**

**Elevate Iowa**

**Sector boards for advanced manufacturing and IT**

**Northeast Iowa Business Network**

**Prosperity of Eastern Iowa**

**8) Apprenticeships for dislocated workers in areas of construction and other areas where employers are interested in being a registered apprenticeship program.**

**9) Partnership with Community Colleges to create targeted career pathways in multiple sectors that integrates NCRC, aptitude assessments, soft skills training, adult literacy, work experience, interviews and a pathway that can lead from a certificate to a diploma or degree.**

**10) IVRS to provide assistance with customized employment and accommodations to increase the available workforce pool.**

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

**The small business development center provides ongoing entrepreneurial training and assistance throughout the region. Iowa Vocational Rehabilitation provides ongoing entrepreneurial training through Iowa Self Employment program. IowaWORKS promotes and explores opportunities for center customers to establish self-employment. WIOA offers tuition assistance for customers to obtain necessary business building skills for small business operation. Referrals are made to the Small Business Development Center for one-stop customers.**

*Refer to question C-6.*

**The Regional Workforce Development Board enhances the use of registered apprenticeships in Region 1:**

**Businesses within the region are encouraged to become certified and registered by the Federal Office of Apprenticeship in an effort to attract potential long-term employees.**

**Apprenticeships provide an opportunity for an individual's career advancement and an opportunity for employers to add skilled employees to their workforce.**

**Low unemployment rates within the region require employers to be pro-active and innovative in their recruitment and retention of employees. Apprenticeships are a solution for area employers.**

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

**IowaWORKS provides pre-Screening of participants for the specific occupation(s) the employer is needing.**

**IowaWORKS provides Skills-Upgrading of participants through Safety Training, Skills Development, ESL, ELL, and other short-term skills development as may be needed by the employer and/or the participant to be successful in an apprenticeship.**

**WIOA may be able to provide support services for individuals in apprenticeships to be successful.**

**Co-enrollment of participants in core programs as appropriate to ensure participants receive all needed services to be successful in an apprenticeship.**

**IowaWORKS in partnership with community colleges and local employers are expanding and developing local apprenticeship opportunities.**

**IowaWORKS held an apprenticeship open house for area job seekers and employers to promote and discuss expansion of apprenticeship opportunities in the region**

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

## **Rapid Response Services**

**The Workforce Innovation & Opportunity Act (WIOA) Director/Manager will be the primary contacts who will work with the Targeted Services Bureau, State Dislocated Worker Unit and the State Trade Adjustment Act Unit to provide Lay Off Aversion and Rapid Response services in Region 1.**

**Rapid Response is a proactive, business-focused, and flexible strategy designed for two major purposes: to help growing companies access an available pool of skilled workers from other companies that are downsizing or who have been trained in the skills Iowa companies need to be competitive, and to respond to layoffs and plant closings by quickly coordinating services and providing immediate aid to companies and the affected workers.**

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

**Rapid Response provides early intervention to worker groups who have received a notice of layoff or closure. Region 1 has a Rapid Response Team consisting of staff from various partners within the region. Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Afterwards, customers begin to engage in further orientation and intake sessions.**

**The Dislocated Worker program provides retraining and re-employment services to individuals who have been dislocated from their jobs. Job seekers have access to computerized resources centers for career exploration, resume preparation, skill assessment and testing, job search, on-line work registration and on-line unemployment insurance claim filing. Job seekers also have access to a variety of skill building workshops, job search assistance and individualized career services.**

**Trade Adjustment Assistance (TAA) provides early intervention to worker groups on whose behalf a Trade Adjustment Act petition has been filed: Region 1 has a Rapid Response Team consisting of staff from WIOA Title 1 and Title 3, and Trade Adjustment Assistance (once the petition has been certified). Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner-agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Furthermore, as appropriate at such sessions or after layoffs occur, the joint Trade Adjustment Act/ Workforce Innovation & Opportunity Act applications are completed. Afterwards, customers begin to engage in further orientation and intake sessions.**

**Effective January 1, 2012, Governor Branstad changed the participant enrollment policy under**

**Iowa Workforce Innovation & Opportunity Act program to mandate co-enrollment for all Trade-certified and National Emergency Grant dislocated workers so that all customers would benefit from the service integration, functional alignment, and resources among these programs. All customers receive assessments, review labor market information, establish employment goals, and develop Individual Employment Plans that are shared and agreed upon among all partners/counselors involved. Leveraging of resources is utilized by having Workforce Innovation & Opportunity Act Title 1 and Title 3 take the in conducting assessments (i.e., basic education levels, aptitudes, interests, financial situation, barriers to employment success) from which the results guide all partners/ counselors in developing re-employment plans with the customers. These plans identify whether Trade Adjustment Act training is necessary to secure employment, any possible barriers to employment/training success, and how those barriers will be addressed. WIOA Title 1 and Title 3 staff conduct re-employment workshops for customers needing additional assistance in job search resources, resume writing, interviewing skills, etc. Furthermore, all Trade Adjustment Act customers have access to any other resources provided by Workforce Innovation & Opportunity Act. Because specific WIOA staff may have on-going direct connection to local and statewide employers and job openings, customers may be assigned to additional staff persons for assistance with intensive job search activities.**

**Service Management is shared between WIOA Title 1 and Title 3 representatives. Because WIOA Title 1 and Title 3 have a shared computer system and all partners/staff have access to the**

Trade Adjustment Act computer system, case notes are accessible by either program, allowing staff to determine if monthly contact has been made. If contact has been made and the documentation shows ongoing progress toward goals with no issues, the contact will satisfy all programs requirements. Ongoing communication is stressed among all partners WIOA Title 1 and Title 3 , and the State Trade Adjustment Act office, and each region have established its own processes. Examples include: periodic combined staff meetings to reinforce the open communication and staffing between a customer and relevant program representatives as needed to address customer needs or issues while working toward an integrated approach to address such needs and issues.

When it is determined that a customer needs retraining to be more competitive in the job market, Workforce Innovation & Opportunity Act Title 1 takes the lead in development of the training plans in accordance with the six criteria for Trade Adjustment Act-approved training. Thereby, the training plans are developed and justified based on test assessments, labor market information, assessment of the customers personal qualifications and financial ability, and training information. The State Trade Adjustment Act office then reviews all training requests and issues determinations. While Trade Adjustment Act will be the primary funding source for an individuals training, WIOA Title 1 may offer assistance with supportive services (e.g., childcare, counseling, utility and rental assistance) as needed for a customer to be able to be successful in the chosen training program. Co-funding of training also may occur, if it is necessary to meet a customers needs. Once a customer enters

**approved training, there is additional coordination with Wagner-Peyser and Unemployment Insurance for an individuals ongoing income support.**

*Refer to question C-8.*

#### **Education and Training Focus**

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

**Region 1 Core Partners are involved at all levels of education to enhance service delivery and avoid duplication. They meet regularly as part of various groups to cross inform and explore opportunities for additional funding. This partnership currently operates a Youth Career Connect Grant serving all public high schools within our region. WIOA Service Providers and Northeast Iowa Community College all have staff that work as career coaches as part of this grant to provide one-on-one services for students. In addition, these partners, along with staff from Iowa Workforce Development, proctor the National Career Readiness Certificate testing in the high schools.**

**Staff participate in Career Fairs at post-secondary educational institutions throughout the region to create an awareness of services provided by the WIOA System.**

**As a region we have worked in partnership to seek out additional funding sources and develop local strategies accessing core and community partners.**

**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:**

**Region 1 workforce and education partners have and will continue to collaborate on a variety of grants including Green Jobs Training, Bridges2Healthcare, H1B, Career Link, and Youth Career Connect. In addition, these partners along with economic development organizations and local community foundations have developed initiatives such as Dubuque Works, Opportunity Dubuque, Peer Learning Network, Project HOPE, Targeted Workforce Strategies, and Youth Reengagement.**

**Region 1 has several strategies that will continue improving access to activities leading to post-secondary certificates and credentials in demand occupations:**

**Youth Career Connect Grant creates an opportunity for high school students throughout the region to concurrently take college credit courses and explore work-based learning activities such as job shadowing and internships while attaining their diploma**

**Youth Reengagement encourages high school drop-outs to re-enroll in high school or work toward attaining their High School Equivalency Diploma.**

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

**Opportunity Dubuque provides training in short-term advanced manufacturing certificates for individuals throughout the region at little or no cost.**

**Job Driven Apprenticeship National Emergency Grant offers dislocated workers an opportunity for On-the-Job Training and Apprenticeships.**

**GAP Tuition Assistance provides need-based tuition assistance to enable completion of continuing education certificate training programs for in-demand occupations.**

**Targeted Workforce Strategies will develop support, activities, and services for individuals that have significant barriers to employment**

**In addition, Region 1 plans to learn more about the Governors 2016 Future Ready Iowa Initiative which is focused on strengthening Iowa's talent pipeline for the careers of today and tomorrow. We want to ensure that students and workers have the career opportunities they deserve and business and industry can hire the skilled workers they need to grow. This initiative was created to develop a shared vision and strategies to improve the educational and training attainment of its citizens and the alignment of those degrees and credentials with employer demand.**

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

**Economic Development Focus**

**Region 1 has an economic development representative on the RWDB and WIOA Core Leadership regularly attend economic development meetings throughout the area.**

**This has been especially true in Region 1 as ECIA and UERPC share the distinction of being WIOA Service Providers, along with being United States Department of Commerce Economic Development Administration certified Economic Development Districts. What this means is that a second division of the agency, the Planning and Development Department, implements and carries out a Comprehensive Economic Development Strategy plan and related annually developed scope of work designed to provide economic development planning assistance to the cities and counties of the area. As a result, the region has been able to align the economic and workforce development goals and processes.**

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

**Here are some additional connections between workforce development and economic development in Region 1:**

**Delaware County Economic Developer on RWIB Board**

**Regional Leadership regularly attend NIBN meetings**

**Northeast Iowa Business Network Workforce Needs Assessment covering Allamakee, Clayton, Fayette, Howard and Winneshiek Counties**

**Regional Leadership regularly attend Dubuque Works meetings**

**Regional Leadership regularly attend**

**Prosperity Eastern Iowa meetings**

**Prosperity Eastern Iowa Workforce Needs Assessment for Delaware and Dubuque Counties. (Covering Cedar Delaware, Dubuque, Jackson and Jones Counties)**

**Creating Skilled Iowa and Home Base Iowa Communities**

**Vocational Rehabilitation Elkader Economic Developer and Clayton County Economic Developer**

**City of New Hampton working with for Skilled Iowa Community**

**New Hampton Economic Development Meetings**

**Cedar Valley Regional Partnership Workforce Needs Assessment for Chickasaw County. (Covering Black Hawk, Bremer, Buchanan, Butler, Chickasaw, Grundy & Tama Counties.)**

**2011 Annual Profile for Region 1 Iowa Workforce Development**

**Iowa's Workforce and the Economy, Iowa Workforce Development 2012**

**Workforce and Economic Development Regional Status Reports for Northeast Iowa Business Network, Cedar Valley Regional Partnership and Prosperity Eastern Iowa.**

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## **Regional Workforce Development Board Functions**

**The Regional Workforce Development Board, appointed by the Governor in consultation with the Chief Elected Official Board, plays a leading role in establishing policy for the regions Workforce Development Center system. The RWDB also selects the WIOA service providers, directs the activities of the board standing committees, and shares responsibility for many other duties with the CEO board, including oversight of the regional Workforce Development Center systems service delivery.**

**This responsibility extends to oversight of the One-Stop Center system and ensuring quality customer service. The RWDB structure follows state guidelines and local by-laws. The board meets quarterly, at a minimum, with the CEO Board, and all meetings are open to the public.**

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

**The Region 1 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 1. 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.**

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

## **Regional Oversight and Monitoring:**

**1) WIOA Title 1 Service Providers will ensure that participant and contract monitoring activities are conducted annually.**

**A random sample of ten percent (10%) of all non-OJT financial contracts under \$25,000 that start during the quarter.**

**A random sample of ten percent (10%) of all non-financial activity of service contracts which start during the quarter; and**

**A random sample of ten percent (10%), of all participant files of participants enrolled or transferred into adult, dislocated worker and youth programs during the quarter.**

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

**All On-the-Job (OJT) training contracts will be monitored during the second thirty-day period of activity under the contract and at least every 90 days thereafter.**

**2) WIOA Title 1 Service Providers will report to the Regional Workforce Development Board, year to date and annual information on budget status, performance status, and regional activities within the programs.**

**3) Process for system evaluation by the RWDB and CEO Board**

**On a quarterly basis, the RWDB will review**

**attainment of performance standards for the Adult, Dislocated Worker, and Youth programs of the WIOA Title 1 Service Providers, if available from the state in a timely manner. In addition, the MOU Partners will report on the attainment of system goals. The RWDB will review bi-annually the local service plan and modify as necessary.**

**As priorities are met, new ones will be negotiated with the WIOA Core Partners to continue to improve the system. In the event, goals and/or standards are not being met, the RWDB will conduct a dialogue and work with the WIOA Core Partners to offer ideas on how to resolve the issues.**

**WIOA Title 1 Service Providers will prepare an initial budget each year for review and approval by the RWDB and CEO Board. At a minimum the budget will include a separate budget for administrative expenses and program expenses.**

**Administrative expenses will include a budget estimate for the Regional Workforce Development Board for travel, meals, lodging, and miscellaneous expenses (e.g. registration, out-of-state travel, speakers, etc.) associated with the continued education and support of the boards.**

**A quarterly report will be provided to the RWDB and CEO Board by WIOA Title 1 Service Providers clearly demonstrating how funds were used for administrative and program functions.**

**State Oversight and Monitoring**

## **1) Financial Monitoring**

**Iowa Workforce Development will conduct financial monitoring twice a fiscal year for the fiscal agent and the WIOA Title 1 Service Providers.**

## **2) Program Monitoring**

**Iowa Workforce Development will conduct a quality assurance review of programs annually.**

**The United States Department of Labor in collaboration with Iowa Workforce Development staff will conduct program reviews of all National Emergency Grants, as required by DOL.**

### **Regional Workforce Development Board Roles and Responsibilities:**

**The Regional Workforce Development Board, appointed by the Governor in consultation with the Chief Elected Official board, plays a leading role in establishing policy for the regions Workforce Development Center system. The RWDB also selects the WIOA service providers, directs the activities of the board standing committees, and shares responsibility for many other duties with the CEO board, including oversight of the regional Workforce Development Center systems 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 quarterly, at a minimum, with the CEO Board, and all meetings are open to the public.**

**The Region 1 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 1. 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.*

## **Youth Standing Committee Purpose/Vision**

**Assist young people who are disconnected, disengaged and lack self-sufficiency by engaging them in employment, education and training that will support them in succeeding in the labor market and transition into successful adulthood.**

## **Youth Standing Committee Role and Responsibilities**

**The Region 1 Youth Standing Committee provides guidance for local youth programs operated under the Workforce Innovation and Opportunity Act. In addition the Council provides expertise in youth policy and assists the Regional Workforce Development Board in:**

**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:**

- 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; and**
- 4. Taking into account a range of issues that can have an impact on the success of youth in the labor market.**

**The Region 1 Youth Standing Committee performs the following duties and other functions as necessary and proper to carry out its responsibilities.**

**1) Identify youth employment and training needs;**

**2) Assist to coordinate youth activities in the Region;**

**3) Assist in developing the Youth section of the Regional Workforce Development Local plan as requested;**

**4) Make recommendations for Workforce Innovation and Opportunity Act youth programs.**

#### **Youth Standing Committee Meeting Schedule**

**The Region 1 Youth Standing Committee will meet on a quarterly basis during the months of January, April, July and October. The committee will consist of:**

