



Application

141588 - WIOA Local Service Plan

155674 - WIOA Local Plan 14

Workforce Innovation and Opportunity Act

Status: Submitted

Submitted Date: 03/07/2016 4:47 PM

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## Primary Contact

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Postal Code/Zip

Phone:\*

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14

Phone

Ext.

Program Area of Interest

Workforce Innovation and Opportunity Act

Fax:

641-782-7060

Agency

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## Organization Information

Organization Name:

WIOA Regional Planning Consortium Region 14

Organization Type:

Regional Planning Commission

DUNS:

Organization Website:

**Address:**

	Iowa	
City	State/Province	Postal Code/Zip

**Phone:**

Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Board Details

**Board Chair Name:**

Jolene Griffith

**Title:**

Director of Human Resources

*Provide current business title.*

**Business Name:**

Southwestern Community College

*Provide current business organization name.*

**Business address:**

1501 W. Townline Street, Creston, IA 50801

*Provide current business address.*

**Business phone:\***

641-782-1456

extension:

**Board Chair business email:**

griffith@swcciowa.edu

**Identify counties served by Region:**

Adair County, Adams County, Clarke County, Decatur County, Montgomery County, Ringgold County, Taylor County, Union County

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

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## Local Area's Chief Elected Official Chair

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

Charles Ambrose

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

**Elected Title:**

Taylor County Board of Supervisor

*Provide current title.*

**Local Government Affiliation:**

Taylor County Board of Supervisor

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

**Address:**

510 Main Street, Gravity, Iowa 50848

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

**Phone:**\*

712-523-2060

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

**Email:**

Charles@iowatelecom.net

*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:** Barbara DeVore

**Organization Name:** MATURA at IowaWORKS

**Address:** 215 N. Elm, Creston, Iowa, 50801

**Phone:\*** 641-782-2119 14  
extension:

**Email:** Barbara.DeVore@iwd.iowa.gov

**WIOA (Title I) Director - Youth Services:** Barbara DeVore

**Organization Name:** MATURA at IowaWORKS

**Phone:\*** 641-782-2119 14  
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**Email:** Barbara.DeVore@iwd.iowa.gov

**Wagner-Peyser Manager:** Elizabeth Waigand

**Address:** 215 N. Elm, Creston, Iowa, 50801

**Phone:\*** 641-782-2119 41  
extension:

**Email:** Elizabeth.Waigand@iwd.iowa.gov

### Rehabilitation Services

**Vocational Rehabilitation Supervisor:** Leslie McCarthy

**Address:** 510 East 12th Street

**Phone:\*** 515-281-8917  
extension:

**Email:** leslie.mccarthy@iowa.gov

**Department for the Blind Supervisor:** Richard Sorey

**Address:** 524 4th St, Des Moines, IA 50309

**Phone:\*** 515-281-1334  
extension:

**Email:** Richard.sorey@blind.state.ia.us

### Adult Education and Literacy

**Adult Education and Literacy Services Coordinator:** Darla Helm

**Title:** Adult Literacy Coordinator

**Organization:** Southwestern Community College

**Address:** 1501 W. Townline Street, Creston, IA 50801  
**Phone:\*** 641-782-1497  
extension:  
**Email:** dhelm@swccciowa.edu

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## One-Stop System

**One-Stop System Center Name:** IowaWORKS, Southern Hills  
**Street Address:** 215 N. Elm Street  
**City:** Creston  
**Zip Code:** 50801  
**Phone:** 641-782-2119  
**Fax:** 641-782-7060  
**Office Hours:** M, T, TH, F 8:30-4:30, W-9-4:30  
**One-Stop Center Operator**  
**One-Stop Center Operator Name:** TBD  
**One-Stop Center Operator Title:** TBD  
**One-Stop Center Operator Organization:** TBD  
**Attach a spreadsheet of all one-stop service locations:** WDA14 Local Area One Stop System.docx

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## Fiscal Agent

**Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds:** MATURA Action Corp.

*Provide contact name as the fiscal agent.*

**Fiscal Agent Title:** MATURA Action Corp.

**Fiscal Agent Organization:** MATURA Action Corp.

*Provide the name of the associated organization.*

**Fiscal Agent DUNS:** 69616266

*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

As of 2014, Iowa Workforce Developments (IWD) Region 14s largest private industry was Manufacturing, representing 18.4 percent (4,541) of the regions total covered employment of 24,723. The regions total employment increased by 0.1 percent since 2013, while the average annual wage increased by 4.0 percent to \$33,641 for all industries. The Transportation and Utilities industry posted the largest employment percentage increase of 6.7 percent during 2014.