**At least one (1) member of the Regional Workforce Development Board that has a special interest or expertise in youth policy;**

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

**Individual representing local public housing**

**authorities (if applicable);**

**Individuals with experience relating to youth activities, including former JTPA or WIA participants;**

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

### **Youth Standing Committee Membership**

**The Region 1 Youth Standing Committee Members are:**

**Dan White , RWDB Representative, 2919 White Street, Dubuque, IA 52001; Home: 563-556-1154;**

**Work: 563-583-1779; Email: dwhite@7696@AOL.com**

**Revelyn Lonning , RWDB Representative, 107 11th Street NW, Waukon, IA 52172; Home: 563-568-6176;**

**Cell: 563-568-7072; Work: 563-568-4521; E-mail: rlonning@co.allamakee.ia.us**

**Danielle Peterson, Four Oaks, FaDSS Program, 180 W 15th St., Dubuque, IA 52001; Work: 563-557-3100, Ext. 2307; E-mail: dmpeterson@fouroaks.org**

**David Boss, NEICAC, PO Box 487, Decorah, IA 52101; Work: 563-382-8436, Ext. 117; E-mail: boss@neicac.org**

**Mindy Meyers, EIRHA, 110 Peterson Drive, #25,  
Peosta, IA 52068; Work: 563-556-5013;**

**E-mail: [mmeyers@ecia.org](mailto:mmeyers@ecia.org)**

**Jean Bossom, Allamakee County Substance  
Abuse Prevention, 110 Allamakee Street,  
Waukon, IA  
52172; Work: 563-568-  
2204; mail: [jbossom@co.allamakee.ia.us](mailto:jbossom@co.allamakee.ia.us)**

**Don Keck, Juvenile Court Services; Email:  
[Donald.Keck@iowacourts.gov](mailto:Donald.Keck@iowacourts.gov)**

**Fern Rissman, WIOA Director Decorah,  
UERPC/IowaWORKS, 312 Winnebago St.,  
Decorah, Iowa 52101; Work: 563-382-0457 X  
412; Cell: 563-379-2828; E-mail:  
[Fern.Rissman@iwd.iowa.gov](mailto:Fern.Rissman@iwd.iowa.gov)**

**Ron Axtell, WIOA Manager Dubuque,  
ECIA/IowaWORKS, 680 Main Street, Dubuque,  
Iowa 52001; Work: 563-556-5800 X 48136; Cell:  
563-564-7328; E-mail: [Ron.Axtell@iwd.iowa.gov](mailto:Ron.Axtell@iwd.iowa.gov)**

**Marla Loecke, IWD Operations  
Manager/IowaWORKS, 680 Main Street,  
Dubuque, Iowa 52001; Work: 563-556-5800 X  
48129; Cell: 563-581-4853; E-mail:  
[Marla.Loecke@iwd.iowa](mailto:Marla.Loecke@iwd.iowa)**

**Jeanne Helling, Vocational Rehabilitation  
Supervisor  
Address: 2600 Dodge St., Suite NW 2, Dubuque,**

**Iowa 52001 Phone:563-588-4697  
Email:\* Jeanne.Helling@iowa.gov**

**Gisella M. Aitken-Shadle, District Adult Ed. &  
Literacy Development Director  
Organization:Northeast Iowa Community  
College  
Address:700 Main St., Dubuque, Iowa 52001  
Phone:563-557-8271 Ext.108  
Email: aitken-shadleg@nicc.edu**

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

**The IowaWORKS delivery system has multiple points of access in all 8 counties that comprise the region.**

**Multiple points of access are available through partner affiliated sites within the region as demonstrated in Attachment A1.**

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

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

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

**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 1 IowaWORKS One-Stop system will comply with all provisions of the Americans with Disabilities Act of 1990 to ensure the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities. Iowa Vocational Rehabilitation Services 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.**

**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:**

**The Region 1 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 center 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.**

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

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## **Regional Workforce Development Board Policies**

**The Region 1 RWDB will conduct ongoing analysis of the regions 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 RWDBs 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 1 one-stop center**

**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:**

procedures, policies and operational management. All partners will be part of a joint planning process that will continuously review the needs of the Region 1 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 1 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.*

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.*

#### **Attachment F9 Priority of Service.docx**

The Regional Workforce Development Board has defined self-sufficiency in Region 1 as 150% of the Lower Level Standard Income Level (LLSIL). However, a participant may indicate that they are satisfied with their wage (even if under 150%) as long as it meets the families needs for self-sufficiency. The case manager will put this detail into a case note to explain why the lesser amount was accepted.

**Attach. F11- IST and ITA Policy.docx**

**Attach. F5 - Supportive Services.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 Workforce Investment Act requires that core and intensive services for the Adult program and the Dislocated Worker program be provided through the Workforce Development Center. The Act also indicates that these services, for the two separate WIA programs, may be provided by one entity or a number of different entities. If the role of the CSP includes the provision of core and intensive services for adults and dislocated workers, then the selection of adult and youth service providers may be combined with the selection of the CSP. The RWIB and CEOs must therefore determine the most effective and efficient manner to provide these services in the Region. The RWIB and CEOs must also determine which Service Providers will be responsible for ensuring that WIA performance standards are met, and that the Service Provider(s) responsible for performance have the authority to make enrollment decisions for the participants for whom they are responsible for performance. In selecting Service Providers under WIA, the RWIB may use the following procedure, or may develop a more formal procurement procedure.

#### **Designation Procedure**

At a minimum, the procedure to designate the Adult/Dislocated Worker Service Provider(s) in Region 1 must include the following:

##### **1) Public Notice**

A public notice must be published. The public notice must indicate that the RWIB will hold a meeting to select the Service Provider(s) to provide core and intensive services for the Adult and Dislocated Worker programs under Title I of the Workforce Investment Act. The notice must list the criteria that will be used in the selection of the Service Provider(s), and must also invite interested entities to give

**presentations and answer questions relating to the selection criteria listed below. Notices should also be mailed to potentially interested entities within the local region.**

## **2) Public Meeting**

**The RWIB must conduct a public meeting to obtain information from entities interested in providing core and intensive services in the local region and to reach an Agreement as to the selection of the Service Provider(s).**

## **3) Criteria for Selecting Service Providers**

**The following are examples of criteria that could be considered and addressed in the selection of a Service Provider.**

**The effectiveness of the agency or organization in delivering comparable or related services based on documentation of: achievement of performance and service level requirements, previous audit and monitoring reports and capability of the agency's fiscal unit to manage a similar type of program or project;**

**The likelihood of meeting performance goals based upon factors such as past performance, staff commitment, and availability of staff; and**

**The effectiveness of the agency or organization in minimizing the duplication of services, while at the same time maximizing the coordination with other agencies and organizations to provide the highest quality activities and services to the participants in the program. Other criteria as determined by the RWIB.**

**The Act requires that Youth Service Providers be selected via a competitive process, and based on recommendations of the Youth Advisory Council. Since the delivery of the**

youth services could be accomplished through a number of different Service Providers, the RWIB should initially designate a Youth Service Provider to coordinate the operation of the Youth Program and to provide eligibility, enrollment, objective assessment and individual service strategy services for youth. Additional Youth Service Providers could be designated at a later date.

#### **Designation Procedure**

At a minimum, the procedure to designate the Youth Service Provider(s) must include the following:

##### **1) Public Notice**

A public notice must be published. The public notice must indicate that the RWIB will hold a public meeting to select a Youth Service Provider to coordinate the operation of the Youth Program, and to provide eligibility, enrollment, objective assessment and individual service strategy services for youth. The notice must list the criteria to be used in the selection of the Youth Service Provider(s) and must require that written proposals be submitted by a specific date. The notice must also invite interested entities that have submitted written proposals to give presentations and answer questions relating to the selection criteria at the public meeting. Notices must also be mailed to potentially interested entities within the local region.

##### **2) Public Meeting**

The RWIB must conduct a public meeting to review the written proposals received, to obtain any additional information from entities submitting written proposals, and reach an Agreement as to the selection(s).

##### **3) Criteria for Selecting Youth Service Providers**

**The following are examples of criteria that could be considered and addressed in the selection of a Service Provider:**

**The effectiveness of the agency or organization in delivering comparable or related services based on documentation of: achievement of performance and service level requirements, previous audit and monitoring reports and capability of the agency's fiscal unit to manage a similar type of program or project;**

**The likelihood of meeting performance goals based upon factors such as past performance, staff commitment, and availability of staff; and**

**The effectiveness of the agency or organization in minimizing the duplication of services, while at the same time maximizing the coordination with other agencies and organizations to provide the highest quality activities and services to the participants in the program.**

**Other criteria as determined by the RWIB.**

*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 the Regions 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 likely continue in the youth program design both for in-school and out-of-school youth.**

**As a result of the 75% minimum youth expenditure requirement under WIOA, Region 1 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.**

**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**

**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:**

**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.**

**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 Area Education Agencies 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 disabled youth.**

**Region 1 will ensure that at least 20% of the WIOA youth funds are expended on work experience.**

*Refer to question E-6.*

## **Regional Oversight and Monitoring**

**1) WIOA Title 1 Service Providers will ensure that participant and contract monitoring activities are conducted annually.**

**A random sample of ten percent (10%) of all non-On-the-Job training financial contracts under \$25,000 that start during the quarter.**

**A random sample of ten percent (10%) of all non-financial activity of service contracts which start during the quarter; and**

**A random sample of ten percent (10%), of all participant files of participants enrolled or transferred into adult, dislocated worker and youth programs during the quarter.**

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

**All On-the-Job training contracts will be monitored during the second thirty-day period of activity under the contract and at least every 90 days thereafter.**

**2)WIOA Title 1 Service Providers will report to the Regional Workforce Development Board, year to date and annual information on budget status, performance status, and regional activities within the programs.**

**3) Process for system evaluation by the RWDB and CEO Board**

**On a quarterly basis, the RWDB will review**

**attainment of performance standards for the Adult, Dislocated Worker, and Youth programs of the WIOA Title 1 Service Providers, if available from the state in a timely manner. In addition, the MOU Partners will report on the attainment of system goals. The RWDB will review bi-annually the local service plan and modify as necessary.**

**As priorities are met, new ones will be negotiated with the WIOA Core Partners to continue to improve the system. In the event, goals and/or standards are not being met, the RWDB will conduct a dialogue and work with the WIOA Core Partners to offer ideas on how to resolve the issues.**

**WIOA Title 1 Service Providers will prepare an initial budget each year for review and approval by the RWDB and CEO Board. At a minimum the budget will include a separate budget for administrative expenses and program expenses.**

**Administrative expenses will include a budget estimate for the Regional Workforce Development Board for travel, meals, lodging, and miscellaneous expenses (e.g. registration, out-of-state travel, speakers, etc.) associated with the continued education and support of the boards.**

**A quarterly report will be provided to the RWDB and CEO Board by WIOA Title 1 Service Providers clearly demonstrating how funds were used for administrative and program functions.**

**State Oversight and Monitoring**

## **1) Financial Monitoring**

**Iowa Workforce Development will conduct financial monitoring twice a fiscal year for the fiscal agent and the WIOA Title 1 Service Providers.**

## **2) Program Monitoring**

**Iowa Workforce Development will conduct a quality assurance review of programs annually.**

**The United States Department of Labor in collaboration with Iowa Workforce Development staff will conduct program reviews of all National Emergency Grants, as required by United States Department of Labor.**

*Refer to question F-1.*

# 2015 ANNUAL PROFILE

# REGION 1

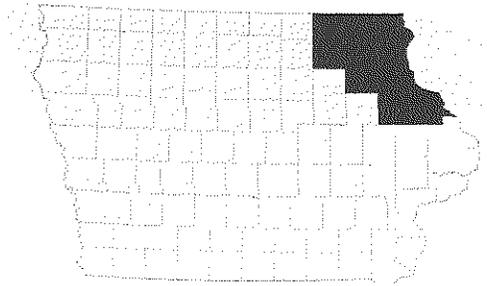
## IOWA WORKFORCE DEVELOPMENT

### Executive Summary

As of 2014, Iowa Workforce Development's (IWD) Region 1's largest private industry was Trade, representing 17.6 percent (17,930) of the region's total covered employment of 101,956. The region's total employment increased by 0.7 percent since 2013, while the average annual wage increased by 3.4 percent to \$38,413 for all industries. The Agricultural industry posted the largest employment percentage increase of 6.2 percent during 2014.

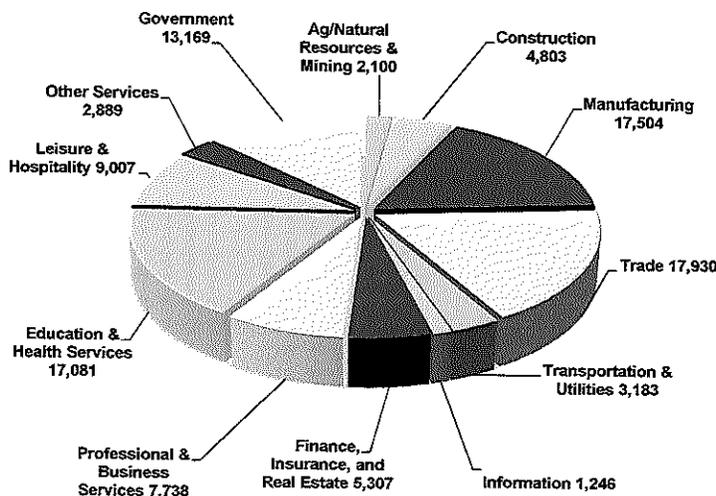
IWD's Region 1 average weekly wage for all industries was \$739 for 2014. This was an increase of 3.4 percent since 2013. The highest average weekly wage for a private sector was in Finance, Insurance, and Real Estate averaging \$1,022. Between 2013 and 2014, the Information sector reported the largest percentage increase in average weekly wage of 8.0 percent.

STATE OF IOWA



IWD Region 1

2014 Industry Breakout by Employment



Source: Quarterly Census of Employment and Wages

Ten Major Private Industry Employers

Name of Company	Industry
John Deere Dubuque Works	Manufacturing
Mercy Medical Ctr-Dubuque	Health Services
Ibm Data Ctr	Professional Services
Ws Live	Administrative and Support
Agriprocessors Inc	Manufacturing
Eagle Window & Door Mfg Inc	Manufacturing
Luther College	Education
Agri Star	Manufacturing
Prudential Financial	Finance and Insurance
Prudential Retirement	Finance and Insurance

Source: Infogroup®

### QUICK FACTS

Counties Included in Iowa Workforce Development's Region 1

- |           |            |
|-----------|------------|
| Allamakee | Dubuque    |
| Chickasaw | Fayette    |
| Clayton   | Howard     |
| Delaware  | Winneshiek |

2014 Covered Employment (QCEW)

		%
Total Employment	101,956	6.7 <sup>1</sup>
Average Weekly Wage	\$739	90.3 <sup>2</sup>
Largest Private Sector: Trade	17,930	7.3 <sup>3</sup>

<sup>1</sup> Percent is based on statewide covered employment of 1,515,887

<sup>2</sup> Percent is based on statewide average weekly wage of \$818

<sup>3</sup> Percent is based on statewide covered employment in specified sector

### Census Statistics

IWD Region 1 Population (2015)	208,322
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# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

## 2013 - 2014 Covered Employment and Reporting Units by Industry

Reporting Units				Employment		
2013	2014	% Change		2013	2014	% Change
6,991	7,078	1.24%	Total All Industries	101,233	101,956	0.71%
6,525	6,608	1.27%	Private Business	88,164	88,787	0.71%
224	236	5.36%	Ag/Natural Resources & Mining	1,978	2,100	6.17%
747	737	-1.34%	Construction	4,812	4,803	-0.19%
378	386	2.12%	Manufacturing	17,061	17,504	2.60%
1,451	1,450	-0.07%	Trade	17,645	17,930	1.62%
519	525	1.16%	<i>Wholesale Trade</i>	5,803	6,100	5.12%
932	925	-0.75%	<i>Retail Trade</i>	11,843	11,830	-0.11%
322	325	0.93%	Transportation & Utilities	3,128	3,183	1.76%
106	110	3.77%	Information	1,359	1,246	-8.31%
615	610	-0.81%	Finance, Insurance, and Real Estate	5,307	5,307	0.00%
785	795	1.27%	Professional & Business Services	7,729	7,738	0.12%
681	711	4.41%	Education & Health Services	17,211	17,081	-0.76%
617	631	2.27%	Leisure & Hospitality	9,086	9,007	-0.87%
600	618	3.00%	Other Services	2,847	2,889	1.48%
467	470	0.64%	Government	13,069	13,169	0.77%
104	106	1.92%	<i>State</i>	578	566	-2.08%
256	259	1.17%	<i>Local</i>	11,827	11,929	0.86%
107	105	-1.87%	<i>Federal</i>	664	674	1.51%

### QUICK FACTS

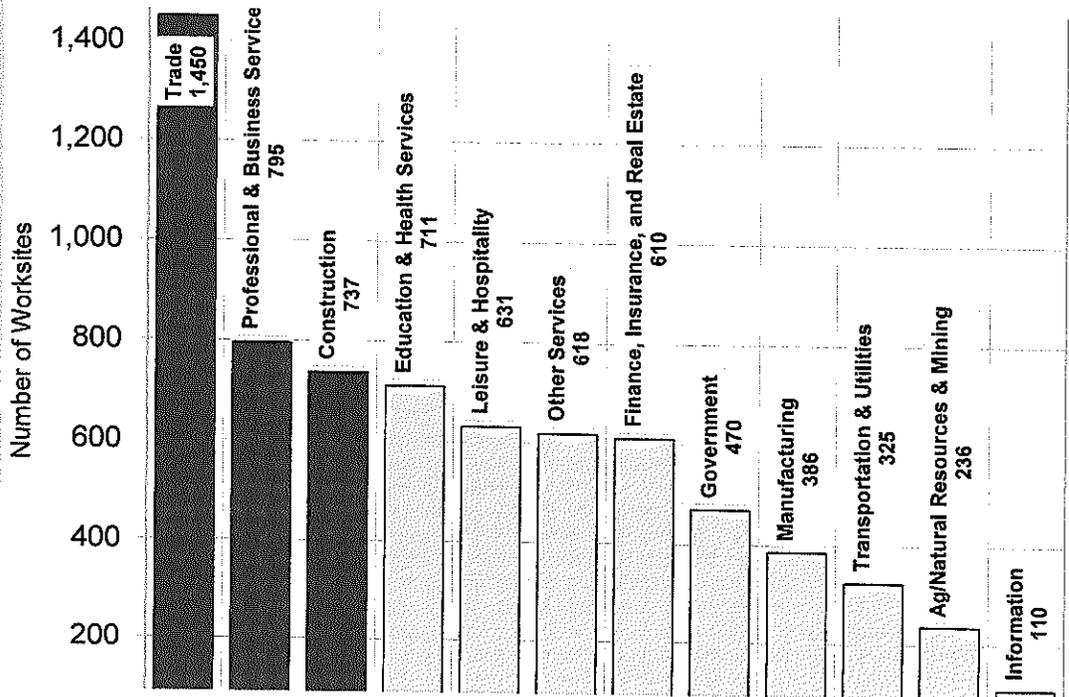
IWD Region 1's  
Greatest Number of  
Worksites

\*Trade  
1,450

Professional &  
Business Services  
795

Construction  
737

Reporting Units by Industry in 2014



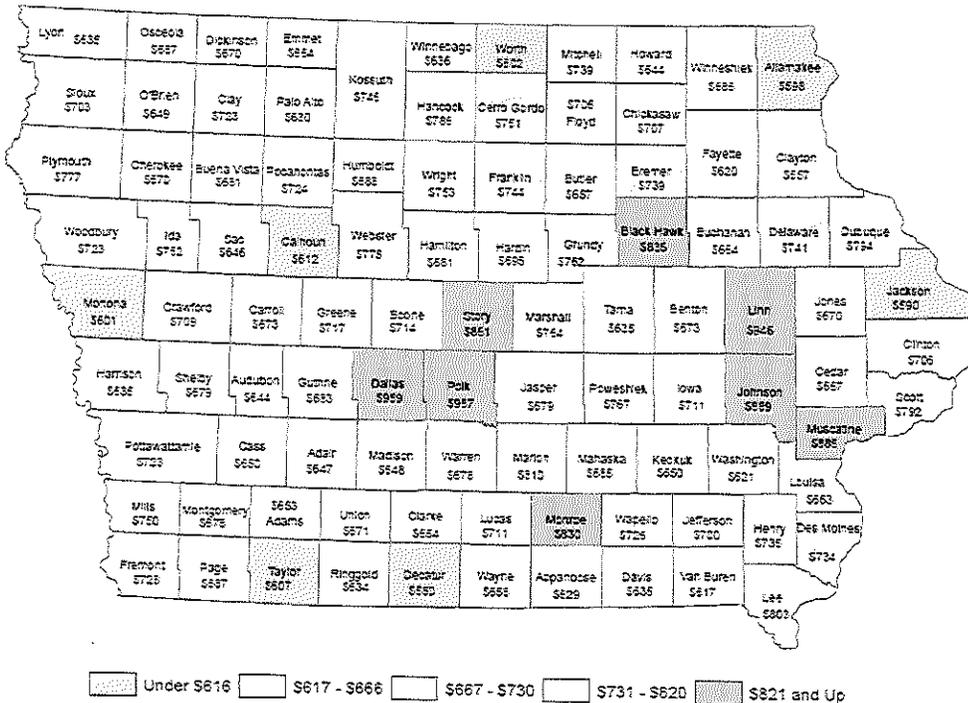
\*Trade includes Wholesale & Retail Trade

# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

## 2013 - 2014 Average Annual and Weekly Wage by Industry

Average Annual Wage				Average Weekly Wage		
2013	2014	% Change		2013	2014	% Change
\$ 37,161	\$ 38,413	3.37%	Total All Industries	\$ 715	\$ 739	3.36%
\$ 37,371	\$ 38,645	3.41%	Private Business	\$ 719	\$ 743	3.34%
\$ 33,956	\$ 35,090	3.34%	Ag/Natural Resources & Mining	\$ 653	\$ 675	3.37%
\$ 44,900	\$ 47,416	5.60%	Construction	\$ 863	\$ 912	5.68%
\$ 49,012	\$ 50,884	3.82%	Manufacturing	\$ 943	\$ 979	3.82%
\$ 30,330	\$ 31,395	3.51%	Trade	\$ 583	\$ 604	3.60%
\$ 46,121	\$ 47,566	3.13%	Wholesale Trade	\$ 887	\$ 915	3.16%
\$ 22,592	\$ 23,056	2.05%	Retail Trade	\$ 434	\$ 443	2.07%
\$ 44,380	\$ 45,892	3.41%	Transportation & Utilities	\$ 853	\$ 883	3.52%
\$ 44,485	\$ 48,009	7.92%	Information	\$ 855	\$ 923	7.95%
\$ 50,610	\$ 53,163	5.04%	Finance, Insurance, Real Estate	\$ 973	\$ 1,022	5.04%
\$ 45,558	\$ 45,841	0.62%	Professional & Business Services	\$ 876	\$ 882	0.68%
\$ 36,626	\$ 37,382	2.06%	Education & Health Services	\$ 704	\$ 719	2.13%
\$ 13,633	\$ 13,842	1.53%	Leisure & Hospitality	\$ 262	\$ 266	1.53%
\$ 23,146	\$ 24,302	4.99%	Other Services	\$ 445	\$ 467	4.94%
\$ 35,748	\$ 36,849	3.08%	Government	\$ 687	\$ 709	3.20%
\$ 55,060	\$ 56,320	2.29%	State	\$ 1,059	\$ 1,083	2.27%
\$ 34,101	\$ 35,281	3.46%	Local	\$ 656	\$ 678	3.35%
\$ 48,277	\$ 48,233	-0.09%	Federal	\$ 928	\$ 928	0.00%

## Average Weekly Wage for All Industries by County Annual 2014



### QUICK FACTS

#### Average Weekly Wage Comparisons

IWD Region 1  
\$739

Rank  
Among All 15  
IWD Regions  
6

Statewide  
\$818

# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

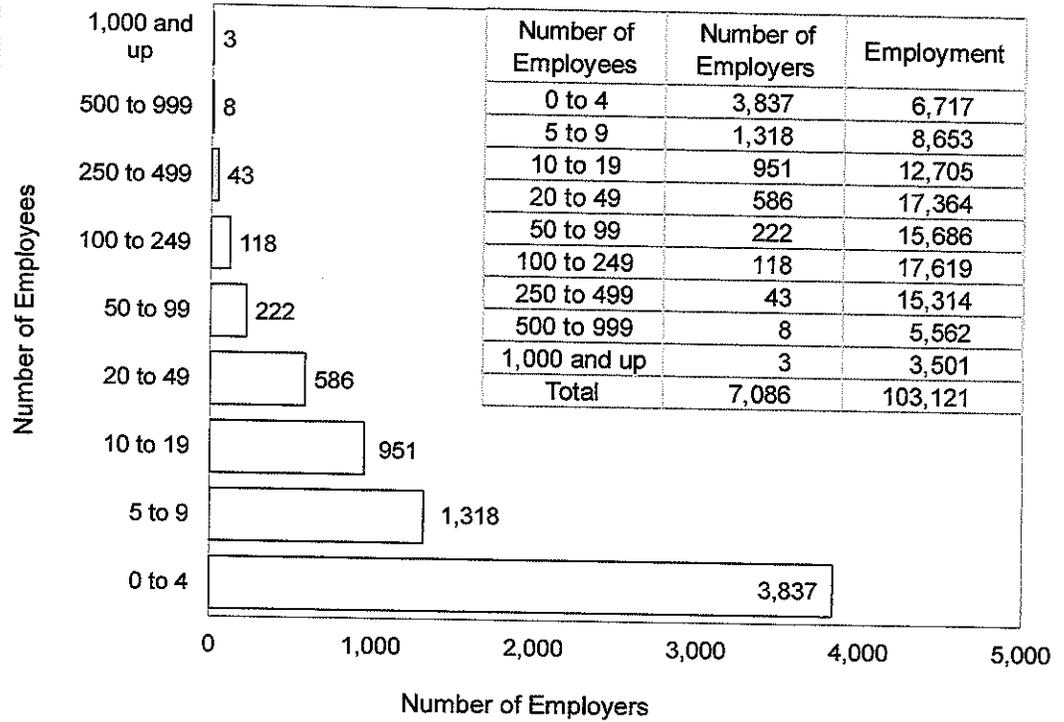
## QUICK FACTS

### Size of Firm

Eleven firms in Region 1 employ 500 or more workers, totaling 9,063 workers, which accounts for 8.8 percent of total employment in the region.

Firms that employ less than 50 workers represent 94.4 percent of all establishments region-wide.

Size of Firm Based on Employment  
December 2014



## QUICK FACTS

### Quarterly Workforce Indicators Definitions

**Total Employment**  
Number of workers who are employed by the same employer in both the current and previous quarter

**New Hires**  
Total number of workers that were also not employed by that employer during the previous four quarters

For additional definitions see source information below the LED tables

2014 Local Employment Dynamics (LED) - Quarterly Workforce Indicators  
Comparison of 3rd Qtr 2013 to 3rd Qtr 2014

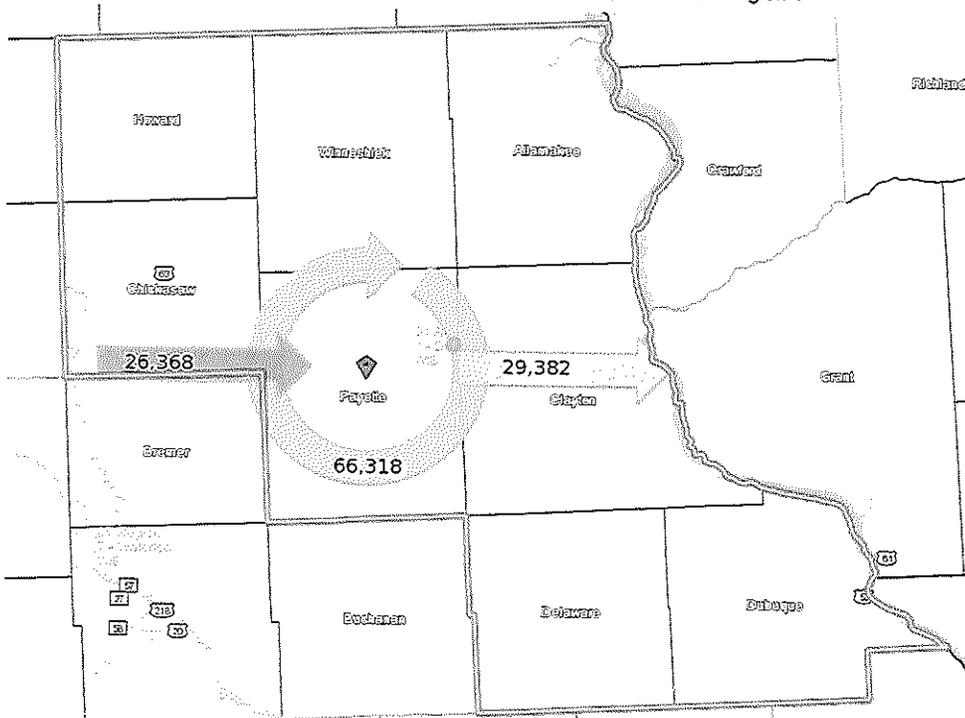
Quarterly Workforce Indicators	Region 1 (2013)	Region 1 (2014)
Total Employment	101,479	103,381
New Hires	12,401	13,172
Separations	16,055	16,618
Turnover Rate %	0.09	0.092
Average Monthly Earnings	\$3,230	\$3,332
Average New Hire Earnings	\$1,936	\$2,009

Quarterly Workforce Indicators	Iowa (2013)	Iowa (2014)
Total Employment	1,498,453	1,514,462
New Hires	226,009	231,425
Separations	278,960	277,585
Turnover Rate %	0.091	0.095
Average Monthly Earnings	\$3,526	\$3,610
Average New Hire Earnings	\$2,078	\$2,221

Source: Local Employment Dynamics, <http://lehd.did.census.gov>. For definitions of the Quarterly Workforce Indicators, visit [http://lehd.did.census.gov/doc/QWI\\_101.pdf](http://lehd.did.census.gov/doc/QWI_101.pdf).

# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

## Inflow/Outflow Job Analysis of Region 1 2013 Characteristics of workers who commute in, out, and within Region 1



For an online tour of the application, please follow this link:  
<http://lehd.ces.census.gov/lehd/datatools/onthemap.php?name=VWhatsOnTheMap>

### QUICK FACTS

'On the Map'  
Interactive Mapping  
Application

As of 2013, there  
were 92,686  
primary jobs  
in this region.

29,382 workers live in  
Region 1 but leave the  
region for their primary  
jobs

71.6 percent (66,318)  
of the region's workers  
live and work in Region  
1.