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

IWDs Region 14 average weekly wage for all industries was \$647 for 2014. This was an increase of 4.0 percent since 2013. The highest average weekly wage for a private sector was in Wholesale Trade averaging \$875. Between 2013 and 2014, the Finance, Insurance, and Real Estate sector reported the largest percentage increase in average weekly wage of 7.7 percent. (ref. 2015 Annual Profile, Region 14 IWD)

*Refer to question B-3.*

Sector boards are developing in workforce development area 14 and the core partners will be involved and will respond to the business needs through collaboration and coordination. Business needs will be the focus of the work of these boards so services can be aligned appropriately to fill business needs.

Information was received from businesses who are interviewed by the Business Services team. The recurring concern among those businesses is workforce issues topped by lack of supply of workers. Manufacturers in the area are willing to train their workforce, with a few exceptions like welding and maintenance, but low unemployment rates put traditional methods of filling positions into new levels in this economy of low numbers of applicants. As work continues with sector boards, additional education of businesses on other resources for finding workers will need to be developed.

This information is supported by the data collected for the Needs Assessment reports gathered in the 2015 Needs Assessment reports from IWD. It shows Nursing and Residential Care, Educational Services, Self-employed, Ambulatory Health Care, Social Assistance, Trade contractors, food services, administrative and support services, hospitals, Food and beverage stores, truck transportation, accommodation, metal manufacturing, local government, gas stations, general merchandise stores, technical services, warehousing and storage and repair and maintenance as the top growing industries in the region.

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

*Refer to question B-3.*

**Knowledge and Skills Needed**

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

The needs assessment survey identifies existing and emerging in-demand industry sectors and occupations. Health care, manufacturing, agriculture, trades, and retail are among the top in-demand in Area 14. The region 14 Needs Assessment summary shows that 20.6% of employers report that job seekers lack basic skills, 27.9% report a lack of soft skills and 30.9% report a lack of hard skills.

*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:**

[CSPuploadB-3 LMI.pdf](#)

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



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## Workforce Analysis

### Employment and Unemployment

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

Unemployment hovers around 3.4% in this region and across the majority of the state. From the latest Needs Assessments Reports completed by the state in 2015, an average of 75% of the population self identifies as being in employment and the foremost desired benefit is health/medical care. The average age of those that are unemployed is around 40 and over 80% have some education beyond high school. That same group is willing to accept \$10-11 to begin a job and is willing to commute about 30 miles to gain employment. The labor market remains tight for manufacturing sustainability let alone any potential for growth as does healthcare, agriculture, trades and retail/hospitality.

*Refer to question B-4.*

### Labor Market Trends

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

Fastest growing industries in region 14 include: nursing and residential care that expects a 19.5% increase in employment between 2012 and 2022 that equates to a total growth of 330 positions. Hospitals expect a 9.4% growth for 110 positions, ambulatory care expects an increase of 29.8% increase that equates to 170 positions for a total of 610 positions. Educational services anticipates a 6.7% increase for 210 positions in that same time frame. Trades including specialty trades, truck transportation and construction will account for 260 openings.