### ON THE MAP Statistics — Region 1

Distribution of Worker's Age, Monthly Earnings, and Race—Primary Jobs

Total Primary Jobs	2013		2011		2009	
	Count	Share	Count	Share	Count	Share
Total Primary Jobs	92,686	100.00%	91,630	100.00%	87,056	100.00%
<b>Jobs by Worker Age</b>						
	2013		2011		2009	
	Count	Share	Count	Share	Count	Share
Age 29 or younger	21,971	23.7%	22,882	25.0%	21,414	24.6%
Age 30 to 54	48,081	51.9%	48,297	52.7%	47,482	54.5%
Age 55 or older	22,634	24.4%	20,451	22.3%	18,160	20.9%
<b>Jobs by Earnings</b>						
	2013		2011		2009	
	Count	Share	Count	Share	Count	Share
\$1,250 per month or less	20,953	22.6%	22,719	24.8%	22,267	25.6%
\$1,251 to \$3,333 per month	38,344	41.4%	38,608	42.1%	39,504	45.4%
More than \$3,333 per month	33,389	36.0%	30,303	33.1%	25,285	29.0%
<b>Jobs by Worker Race</b>						
	2013		2011		2009	
	Count	Share	Count	Share	Count	Share
White Alone	90,120	97.2%	89,383	97.5%	85,314	98.0%
Black or African American Alone	1,337	1.4%	1,094	1.2%	743	0.9%
American Indian or Alaska Native Alone	136	0.1%	137	0.1%	117	0.1%
Asian Alone	615	0.7%	587	0.6%	519	0.6%
Native Hawaiian or Other Pacific Islander Alone	59	0.1%	54	0.1%	44	0.1%
Two or More Race Groups	419	0.5%	375	0.4%	319	0.4%

Source: Local Employment Dynamics, On the Map: <http://onthemap.ces.census.gov/>. For definitions and instruction on this mapping application, visit <http://lehd.ces.census.gov/lehd/datatools/onthemap.php?name=GettingStarted>

### QUICK FACTS

'On the Map'  
Reports

One of the reports  
generated from  
'On the Map'  
displays total primary  
jobs of 92,686  
in Region 1 and the  
distribution of age and  
monthly earnings of the  
workers.

41.4 percent of Region  
1 workers earn from  
\$1,251 to \$3,333 per  
month.

24.4 percent of the  
region's workers are  
age 55 and older.

# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

## Top 20 Growing Industries by Employment 2012 - 2022

Industry Description	NAICS Code	2012	2022	Total Growth	Percent Change
		Estimated Employment	Projected Employment		
Educational Services	611	12,780	13,955	1,175	9.2%
Ambulatory Health Care Services	621	3,810	4,655	845	22.2%
Nursing and Residential Care Facilities	623	4,740	5,570	830	17.5%
Specialty Trade Contractors	238	2,990	3,700	710	23.7%
Professional, Scientific, and Technical Services	541	3,765	4,450	685	18.2%
Food Services and Drinking Places	722	6,050	6,680	630	10.4%
Self Employed and Unpaid Family Workers	671	9,935	10,545	610	6.1%
Social Assistance	624	1,880	2,395	515	27.4%
Administrative and Support Services	561	2,765	3,240	475	17.2%
Credit Intermediation and Related Activities	522	2,390	2,770	380	15.9%
Hospitals	622	3,735	4,110	375	10.0%
Religious, Grantmaking, Civic, Professional Organizations	813	2,875	3,235	360	12.5%
Wood Product Manufacturing	321	1,330	1,675	345	25.9%
Amusement, Gambling, and Recreation Industries	713	1,890	2,235	345	18.3%
Management of Companies and Enterprises	551	1,045	1,370	325	31.1%
Construction of Buildings	236	995	1,290	295	29.6%
Food Manufacturing	311	2,170	2,465	295	13.6%
General Merchandise Stores	452	2,085	2,335	250	12.0%
Merchant Wholesalers, Durable Goods	423	2,380	2,615	235	9.9%
Fabricated Metal Manufacturing	332	2,770	3,000	230	8.3%

Source: Long-Term Industry Projections

<https://www.iowaworkforcedevelopment.gov/industry-projections>

### "Hot Jobs" in Region 1

Occupational Title	2012	2022	Annual	Region 1		
	Estimated Employment	Projected Employment	Growth Rate (%)	Annual Wage	Education	Job Training
<b>Master's Degree or higher</b>						
Pharmacists	215	250	1.6	\$ 43.54	DP	N
Rehabilitation Counselors	270	320	1.7	\$ 23.57	MA	N
<b>Bachelor's Degree</b>						
Software Developers, Applications	355	450	2.5	\$ 39.46	BA	N
Personal Financial Advisors	270	345	2.8	\$ 38.35	BA	N
Market Research Analysts & Marketing Specialists	175	230	3.1	\$ 31.09	BA	N
Social & Community Service Managers	200	245	2.3	\$ 27.13	BA	N
<b>Postsecondary Education</b>						
Dental Hygienists	200	240	2.0	\$ 34.01	AS	N
Registered Nurses	2,150	2,480	1.5	\$ 27.12	AS	N
Heating, AC, & Refrigeration Mechanics & Installers	175	215	2.3	\$ 24.91	PS	L
<b>High School Diploma (or Equivalent) or less</b>						
First-Line Supervisors of Const Trades & Extraction Wkrs	340	415	2.2	\$ 27.93	HS	N
Insurance Sales Agents	325	395	2.2	\$ 27.91	HS	M

Occupations were selected based on the annual growth rate from Region 1's 2012-2022 occupational projections.

<https://www.iowaworkforcedevelopment.gov/occupational-projections>

**Education** (typical education level needed to enter an occupation): DP = Doctoral or Professional degree; MA = Master's degree; BA = Bachelor's degree; AS = Associate's degree; PS = Postsecondary non-degree award; SC = Some college, no degree; HS = High school diploma or equivalent; < HS = Less than high school;

**Job Training** (typical on-the-job training level needed to attain occupational competency): I = Internship/residency; A = Apprenticeship; L = Long-term on-the-job training; M = Moderate-term on-the-job training; S = Short-term on-the-job training; None = N.

# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

## Employment and Unemployment Statistics Annual 2014

County	Labor Force	Number Unemployed	Unemployment Rate	Number Employed
Allamakee	7,780	460	5.9	7,320
Chickasaw	6,540	320	4.9	6,220
Clayton	10,250	530	5.2	9,720
Delaware	10,590	420	3.9	10,170
Dubuque	55,900	2,400	4.3	53,500
Fayette	10,860	570	5.2	10,290
Howard	5,360	230	4.2	5,140
Winneshiek	12,150	540	4.4	11,610
<b>Total (*=Average)</b>	<b>119,390</b>	<b>5,450</b>	<b>4.6</b>	<b>113,940</b>

### QUICK FACTS

Labor Force 2014

Unemployment averaged 4.6 percent in Region 1 for 2014. The region's jobless rate translated into 5,450 unemployed persons.

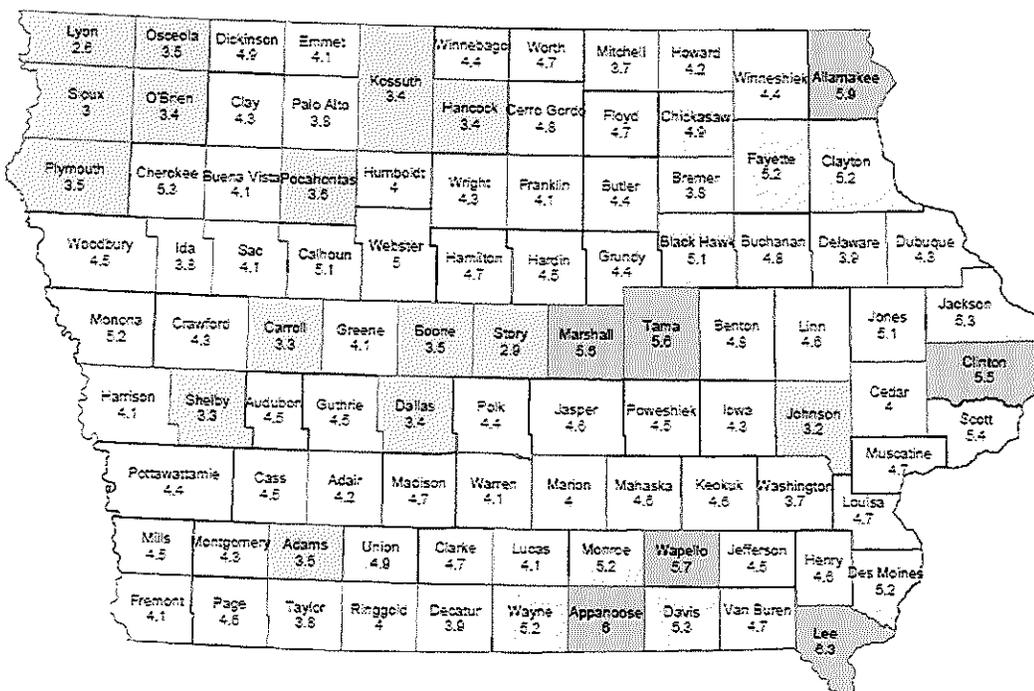
The 2014 unemployment rate for Region 1 was higher than the statewide average of 4.3 percent.

*Note: The unemployment rate is widely recognized as an important economic indicator that is used to gauge the vitality of the labor market. The release of the monthly unemployment rate causes markets to react and analysts to speculate on the health of the economy.*

Source: Local Area Unemployment Statistics (LAUS)

Note: Total employed and unemployed may not reflect total labor force, due to rounding.

## Unemployment Rates per Iowa Counties 2014 Annual Average



### QUICK FACTS

County Unemployment Rates

Lee County reported the highest jobless rate in the state in 2014 at 6.3 percent.

Lyon County reported the lowest jobless rate in the state in 2014 at 2.6 percent.

Source: Local Area Unemployment Statistics (LAUS)



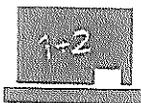
# WORKFORCE NEEDS ASSESSMENT: IWD REGION 1

## SKILL LEVEL OF JOB APPLICANTS

The 2014 Iowa Workforce Needs Assessment survey asked employers about their perceptions on the degree to which job applicants possessed soft, basic and occupational skills. In addition, employers were asked if applicants, who may or may not possess the necessary skills for the job vacancy, were being disqualified due to the results of controlled substance testing or background checks.

## PERCENTAGE OF EMPLOYERS THAT PERCEIVE A LACK OF SKILLS AMONG APPLICANTS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Applicants fulfill all necessary requirements for the job	10.0%	20.5%	35.4%	29.3%	4.8%
Applicants possess the basic skills required for the job	4.8%	13.7%	37.1%	36.9%	8.5%
Applicants possess the soft skills required for the job	7.7%	21.8%	37.1%	28.6%	4.8%
Applicants possess the occupational skills required for the job	9.7%	27.0%	37.9%	21.0%	4.4%
Applicants are often disqualified due to controlled substance testing	40.1%	21.1%	29.1%	6.5%	3.2%
Applicants are often disqualified for failure to pass a background check	28.3%	23.5%	23.7%	16.0%	4.5%



**18.5%**  
**BASIC SKILLS**

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



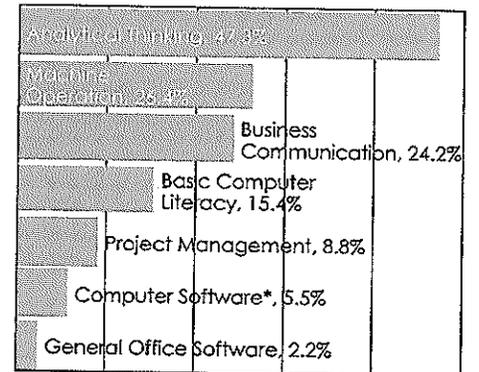
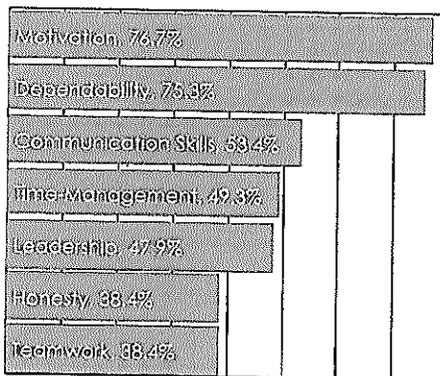
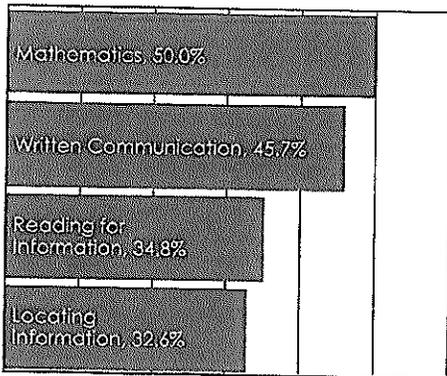
**29.5%**  
**SOFT SKILLS**

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



**36.7%**  
**HARD SKILLS**

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



0% 10% 20% 30% 40% 50% 60% 70% 80% 0% 10% 20% 30% 40% 50% 60% 70% 80% 0% 10% 20% 30% 40% 50%  
\*Job specific

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

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

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

# GREATER DUBUQUE REGION SKILLS GAP ANALYSIS

April 2018



# INTRODUCTION

## BACKGROUND

In 2014, Greater Dubuque Development Corporation contracted with a 3<sup>rd</sup> party vendor to develop a regional Skills Gap Analysis to identify both skill and training deficiencies in the local economy. The purpose of the Skills Gap Analysis is to provide economic developers, workforce developers, and educators with information on projected workforce shortages (gaps) and to identify strategies to mitigate these shortages.

The data used in that report was from the 2014 3<sup>rd</sup> quarter data release from Economic Modeling Specialists International (EMSI), a leading provider of historical databases of economic, industry, occupation, demographic, and education completion data. EMSI's primary data sources for this skills gap analysis is the Bureau of Labor Statistics and the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS).

In 2015, Northeast Iowa Community College obtained access to EMSI Analyst through a statewide grant awarded to Iowa's community colleges through the Department of Labor. The College partnered with Greater Dubuque Development Corporation on the implementation of EMSI Analyst and the development of this 2015 Skills Gap Analysis. Like the former report, this reports utilizes EMSI and IPEDS data as primary sources, based on EMSI's 2015 2<sup>nd</sup> quarter data release.

## DEFINITIONS

The term "Skills gap" has been used to refer to both:

- the available pool of prospective employees compared to the jobs available in a particular occupation, and
- the skills and abilities possessed by current or prospective employees compared to the requirements of available jobs

For clarity, we'll refer to the first challenge as the "Labor Skills Gap" and the second as the "Technical Skills Gap." This report covers the Labor Skills Gap.

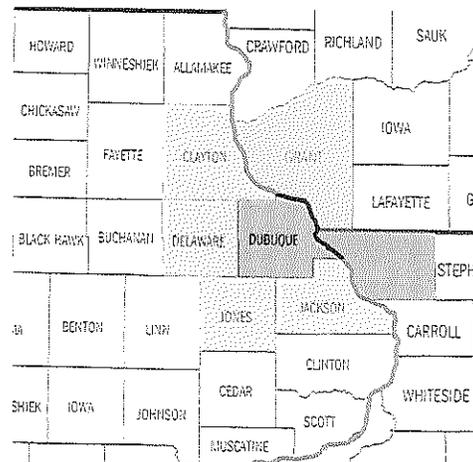
Fundamentally, the goal of this report is to answer the following questions:

- Which occupations are projected to have the greatest number of openings by 2025 in the region (paying over \$16/hr. median wage)?
- What is the difference in projected new jobs and projected completions with appropriate labor skills from local institutions of higher education?

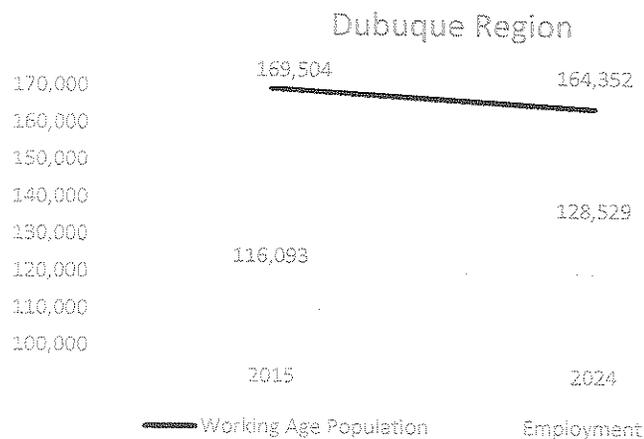
## REGION

This analysis contains data for seven counties:

- Jo Daviess, IL
- Clayton, IA
- Delaware, IA
- Dubuque, IA
- Jackson, IA
- Jones, IA
- Grant, WI



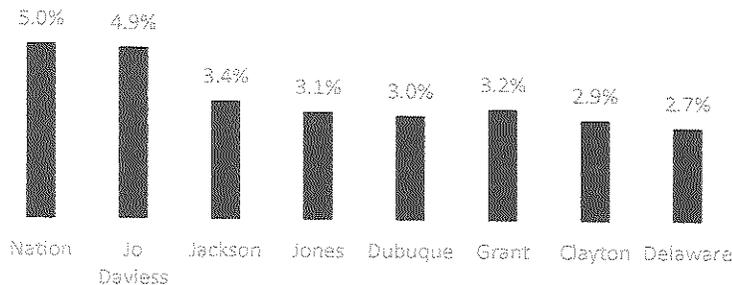
# LABOR MARKET OVERVIEW



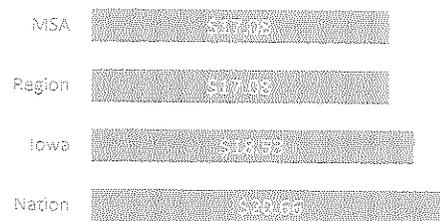
Employment Growth		
Region	2005-2015	2015-2025
Dubuque MSA	10.9%	9.5%
Dubuque Region	6.6%	9.7%
Iowa	6.1%	10.6%
Nation	5.3%	10.3%

Working Age Population		
Region	2005-2015	2015-2025
Dubuque MSA	7.2%	(1.3%)
Dubuque Region	2.2%	(2.5%)
Iowa	5.1%	(1.5%)
Nation	8.5%	0.1%

## October 2015 Unemployment by County



## Earnings per Worker (Median Hourly)



*Hourly Median Income Explained: Median expresses a "middle" value in a set of data. Average and median can appear the same, but extreme values can skew the data when using average; therefore it poorly represents the majority. For our purposes, median doesn't include the extreme incomes, like chief executives or less-than-minimum wage employees, because neither is representative of the majority of the population's earnings.*

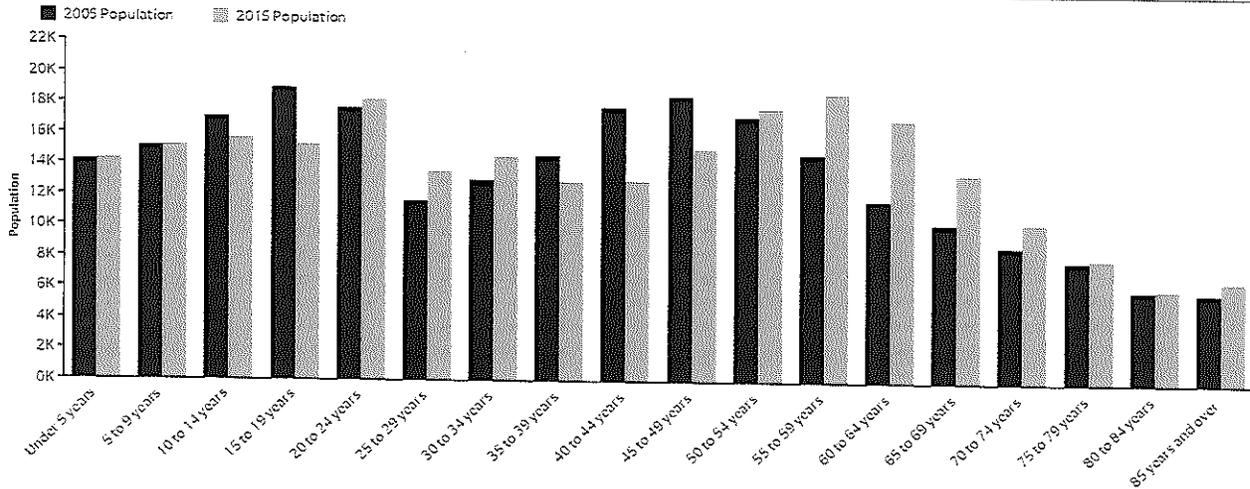
- Employment in the Dubuque MSA is projected to grow by 9.5% over the next ten years, a rate slightly below the projected growth for the region, State of Iowa and the nation.
- The Dubuque MSA working age population (age 15 to 69) is projected to decline 1.3% from 2015-2025, while the regional population is projected to decline 2.5% and the State of Iowa 1.5%; nationally, the working age population is projected to remain flat.
- The unemployment rate in the region remains significantly below the national rate, Jo Daviess the exception .
- The region's median hourly earnings per worker continues to lag behind the nation (19% below) and State of Iowa (8% below).
- In the Dubuque Region there is a projected decrease of 3% in the working age population from 2015 to 2025, while there is a projected 10% increase in available jobs; this represents approximately 36,000 more available jobs in the region than working age people in 2025.

# DEMOGRAPHIC POPULATION OVERVIEW

Source for Demographic Information from 2005 through 2015:

- Micropolitan Statistical Areas (MSAs) are defined by the Office of Management and Budget as urban areas in the United States centered on an urban cluster with a population between 10,000 and 50,000 people.
- ANY reference to MSAs are specific to the Dubuque region only.
- ALL demographic data is from the U.S. Census Bureau's Population Estimates program and the U.S. Census Bureau and Bureau of Labor Statistics Current Population Survey. (See appendix A).

## POPULATION BY AGE FOR DUBUQUE 7 COUNTY REGION



Working Age Population 7 County Region (2005-2015)			
Age Cohort	2015 Pop.	Cohort Change	% Total Pop

15 to 19	15,257	-19%	6%
20 to 24	18,139	3%	7%
25 to 29	13,547	17%	6%
30 to 34	14,477	12%	6%
35 to 39	12,900	-12%	5%
40 to 44	12,982	-27%	5%
45 to 49	15,078	-18%	6%
50 to 54	17,762	4%	7%
55 to 59	18,766	27%	8%
60 to 64	17,034	46%	7%
65 to 69	13,562	32%	6%
Total	169,504	65%	69%

Working Age Population Dubuque MSA (2005-2015)			
Age Cohort	2015 Pop.	Cohort Change	% Total Pop

15 to 19	6,205	-11%	6%
20 to 24	7,175	7%	7%
25 to 29	6,047	21%	6%
30 to 34	6,274	23%	6%
35 to 39	5,292	-8%	5%
40 to 44	5,155	-23%	5%
45 to 49	6,018	-12%	6%
50 to 54	6,757	6%	7%
55 to 59	6,990	31%	7%
60 to 64	6,402	55%	7%
65 to 69	4,883	41%	5%
Total	67,198	130%	67%

## POPULATION BY RACE/ETHNICITY

7 County Region (2005-2015)			
Race/Ethnicity	2015 Pop.	% Chg.	% 2015 Total Pop)
White, Non-Hispanic	231,439	0%	94%
Black, Non-Hispanic	4,311	72%	2%
White, Hispanic	4,243	50%	2%
Two or More Races, Non-Hispanic	2,319	49%	1%
Asian, Non-Hispanic	2,062	65%	1%
Native Hawaiian or Pacific Islander, Non-Hispanic	445	82%	0%
American Indian or Alaskan Native, Non-Hispanic	418	26%	0%
Black, Hispanic	198	136%	0%
American Indian or Alaskan Native, Hispanic	175	130%	0%
Two or More Races, Hispanic	161	89%	0%
Asian, Hispanic	50	163%	0%
Native Hawaiian or Pacific Islander, Hispanic	34	183%	0%
Total	245,855		100%

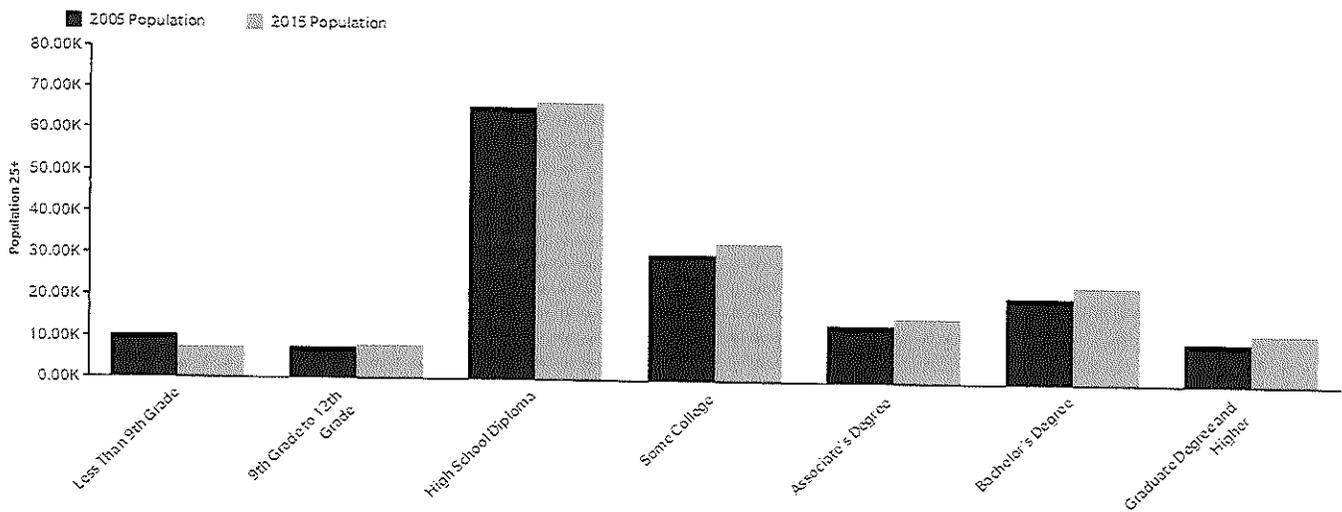
Dubuque MSA (2005-2015)			
Race/Ethnicity	2015 Pop.	% Chg.	% 2015 Total Pop
White, Non-Hispanic	88,980	3%	92%
Black, Non-Hispanic	2,680	84%	3%
White, Hispanic	1,873	50%	2%
Asian, Non-Hispanic	1,259	79%	1%
Two or More Races, Non-Hispanic	1,213	53%	1%
Native Hawaiian or Pacific Islander, Non-Hispanic	265	55%	0%
American Indian or Alaskan Native, Non-Hispanic	151	18%	0%
Black, Hispanic	116	127%	0%
Two or More Races, Hispanic	84	71%	0%
American Indian or Alaskan Native, Hispanic	81	189%	0%
Asian, Hispanic	31	182%	0%
Native Hawaiian or Pacific Islander, Hispanic	18	100%	0%
Total	96,751		99%

## POPULATION BY GENDER

7 County Region (2005-2015)			
Gender	2015 Population	% Chg.	% Total Pop
Males	124,355	3%	51%
Females	121,500	1%	49%
Total	245,855	2%	100%

Dubuque MSA (2005-2015)			
Gender	2015 Population	% Chg.	% Total Pop
Females	48,774	5%	50%
Males	47,976	8%	50%
Total	96,750	7%	100%

# EDUCATIONAL ATTAINMENT OVERVIEW FOR DUBUQUE 7 COUNTY REGION



7 County Region (2005-2015)			
Education Level	2015 Pop.	% Chg.	% Total Pop.
< 9th Grade	7,381	-38%	4%
9th - 12th Grade	8,059	9%	5%
High School Diploma	66,991	2%	40%
Some College	33,167	9%	20%
Associate's Degree	15,687	12%	9%
Bachelor's Degree	23,690	12%	14%
Graduate and Up	12,422	19%	7%
Total	167,396	6%	100%

Dubuque MSA (2005-2015)			
Education Level	2015 Pop.	% Chg.	% Total Pop.
< 9th Grade	2,445	-38%	4%
9th - 12th Grade	3,196	9%	5%
High School Diploma	23,903	2%	37%
Some College	12,105	9%	19%
Associate's Degree	5,746	12%	9%
Bachelor's Degree	11,397	12%	18%
Graduate and Up	6,115	19%	9%
Total	64,907	6%	100%

# SKILL GAPS BY OCCUPATION

## ORGANIZATIONAL METHOD

- ▼ All occupations where the 2015 median hourly earnings adjusted to only include an amount > \$16/hr.
- ▼ Openings greater than 10 openings (Openings represents replacement jobs and BLS employee growth estimates).
- ▼ Top 60 occupations with a skills gap greater than 0. (Skills gap is the difference between projected openings and graduates).
- ▼ Sorted by largest skills gap to smallest.
- ▼ Growth, Replacements, Openings, Graduates, and Skills Gap all represent 2015-2025, 10-year estimates.