*Refer to question B-4.*

### Educational Skill Levels of the Workforce

The educational attainment levels of WDA14 citizens including those with barriers to employment follow:

Less than 12th grade.10%

High School Diploma..41%

Some college...22%

Associates Degree...10%

Bachelors Degree11%

Graduate Degree or higher4%

Resource: Educational Attainment Overview  
November 2015

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

*Refer to question B-4.*

### **Skill Gaps**

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

One-Stop system in region 14 can be accessed through any core partner program within the region. Multiple points of access are established, both physical and through electronic means, throughout the region. All core partners are focused on ensuring appropriate partner services are delivered and available to all eligible individuals, including eligible individuals with barriers to employment. This group includes: customers who enter the system and 11% declare disabilities who are offered additional services through IVRS or other appropriate service providers, displaced homemakers who are now responsible for their own income, older individuals (30% of new One-Stop customers) who can also be referred to SCSEP partners, ex-offenders who may need individualized career services that may include Work Experiences, On-the Job trainings, apprenticeships, job development or other services that help them bridge the connection to employment, eligible migrant and seasonal farmworkers who are introduced to the workforce system through MSFW outreach, single parents who may need partner supports available through partner and community agencies, and non-English speaking residents ranging from 2.7% to 9.9 % of the total populations in respective counties who need access to bi-lingual staff and ESL opportunities to function more productively in our communities. (references: monthly demographic reports from new One-stop center members intake and U.S. Census Quick Facts)

Part of the analysis revealed that within the fastest growing and growing high-wage occupations in the LMI report for WDA14, only one of the occupations requires a bachelors level of education: Educational Services. Also, only one of the occupations required an Associate's level of education: Registered Nurses. LPN, CNA, and truck drivers require post-secondary training/certification and the

remainder of the occupations require a high school credential or lower. Many of this section of occupations lie in manufacturing who account for a significant (14.5%) of the regions total employment.

*Refer to question B-4.*

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## **Activities Analysis**

### **Accomplishments in Past Year**

WDA14 has made significant strides in reaching out to the K-12 system

and Adult Education and Literacy (AEL) classes at Southwestern Community College to offer curriculum called Steer your Career. This curriculum includes topics that range from career planning to workplace readiness.

AEL offers HiSET orientations, distance education, and face to face classes at various locations, days, and times to accommodate student schedules and enhance student success.

ESL classes are held in various locations around area 14. Two new ESL classes were opened in areas where ESL population is high, Taylor and Montgomery counties.

Steer your Career for students and Tune your Talent for businesses were developed to address the needs of local businesses who struggle to fill openings. These initiatives were started when we realized that normal customer flow of traffic into the office was not going to fulfil the needs we were learning about from our businesses. Businesses describe workforce availability issues as the number one reason for them not to expand. Over 1200 youth were reached with at least a portion of this curriculum during the past year.

The WIA Youth team was invited to present Steer your Career to representatives from the DOL. After DOL saw the presentation locally they invited us to submit a proposal for the NAWDP conference in Chicago. The team presented this programming to 60-70 attendees who said it was the best breakout session of the entire conference.

Over 1000 employees in businesses were reached with Tune Your Talent. Employers use this curriculum to retain the workforce they currently have in place.

Implementation of the WIOA law which brings the four core partners into an even closer partnership

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

to deliver services in the region to populations who need to be brought into the pool of potential talent for business.

The four core partners group has been meeting since they attended common training last summer and meet at least monthly to work towards common goals. This group established a referral and follow up process for customers who are referred by one of the partners to another.

Monthly meetings are held with partner staff that directly interact with customers to find out which customers are participating and which ones need a follow up in efforts to keep them engaged.

Tracking is in place so we can begin to set benchmarks for future planning and continuous improvement initiatives.

Working with businesses we have developed relationships that benefit both the job seeker and business. Those relationships include on-the-job training, work experiences, career fairs, business tours, meet and greets and other events where job seekers and businesses can be put together.

Nearly 2500 adults and dislocated worker citizens registered for services at the One-Stop to be served along with other customers who had previously registered for career services.

Workshops are held in the center monthly to develop customers to be successful in their job search with good resumes, interview skills and the right skills to match jobs.

The partnership with Southwestern Community College continues as we use their training programs to help common customers find the training they need to be marketable in the area.

Vocational Rehabilitation helps our common customers overcome accessibility and accommodation issues.

Nearly 75 youth were served in case management services in the last year under WIA. Services

included were obtaining high school diplomas or equivalents, tutoring, career plans, financial assistance to complete training programs, leadership skills, work experience in work-based learning opportunities and employment.