2015 Rank	2014 Rank	Trend of gap	Description	2015 Jobs	2025 Jobs	Growth	Replacements	Openings	Graduates	Skills Gap	Median Hourly Earnings
1 <sup>st</sup>	9 <sup>th</sup>	↑	Operating Engineers and Other Construction Equipment Operators	497	576	79	121	200	0	200	\$21.36
2 <sup>nd</sup>	4 <sup>th</sup>	↑	Electricians	505	599	94	111	205	30	175	\$23.18
3 <sup>rd</sup>	11 <sup>th</sup>	↑	First-Line Supervisors of Production and Operating Workers	756	778	22	131	153	0	153	\$22.28
4 <sup>th</sup>	16 <sup>th</sup>	↑	First-Line Supervisors of Mechanics, Installers, and Repairers	327	364	37	94	131	0	131	\$26.05
5 <sup>th</sup>	—	↑	Inspectors, Testers, Sorters, Samplers, and Weighers	382	416	34	93	126	0	126	\$16.08
6 <sup>th</sup>	8 <sup>th</sup>	↑	Carpenters	639	772	133	93	226	100	126	\$19.24
7 <sup>th</sup>	5 <sup>th</sup>	↓	Industrial Machinery Mechanics	494	597	103	159	262	150	112	\$21.44
8 <sup>th</sup>	19 <sup>th</sup>	↑	Cement Masons and Concrete Finishers	281	363	82	37	118	10	108	\$17.26
9 <sup>th</sup>	—	↑	Dental Hygienists	152	196	44	49	92	0	92	\$32.26
10 <sup>th</sup>	23 <sup>rd</sup>	↑	Pharmacists	215	249	34	58	91	0	91	\$52.12
11 <sup>th</sup>	3 <sup>rd</sup>	↓	Insurance Sales Agents, Sales Representatives, Wholesale and	595	759	164	171	335	250	85	\$18.83
12 <sup>th</sup>	2 <sup>nd</sup>	↓	Manufacturing, Except Technical and Scientific Products	1,374	1504	130	282	412	330	82	\$23.10
13 <sup>th</sup>	30 <sup>th</sup>	↑	Correctional Officers and Jailers	274	280	6	74	80	0	80	\$22.19
14 <sup>th</sup>	27 <sup>th</sup>	↑	Human Resources Specialists	271	302	31	54	84	10	74	\$22.59
15 <sup>th</sup>	—	↑	Automotive Service Technicians and Mechanics	645	759	114	180	293	220	73	\$16.71
16 <sup>th</sup>	36 <sup>th</sup>	↑	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	133	151	18	39	57	0	57	\$21.10
17 <sup>th</sup>	43 <sup>rd</sup>	↑	Water and Wastewater Treatment Plant and System Operators	127	137	10	46	56	0	56	\$19.61
18 <sup>th</sup>	33 <sup>rd</sup>	↑	Medical and Health Services Managers	307	352	45	81	126	70	56	\$36.18

2015 Rank	2014 Rank	Trend of gap	Description	2015 Jobs	2025 Jobs	Growth	Replacements	Openings	Graduates	Skills Gap	Median Hourly Earnings
19 <sup>th</sup>	29 <sup>th</sup>	↑	Veterinarians	120	131	11	44	54	0	54	\$41.11
20 <sup>th</sup>	47 <sup>th</sup>	↑	Dispatchers, Except Police, Fire, and Ambulance	101	119	18	32	50	0	50	\$17.76
21 <sup>st</sup>	39 <sup>th</sup>	↑	Highway Maintenance Workers	246	257	11	37	48	0	48	\$20.87
22 <sup>nd</sup>	22 <sup>nd</sup>	↑	Lawyers	191	205	14	32	46	0	46	\$35.67
23 <sup>rd</sup>	7 <sup>th</sup>	↓	First-Line Supervisors of Office and Administrative Support Workers	674	809	135	179	314	270	44	\$20.17
24 <sup>th</sup>	32 <sup>nd</sup>	↑	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	93	108	15	28	43	0	43	\$21.08
25 <sup>th</sup>	35 <sup>th</sup>	↑	First-Line Supervisors of Non-Retail Sales Workers	148	170	22	20	42	0	42	\$28.13
26 <sup>th</sup>	—	↑	Painters, Construction and Maintenance	123	139	16	25	41	0	41	\$17.82
27 <sup>th</sup>	44 <sup>th</sup>	↑	Training and Development Specialists	127	152	25	26	51	10	41	\$20.67
28 <sup>th</sup>	34 <sup>th</sup>	↑	Advertising Sales Agents	65	76	11	29	39	0	39	\$17.46
29 <sup>th</sup>	—	↑	Plumbers, Pipefitters, and Steamfitters	237	291	54	33	87	50	37	\$26.63
30 <sup>th</sup>	—	↑	Librarians	123	131	8	29	36	0	36	\$21.27
31 <sup>st</sup>	31 <sup>st</sup>	↑	Dentists, General	66	83	17	19	36	0	36	\$66.45
32 <sup>nd</sup>	46 <sup>th</sup>	↑	Paralegals and Legal Assistants	136	148	12	23	35	0	35	\$19.85
33 <sup>rd</sup>	—	↑	Special Education Teachers, Kindergarten and Elementary School	145	154	9	26	34	0	34	\$23.22
34 <sup>th</sup>	25 <sup>th</sup>	↑	Brickmasons and Blockmasons	219	275	56	38	93	60	33	\$20.73
35 <sup>th</sup>	42 <sup>nd</sup>	↓	Mental Health Counselors	89	101	12	21	33	0	33	\$18.48
36 <sup>th</sup>	49 <sup>th</sup>	↑	Sheet Metal Workers	93	104	11	21	32	0	32	\$21.68
37 <sup>th</sup>	—	↑	Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	65	74	9	22	30	0	30	\$16.36
38 <sup>th</sup>	—	↑	Telecommunications Line Installers and Repairers	58	70	12	18	29	0	29	\$21.41
39 <sup>th</sup>	—	↑	Speech-Language Pathologists	79	95	16	13	29	0	29	\$28.93
40 <sup>th</sup>	—	↑	Compliance Officers	77	90	13	16	29	0	29	\$27.70
41 <sup>st</sup>	—	↑	Surgical Technologists	81	101	20	9	28	0	28	\$17.84
42 <sup>nd</sup>	—	↑	Installation, Maintenance, and Repair Workers, All Other	89	101	12	16	27	0	27	\$18.32
43 <sup>rd</sup>	—	↑	Crane and Tower Operators	56	64	8	20	27	0	27	\$25.33
44 <sup>th</sup>	—	↑	Excavating and Loading Machine and Dragline Operators	120	135	15	13	27	0	27	\$18.88
45 <sup>th</sup>	—	↑	Medical and Clinical Laboratory Technologists	78	84	6	22	27	0	27	\$25.15

2015 Rank	2014 Rank	Trend of gap	Description	2015 Jobs	2025 Jobs	Growth	Replacements	Openings	Graduates	Skills Gap	Median Hourly Earnings
46 <sup>th</sup>	—	↑	Human Resources Managers	84	97	13	23	36	10	26	\$39.01
47 <sup>th</sup>	—	↑	Chiropractors	49	64	15	11	26	0	26	\$29.57
48 <sup>th</sup>	—	↑	Occupational Therapists	60	76	16	10	25	0	25	\$28.13
49 <sup>th</sup>	—	↑	Meeting, Convention, and Event Planners	43	59	16	7	22	0	22	\$16.36
50 <sup>th</sup>	—	↑	Education Administrators, Elementary and Secondary School	186	197	11	52	62	40	22	\$42.09
51 <sup>st</sup>	—	↓	Education Administrators, Postsecondary	157	175	18	44	62	40	22	\$34.98
52 <sup>nd</sup>	—	↑	Special Education Teachers, Secondary School	99	104	5	17	22	0	22	\$24.84
53 <sup>rd</sup>	37 <sup>th</sup>	↑	Property, Real Estate, and Community Association Managers	57	64	7	15	22	0	22	\$17.02
54 <sup>th</sup>	—	↑	Structural Iron and Steel Workers	41	48	7	14	21	0	21	\$24.49
55 <sup>th</sup>	—	↑	First-Line Supervisors of Farming, Fishing, and Forestry Workers	58	65	7	14	21	0	21	\$28.18
56 <sup>th</sup>	—	↑	Telecommunications Equipment Installers and Repairers, Except Line Installers	54	66	12	9	20	0	20	\$23.48
57 <sup>th</sup>	—	↓	Medical Equipment Repairers	26	38	12	9	20	0	20	\$20.76
58 <sup>th</sup>	—	↑	Fundraisers	62	70	8	13	20	0	20	\$20.24
59 <sup>th</sup>	40 <sup>th</sup>	↑	Physicians and Surgeons, All Other	150	161	11	39	50	30	20	\$107.50
60 <sup>th</sup>	—	↑	Computer, Automated Teller, and Office Machine Repairers	51	59	8	12	19	0	19	\$17.27
Totals for 60 occupations				12,850	14,764	1,914	2,973	4,862	^1,100	3,762	

\*See Appendix B for SOC Code and full occupation description.

^The total number of projected graduates is unduplicated; in the line by line occupational skills gaps, some projected graduates are counted for more than one occupation because they would qualify for multiple occupations.

# NORTHERN REGION AREA SKILLS GAP ANALYSIS

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## INTRODUCTION

### BACKGROUND

The purpose of the Skills Gap Analysis is to provide economic developers, workforce developers, and educators with information on projected workforce shortages (gaps) and to identify strategies to mitigate these shortages.

In 2015, Northeast Iowa Community College obtained access to EMSI Analyst through a statewide grant awarded to Iowa's community colleges through the Department of Labor.

Report data included is from the 3rd quarter data release from Economic Modeling Specialists International (EMSI), a leading provider of historical databases of economic, industry, occupation, demographic, and education completion data. EMSI's primary data sources for this skills gap analysis is the Bureau of Labor Statistics and the National Center for Education Statistics Integrated Postsecondary Education Data System (IPEDS). Our own Institutional Research department also provided statistics.

### DEFINITIONS

The term "Skills gap" has been used to refer to both:

- the available pool of prospective employees compared to the jobs available in a particular occupation, and
- the skills and abilities possessed by current or prospective employees compared to the requirements of available jobs

For clarity, we'll refer to the first challenge as the "Labor Skills Gap" and the second as the "Technical Skills Gap." This report covers the Labor Skills Gap.

Fundamentally, the goal of this report is to answer the following questions:

- Which occupations are projected to have the greatest number of openings by 2025 in the region?
- What is the difference in projected new jobs and projected completions with appropriate labor skills from local institutions of higher education?

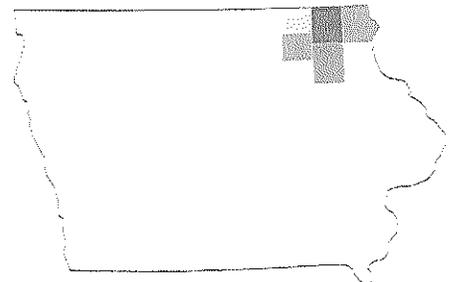
The terms:

- Working Age (or any reference to demographic age) - refer to the population from 15 to 69 years old.
- State - refer to the state of Iowa.
- NICC North (or any variation) - refer to the area that makes up the region of counties listed in the next section.

## REGION

This analysis contains data for five counties:

- Allamakee
- Chickasaw
- Fayette
- Howard
- Winneshiek

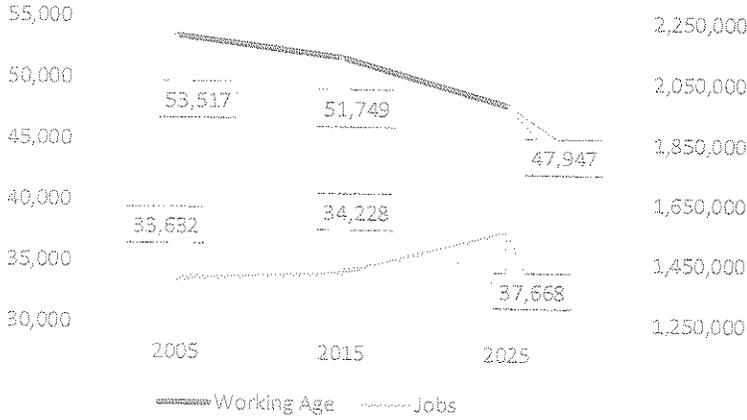


# LABOR MARKET OVERVIEW

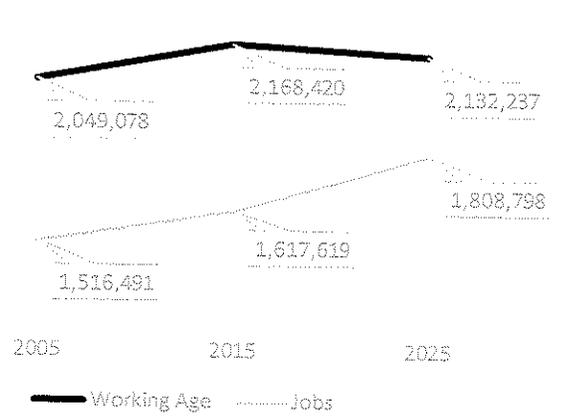
The following three graphs compare the Working Age Population to the total number of jobs in the same region.

Y Jobs with more than 11 people employed.

### NICC North Region Comparison

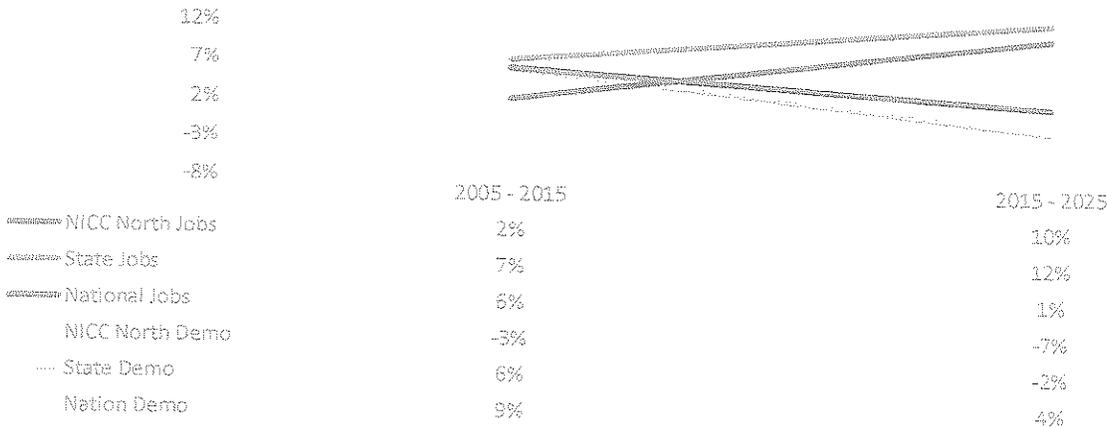


### State Comparison



- The total number of jobs in the NICC North is projected to grow (10%) by 2025, a lesser rate when compared to growth for the State (12%), and the Nation (1%).
- The NICC North working age population is projected get younger in average age (-7%) from 2015-2025, as does the State (2%); however, nationally the working age population is projected to get older (4%).

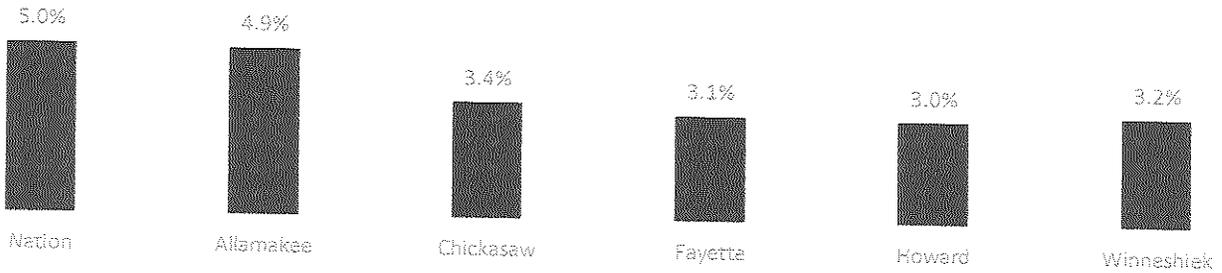
### NICC North, State, and National Percentage Change Comparisons



In 2005 there were 37% more people of working age population in the region compared to the number of total jobs (note: not the unemployment rate) and in 2025 there is projected to be only 21% more people of working age in the region, compared to the total jobs.

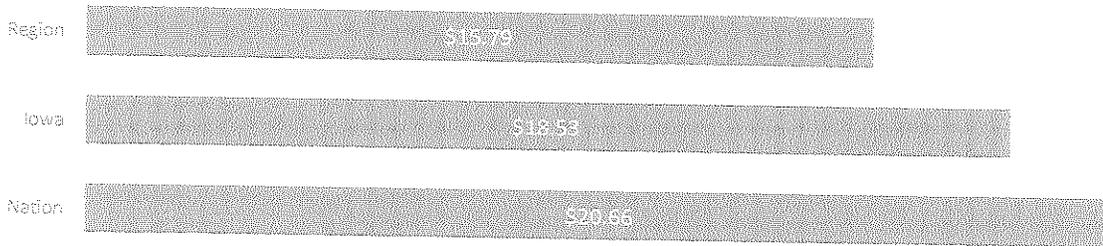
## LABOR MARKET OVERVIEW (CONTINUED)

### October 2015 Unemployment by County



The unemployment rate in the region remains **lower** than the national average, significantly so, when Allamakee is given consideration as an outlier.

### Earnings per Worker (Median Hourly)



The region's median hourly earnings continue to lag behind the nation (**31% less**) and the State (**17% less**).

#### Hourly Median Income Explained:

Median expresses a "middle" value in a set of data. Average and median can appear the same, but extreme values can skew the data when using average; therefore it poorly represents the majority. For our purposes, median doesn't include the extreme incomes, like chief executives or less-than-minimum wage employees, because neither is representative of the majority of the population's earnings.

# SKILL GAPS BY OCCUPATION

## ORGANIZATIONAL METHOD

- ⌄ Openings represents replacement jobs and BLS employee growth estimates.
- ⌄ Occupations with a skills gap greater than 0.
  - ⌄ Skills gap is the difference between projected openings and graduates\*\*.
- ⌄ Sorted by largest skills gap to smallest.
- ⌄ Growth, Replacements, Openings, Graduates, and Skills Gap all represent 2016-2025, 9-year estimates.

## BY LARGEST SKILLS GAP:

### OCCUPATIONS THAT PAY > \$16/HR AND TYPICALLY REQUIRE > HSED

Description	2016 Jobs	2025 Jobs	Openings	2016-2025 Expected Graduates	Skills Gap (Openings - Graduates)	Median Hourly Earnings
Welders, Cutters, Solderers, and Brazers	301	323	119	36	83	\$16.93
Electrical Power-Line Installers and Repairers	120	135	64	0	64	\$27.53
Police and Sheriff's Patrol Officers	166	177	60	0	60	\$20.87
Insurance Sales Agents	214	212	58	0	58	\$22.48
Industrial Machinery Mechanics	109	130	53	0	53	\$16.97
First-Line Supervisors of Office and Administrative Support Workers	156	171	51	0	51	\$19.25
First-Line Supervisors of Production and Operating Workers	227	235	47	0	47	\$20.64
Electrical and Electronic Equipment Assemblers	217	225	38	0	38	\$19.01
First-Line Supervisors of Mechanics, Installers, and Repairers	102	111	36	0	36	\$25.42
Parts Salespersons	80	91	31	0	31	\$17.27
Dental Assistants	86	97	29	0	29	\$18.21
Lawyers	70	86	28	0	28	\$27.57
Postal Service Mail Carriers	102	79	28	0	28	\$23.59
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	66	73	25	0	25	\$18.66
Business Operations Specialists, All Other	124	132	25	0	25	\$20.11
Water and Wastewater Treatment Plant and System Operators	65	67	24	0	24	\$16.88
Plumbers, Pipefitters, and Steamfitters	97	106	24	0	24	\$16.65
Dispatchers, Except Police, Fire, and Ambulance	52	59	22	0	22	\$17.05
Dental Hygienists	48	56	21	0	21	\$32.08
Fundraisers	60	69	21	0	21	\$18.51
Industrial Engineers	52	58	21	0	21	\$31.39
Physical Therapists	42	52	21	0	21	\$34.80
Mechanical Engineers	46	51	21	0	21	\$26.48
Market Research Analysts and Marketing Specialists	51	63	19	0	19	\$19.48

Description	2016 Jobs	2025 Jobs	Openings	2016-2025 Expected Graduates	Skills Gap (Openings - Graduates)	Median Hourly Earnings
First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	51	56	19	0	19	\$20.60
Production, Planning, and Expediting Clerks	51	57	19	0	19	\$17.73
Pharmacists	61	65	18	0	18	\$51.41
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	97	99	18	0	18	\$17.13
Clergy	76	74	18	0	18	\$19.18
Power Plant Operators	40	39	16	0	16	\$29.72
Information and Record Clerks, All Other	48	53	16	0	16	\$16.97
Purchasing Agents, Except Wholesale, Retail, and Farm Products	52	58	15	0	15	\$22.54
Directors, Religious Activities and Education	43	41	15	0	15	\$16.91
Life, Physical, and Social Science Technicians, All Other	34	35	14	0	14	\$16.73
Veterinarians	43	37	13	0	13	\$40.38
Automotive Service Technicians and Mechanics	251	251	67	54	13	\$16.26
Correctional Officers and Jailers	45	46	12	0	12	\$17.00
First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	30	34	12	0	12	\$25.02
First-Line Supervisors of Non-Retail Sales Workers	69	69	12	0	12	\$20.85
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	53	54	12	0	12	\$16.29

*\*See Appendix B for SOC Code and full occupation description.*

*\*\* Graduates are based on 2014 completions for*

*^The total number of projected graduates is unduplicated; in the line by line occupational skills gaps, some projected graduates are counted for more than one occupation because they would qualify for multiple occupations.*

# Region 1

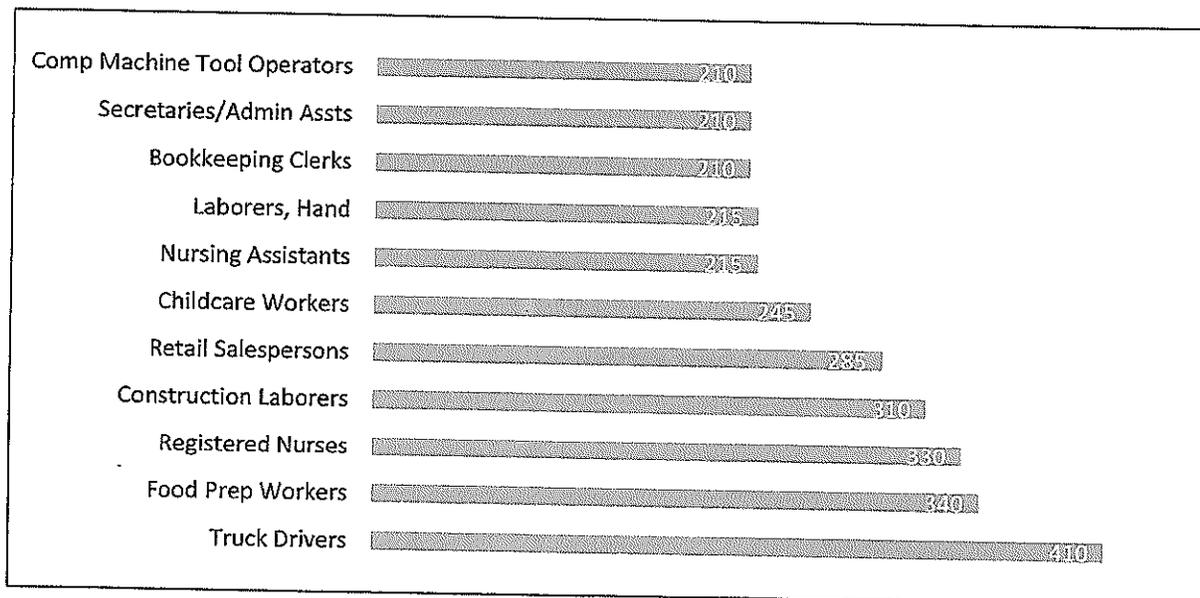
## 2012-2022 Occupational Projections Summary

Region 1's occupational employment is expected to increase by 10.2% from 2012 to 2022 (or 1.02% annually). Job growth will vary across major occupational groups depending on the industry. Service-providing occupations are generally expected to outperform goods-producing occupations. This is reflected in both employment change and growth rates.

Major occupational groups expected to grow at or faster than the regional annual average are business and financial (1.27%); computer and mathematical (2.3%); community and social service (1.71%); legal (1.03%); arts, design, entertainment, sports, and media (1.38%); healthcare practitioner (1.7%); healthcare support (1.47%); food prep and serving (1.09%); building/grounds cleaning and maintenance (1.4%); personal care (2.05%); construction (2.21%); installation, maintenance, and repair (1.21%); and transportation and material moving (1.1%). Growing less than the regional average include management (- 0.09%); architecture and engineering (.7%); life, physical, and social science (0.83%); education (0.99%); protective service (0.86%); sales (0.83%); office and administrative (0.72%); farming, fishing, and forestry (0.12%); and production (0.71%) major occupational groups. A detailed look of 2012-2022 major occupational trends follows.

### Region 1's Occupations with the Largest Projected Job Growth, 2012-2022

Region 1's top eleven occupations expected to have the largest employment growth for 2012-2022 will account for 2,980 (or 23%) of the projected 12,730 new jobs. The major occupational groups of healthcare; food prep and serving; office and administrative, construction, and transportation and material moving will account for 2,240 (or 75%) of the 2,980 new jobs as shown below.



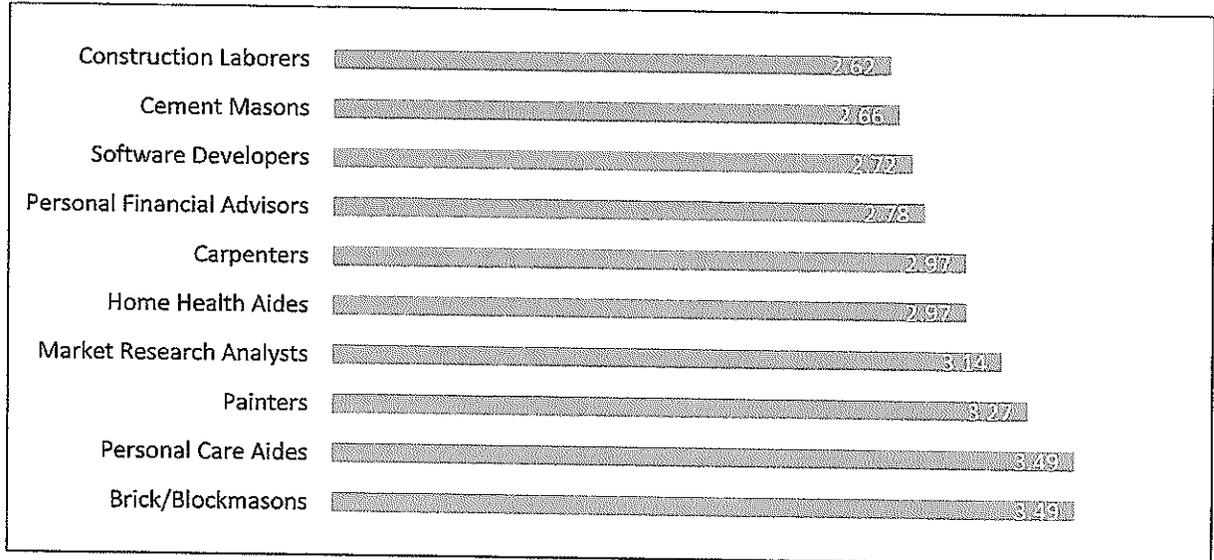
## Region 1's Occupations with the Largest Projected Job Decline, 2012-2022

Region 1 expects three occupations to account for an employment decline of 720 jobs for 2012-2022. The farmers, ranchers, and other agricultural managers occupation will account for 640 (or 91%) of the 720 jobs as shown below.

Occupation	Number of Jobs
Farmers, Ranchers, and Other Agricultural Managers	-640
Postal Service Mail Carriers	-65
Managers, All Other	-15

## Region 1's Fast Growing Occupations, 2012-2022

Region 1's top ten occupations expected to have the largest percentage of employment growth for 2012-2022 are primarily in the construction, personal care; and business and financial major occupational groups as shown below. In conjunction with strong growth, occupational employment levels are to be reviewed in determining the largest number of job openings.



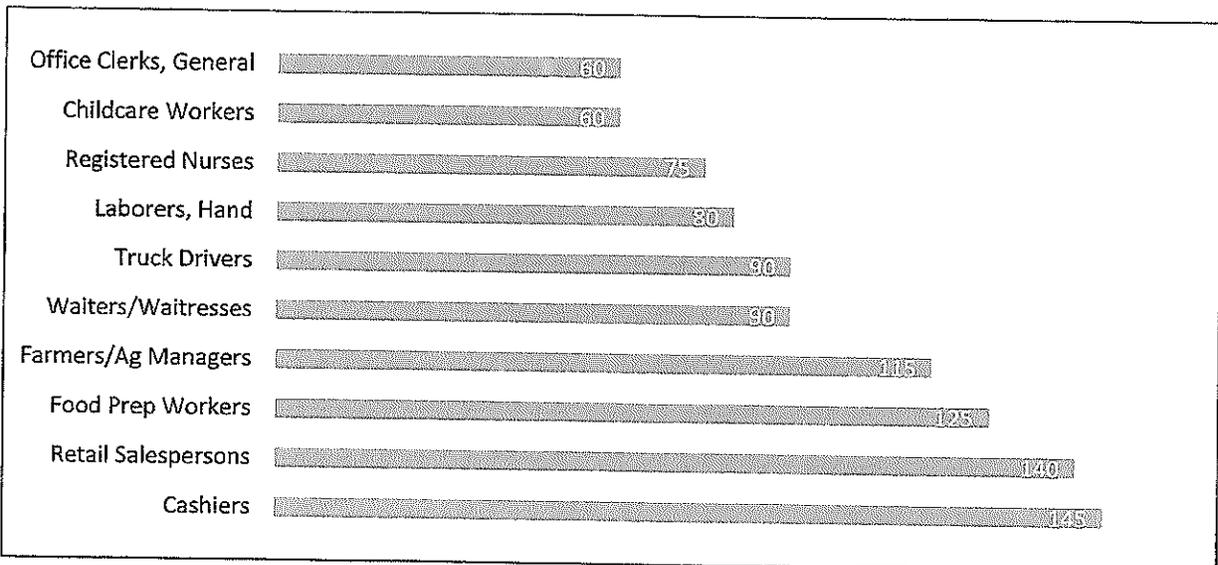
## Region 1's Fast Declining Occupations, 2012-2022

Region 1 expects the postal mail carrier occupation to have the largest percentage of employment decline for 2012-2022 as shown below. Employment costs, competition, technological change and other economic factors may contribute to deteriorating industry employment. While such occupations may be considered a source for employment, careful thought should be given to training time and costs.

Occupation	Percent Change
Postal Service Mail Carriers	-2.5
Farmers, Ranchers, and Other Agricultural Managers	-0.89
Managers, All Other	-0.15

## Region 1's Occupations with the Most Annual Openings, 2012-2022

Region 1's top ten occupations expected to have the most annual openings for 2012-2022 will account for 980 (or 23%) of the projected 4,255 openings. The major occupational groups of sales; management; food prep and serving; health, and transportation and material moving will account for 860 (or 88%) of the 980 openings as shown below.



Source: Labor Market and Workforce Information Division, Iowa Workforce Development

### Partner Service Description

- **AARP Foundation Senior Employment**

AARP Foundation administers the Senior Community Service Employment Program (SCSEP) in Delaware, Dubuque and Jones counties. SCSEP assists low income job seekers, age 55+, to re-enter the workforce. Our services include part-time paid training assignments based on skills and career assessment, job search assistance, tuition for short term training, supportive services and on-the-job-training.

The primary location for job training is the Host Agency, a non-profit or public agency that serves as a work training site. Participants train 18 hours per week and earn minimum wage. AARP Foundation assists participants in transitioning into unsubsidized employment by offering trial employments as an incentive for local businesses to hire our mature workers. There is no fee for AARP Foundation services.

- **Eastern Iowa Regional Housing Authority (EIRHA)**, established in 1978, operates as a division of East Central Intergovernmental Association (ECIA), which provides staff and administrative support to EIRHA. EIRHA was organized pursuant to Chapter 28E, Code of Iowa, and was established and created as a regional housing authority for Dubuque, Delaware, Cedar, Jackson, Jones and Clinton Counties in Iowa. The only cities EIRHA does not serve in this region are Dubuque and Clinton, as they have their own housing authorities established.

The goal of the Eastern Iowa Regional Housing Authority (EIRHA) is to provide decent, safe and affordable housing for eligible households: to provide opportunities and promote self-sufficiency; create economic independence; and provide homeownership opportunities for program participants.

EIRHA operates two main programs, Public Housing and Housing Choice Voucher Rental Assistance. Within those programs, there are several other programs and sources of funding which include Family Self-Sufficiency, Elderly Self-Sufficiency, Homeownership, and Housing Counseling.

- **The Iowa Department for the Blind (IDB)** is the state agency providing vocational rehabilitation and independent living services to Iowans who are blind or severely visually impaired. The Department also houses the Iowa Library for the Blind and Physically Handicapped which provides library services and materials in alternative media to Iowans who, because of physical limitations, cannot easily read standard print. The Iowa Department for the Blind agrees to the General Provisions and to otherwise abide by the Memorandum of Understanding for Region 1 as set forth below for the IowaWORKS delivery system.

#### **IDB Core Services:**

To be eligible for services from IDB, an individual must have a qualifying visual impairment that substantially limits his/her ability to work and he/she must need vocational rehabilitation services to be able to prepare for, enter, or retain a job. IDB will deliver client services as described below:

- Eligibility determination

- Diagnostic and/or evaluation services
- Pre-vocational and vocational training
- Guidance & counseling
- Career exploration, job placement & job retention counseling
- Skills training in alternative techniques of blindness
- Adaptive devices for training and employment
- Employer development
- Library and informational services
- Independent living services

An Individual Plan for Employment (IPE), which identifies all services necessary to overcome the barriers to that person getting and keeping a job, is developed with each eligible individual. Only IDB counselors can determine eligibility and agree to provide services. IDB staff can only be supervised by other IDB staff. IDB must comply with confidentiality requirements and the provision of mediation and a fair hearing process as stated in the Rehabilitation Services Act of 1973 as amended.

**Location and Hours of Service:**

Main Office: 524 Fourth Street Des Moines, IA 50309-2364

Hours of Operation: 8 am to 4:30 pm - Monday through Friday, excluding established holidays.

**Regional Services and Resources:**

IDB services are provided statewide by Vocational Rehabilitation Counselors. VR Counselors travel to clients in their assigned territory and work with the client in their community and/or workplace. They also work with businesses and employers in their territory. The IDB VR Counselor territories do not perfectly align with the workforce regions. As a consequence one VR Counselor may serve counties in multiple workforce regions. Similarly, one workforce region may be a part of two or more IDB VR counselor's territories. Two IDB VR counselors serve Region 1 and counties in neighboring workforce regions.

Funding for services and equipment is provided on an individual basis to meet clients' needs as indicated by their Individualized Plans for Employment.

- **Iowa Vocational Rehabilitation Services (IVRS)** is the state agency providing vocational rehabilitation services including assistive technology and independent living services to Iowans who are eligible individual with a disability. Eligible individuals receive high-quality comprehensive and intensive services throughout the rehabilitation process – career counseling/services, training, education and support services in order to obtain good gainful competitive integrated employment. IVRS will work with area-wide businesses to provide consultation and intensive knowledge in order to understand the needs of the disabled in the workplace. Employment is the objective for each individual serviced by IVRS.
  - At the transition level all students who have an IEP or would be covered under section 504 of the Rehabilitation Act (essentially all students with a disability) will be considered “Potentially Eligible”. IVRS will provide basic Pre-Employment Transition Services (PETS) to all of these students in partnership with the schools. As we implement these services and work with the students and school staff, we will be able to determine students that will need more intensive services from IVRS in order to achieve employment

outcomes. These identified students will then be approached to apply for services so that the intensive interventions can be provided. IVRS Associates/Assistants are partnering with teachers and other agencies to collaborate together to provide PETS activities.

The Iowa Vocational Rehabilitation Services will partner with WIOA core leaders/agencies and be jointly responsible to provide a seamless delivery of services to job candidates. This will integrate service delivery across all programs and also enhance the programs and services within each partner. The Dubuque IVRS will be a part of the Memorandum of Understanding with Region 1 WIOA/IWD partnership.

**IVRS Core Services:**

To be eligible for services for IVRS, an individual must have a qualifying impairment that substantially limits the ability to work and must need vocational rehabilitation services to be able to prepare for, enter, or retain a job. IVRS offers the following services integral to reach their vocational goal:

- Eligibility determination
- Diagnostic and/or evaluation services
- Guidance & counseling – job shadows and career exploration
- Rehabilitation Technology/Assistive Technology
- Training Assistance
- Job Readiness Training
- Job Seeking Skills training
- Employer development
- On-the-job supports/OJT
- Customized Employment
- Job placement and retention services

An Individual Plan for Employment (IPE), which identifies all services necessary to overcome the barriers to that person getting and keeping a job, is developed with each eligible individual. IVRS staff assists with career exploration, job shadowing and other assessments to assist job candidate reach a potential goal. IVRS counselors and job candidate will then determine jointly whether the goal is feasible due to their disability, if so a IPE is developed in conjunction with their interests and goals along with determining how they will achieve employment. Through this determination we will match the job candidate with employers to allow them to become gainfully employed in an integrated employment setting.

- **PROMISE JOBS:** Iowa's model for providing assistance to Family Investment Participant's (FIP) through specialized services. A partnership with the Department of Human Services assists in providing comprehensive work based services to help participants obtain financial independence through a Family Investment Agreement. In addition, Promise Jobs provide: Orientation, Life Skills, Family Self-Sufficiency Grant, Classroom Training, Adult Basic Education, High School Equivalency Diploma, Case Management, Transportation, Childcare, Assessment, Parenting Skills, Job Seeking/Keeping Skills, Work Experience, Employment, and Family Development.

- **Family Self-Sufficiency Grant:** A one-time cash grant to families in need of immediate financial assistance that would allow them to quickly obtain employment or prevent them from losing employment. Allowable expenses include car insurance, car repairs, clothing and other items deemed appropriate.
- **Northeast Iowa Community Action Corporation (NEICAC)** is private non-profit “Community Action” agency that has been serving the residents of northeast Iowa since December of 1966. NEICAC’s geographic service area consists of the seven counties of: Allamakee, Bremer, Chickasaw, Clayton, Fayette, Howard and Winneshiek.

NEICAC’s mission is to help meet the primary needs of people and create opportunities for basic self-sufficiency through community partnership, education and the provision of services. Through eight (8) Family Service Offices, located in the county seats of each county, plus an additional office in Oelwein, we assist individuals and families through a wide variety of programs. Currently NEICAC’s major programs include: Emergency Services, Housing, Homeless Prevention, Energy Assistance, Early Childhood Programs (Head Start and Early Head Start), Health Programs (WIC and Family Planning), Weatherization, Family Development and Self-Sufficiency (FaDSS), Regional Transit, Food Closets, Prescription Assistance, Daycare Provider Nutrition Assistance, and Volunteer Coordination

- **Proteus, Inc.**, an Iowa non-profit organization, is the grantee for the National Farmworker Jobs Program (NFJP) in Iowa. NFJP is funded through Section 167 of the Workforce Innovation and Opportunity Act (WIOA). NFJP is a nationally-directed, locally-administered program of training, employment services, and related assistance that helps MSFWs and their dependents overcome these barriers. NFJP is designed to serve economically disadvantaged persons who primarily depend on employment in agricultural labor performed within the United States, including Puerto Rico, and who experience chronic unemployment or underemployment. The program is intended to assist eligible MSFWs and their dependents to prepare for and retain jobs that provide stable, year-round employment, both within and outside agriculture. Related assistance services, such as nutrition, health care, child care, and housing, are provided to help MSFWs retain or stabilize their agricultural employment or maintain enrollment in NFJP.

- **Northeast Iowa Community College**

**Training & Economic Development:** The College delivers outreach and training services through the 260E and 260F programs. The 260E program provides training for new and expanding businesses and the 260F program provides training for incumbent workers. These programs are administered by NICC and all applicable college policies will be applied. Allowable costs under 260E and 260F may be charged as appropriate, subject to Iowa Department of Economic Development (IDED) approval.

Service contracts are negotiated with the customer and a contract agreement is completed.

The College is a strong player in working with established business partnerships in providing training. The Northeast Iowa Community College Economic Development team has a strong tie with businesses and is focused on bringing workforce training to our region and strategizing over community workplace needs. The College and the Iowa Department of Economic Development are key contributors to serving businesses’ training needs through 260E & 260F programs. (Funding opportunities for eligible new, expanding and existing businesses)

NICC will provide certificate (Skills Upgrading) training in advanced manufacturing, health, and information technology careers and will partner with various grants to assist clients to become employed in high demand occupations through payments for WIA services, sharing resources and providing input through our various business groups.

NICC will provide Carl Perkins Career and Technical programming with our high schools throughout the district, by assisting with Career Facilitation, Career Pathways, training of instructors, consulting on high school curriculum and facilities/equipment needs for vocational tech programs.

Northeast Iowa Community College offers Adult Education and Literacy classes throughout the northeast region. Classes are offered in the following counties: Allamakee, Chickasaw, Clayton, Delaware, Dubuque, Fayette, Howard and Winneshiek.

#### **Adult Basic Education (ABE)**

Adult Basic Education instruction is offered to help people with limited academic skills. Classes are vocationally based and are designed for students with learning challenges who want to build on their current skills. These classes may also be academically oriented and are designed for students who want to brush up on prior skills that could help them in their daily lives or who need help in passing college-entrance/work related exams or are taking the High School Equivalency Diploma (HSED).

#### **English for Speakers of Other Languages (ESOL)**

English for Speakers of Other Languages (ESOL) instruction is offered throughout the district to help people with limited English learn the language and learn about the American culture in the United States. Students whose English is not their native language are encouraged to take these classes as a pathway to transition to college level classes.

#### **High School Equivalency Diploma (HSED)**

The Adult Education and Literacy Program allow those individuals who have not finished high school to receive a high school equivalency diploma (HSED) from the state of Iowa. This diploma shows that individuals have achieved a level of educational development comparable to that of a high school graduate. This program was formerly known as the General Education Diploma (GED). The test is available in English and Spanish, and must be completed within five years of the first test date.

Classes are available throughout the district in a direct-instruction, managed –enrollment format to facilitate student learning and engagement.

#### **Refresher Sessions**

Refresher sessions or classes are offered in drop-in opportunities throughout the district and in managed enrollment format for high school graduates, those studying for the HSED and soon to be NICC students and any individual just wanting to recall prior information or review reading, writing, math, computer literacy, and job/career skills needed for college success or career certificate preparation.

- Job Corps is a free educational opportunity for young adults 16-24, based on lower income guidelines. It offers career technical training in over 100 career programs, academic training for high school diploma equivalency and career success standards such as social skills, employability and independent living skills. A student can also obtain their driver's license through our campuses.

**Mission Statement:** To attract young adults, teach them relevant skills needed to become employable and independent, and help prepare them for success in life by securing meaningful jobs or opportunities for further education.

**Eligibility:**

- At least 16 but no more than 24 years old at the time of application
  - Able to legally work in the US
  - Willing to register with Selective Service (males)
  - Low income, in foster care, or receive government assistance
  - Have one of the following barriers: is a high school dropout, requires additional education or career training, or is basic skills deficient, homeless
  - Must have parent or guardian signature and consent if a minor
  - Willing to follow the rules and behave appropriately while enrolled
- **Goodwill Industries** of Northeast Iowa is a CARF(Commission on Accreditation of Rehabilitation Facilities) certified organization that was established in Waterloo, Iowa in 1960 to provide a wide variety of vocational and residential services to individuals with a variety of disabilities that allow them to maintain as independent lifestyle as possible. Goodwill Industries provides services in the following areas: Waterloo, Cedar Falls, Independence, Oelwein, Decorah, Dubuque, Waverly, Maquoketa, and Tama/Toledo.

The Decorah Office provides a variety of residential services to people in Decorah and the surrounding areas. These services include:

- SCL(Supported Community Living)-Goal driven services that teach individuals skills that are necessary to live as independently as possible. These goals are individualized to the person and address each individual's strengths and weaknesses. These services can be given on an hourly basis or 24 hours a day, depending on needs.
- CDAC(Consumer Directed Attendant Care)-Providing support to physically disabled people who cannot do some tasks on their own. This can include housekeeping, cooking/feeding, personal cares, etc.
- Respite-This service is designed to give primary support people of individuals a break from the day to day duties of caring for a person with a disability. This service is not goal driven or skill building, but more designed to provide support and supervision.

MOU Core Partners (Center)

WIOA Title I.B (Adult, Dislocated Worker, and Youth)      WIOA Title II (Adult Education and Youth)      WIOA Title III (Wagner-Peyser)      WIOA Title IV (Vocational Rehabilitation)      Iowa Department for the Blind

Eligibility for services	x	x	x	x	x
Outreach, intake, orientation	x	x	x	x	x
Initial assessment	x	x	x	x	x
Labor exchange services	x	x	x		
Referrals to programs	x	x	x	x	x
Labor market information	x	x	x	x	x
Performance, cost information	x		x	x	
Supportive services information	x	x	x	x	x
UI information and assistance	x		x		
Financial aid information	x	x	x	x	x
Follow-up services	x	x	x	x	x
Comprehensive assessment	x	x	x	x	x
Individual employment plan	x	x	x	x	x
Career planning, counseling	x	x	x	x	x
Short-term prevocational services	x	x	x		x
Internships, work experiences	x	x	x	x	x
Out-of-area job search	x	x	x	x	x
Foreign language acquisition	x	x	x		x
Workforce preparation	x	x	x	x	x

All MOU Partners (System)

Experience Wor.

AARP (Title V Older Ame.

NICC Career & Technical Education

Iowa Department for the Blind

Iowa Vocational Rehabilitation Services

IWD/Wagner-Peyser

NICC Adult Education & Literacy

ECIA & UERPC

Eligibility for services	x	x	x	x	x	x	x
Outreach, intake, orientation	x	x	x	x	x	x	
Initial assessment	x	x	x	x	x	x	
Labor exchange services	x	x	x				x
Referrals to programs	x	x	x	x	x	x	
Labor market information	x	x	x	x	x	x	x
Performance, cost information	x		x	x			
Supportive services information	x	x	x	x	x	x	x
UI information and assistance	x		x				
Financial aid information	x	x	x	x	x	x	
Follow-up services	x	x	x	x	x	x	
Comprehensive assessment	x	x	x	x	x	x	
Individual employment plan	x	x	x	x	x	x	x
Career planning, counseling	x	x	x	x	x	x	x
Short-term prevocational services	x	x	x			x	x
Internships, work experiences	x	x	x	x	x	x	x
Out-of-area job search	x	x	x	x	x	x	x
Foreign language acquisition	x	x	x			x	
Workforce preparation	x	x	x	x	x	x	x

All MOU Partners (System)

	Proteus (Migrant-Seasonal Farmworkers)	Job Corps (Iowa Centers in Denison & Ottumwa)	Older Americans Act	IWD Veterans Services	IWD Unemployment Compensation	IWD Trade Act	DHS/Promise Jobs	Goodwill Industries
X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X
				X	X	X		
X	X	X	X	X	X	X	X	X
				X	X	X	X	X
				X		X		
X	X			X	X	X		X
					X		X	
		X	X	X	X	X		
X	X	X	X	X	X	X		X
X	X	X	X	X	X	X		X
X	X	X	X	X	X	X	X	X
X	X			X	X	X		
X	X			X	X	X		X
		X	X	X	X	X		
X	X			X	X	X		X

# THE ONE-STOP SYSTEM

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

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