A new referral source and partnerships were developed to assist WDA14 to reach out of school youth. Youth have the highest level of unemployment and will benefit from work-based learning opportunities as a way to enter the world of work.

WDA14 achieved the Veterans Incentive Award that is awarded to regions who go above and beyond for Veterans. Two One-Stop staff got to attend the Veterans conference in Washington D.C. as a part of the award.

IVRS held Community Conversations around the state to obtain input from stakeholders to enhance services and expand employment opportunities for customers. This resulted in some new relationships on which to build in connecting customers to employment opportunities. IowaWORKS staff participated in one of the community events in the area. Topics identified for work readiness training include; work habits, work experiences where customers can earn and learn, career pathways opportunities and job seeking strategies that include business input.

*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:**

One-Stop System Partner Contact List.docx

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

WDA 14 includes the Core Partner programs in the Workforce System One-Stop.

1. WIOA Adult
2. WIOA Dislocated Workers
3. WIOA Youth
4. Adult Basic Education
5. Wagner-Peyser employment services
6. Iowa Vocational Rehabilitation Services

Other partners include:

Community collegeSouthwestern Community College (SWCC)

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

Veterans Services

CSBG- Community Action Agency

TANF

Department for the Blind

Older worker programsSCSEP

HUD-SIRHA

Job Corp

Career Tech Education-Carl Perkins

TRADE

The WDB14 provides support and oversight of the partnership of the six core partners under WIOA legislation. Alignment of a common message



around the local labor markets needs now and in the future, minimizing or eliminating duplication of services, co-enrollments when it benefits the customer, intentional referrals and follow-up to guide customers through the WIOA partners services to education and employment goals and assisting them in overcoming barriers along the way is the focus of their work. Other partners share customers and referrals to benefit customers and businesses.

The core partners attended training together in September 2015, to gain common knowledge and expectations.

They continued to meet and develop strategies for referral, co-enrollment and coordinated service delivery to reduce or eliminate duplication of services.

The core partners coordinated services to assist customers in meeting their education/employment goals and make employment services available to all customers who enter the workforce system through any door.

Implementation of more intentional referral processes started in November 2015.

On October 29, 2015, the four core partners attended a one day training/conference on implementation, certification of One-Stops, Career Pathways, Sector partnerships and serving WIOA youth. This common source of implementation information gives the core partners a common point of reference to make plans for coordinated services.

Monthly meetings are held to allow core partner staff to have conversations about common customers so our collective services can be coordinated to benefit the customer and allow all partners access to the same information as customers navigate our different programs to reach success.

One-Stop staff takes workshops to the AEL classrooms and can register students for work as they reach the end of their education plan so they can pro-actively move forward with job search activities. AEL classrooms are available across the eight counties in Region 14. ESL classes are located in the areas with high populations of Latino customers as well as on campus. ESL classes are available to local businesses in house for local employers to improve communication for their workers. Customers are co-enrolled in multiple programs as it benefits the customer.

Meetings are held quarterly at a minimum to share information, plan services with continuous improvement and streamlining as goals so duplication is minimized/eliminated

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 14 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, are described by employers as lacking. Included in these soft skills needs, critical thinking, employers identified social skills such as basic work ethic, dependability and retention as necessary skills. Also noted by employers were a lack of occupational skills including, specific occupational knowledge and experience in particular middle-skill occupations in the areas of healthcare, welding, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.

Strategies to address the workforce needs of area employers and address gaps in services:

Strengths include:

1. Work in partnership with economic developers from the counties and cities in Region 14 to expand the knowledge of training opportunities available to new and expanding businesses.
2. Great relationships between training providers and business employers in the region.
3. Multiple means are utilized 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. Good relationships with business community in the region we can use to increase the knowledge of employers in services that can prepare them in employing people in under-utilized populations.
5. Multiple programs and partners are addressing the availability of workers trained in soft skills and include soft skills training in multiple levels.
6. Spread the information about our local labor market with all partners to develop a well understood platform about jobs and skills that are needed by local businesses to increase the availability of workers trained and certified in technical areas, including healthcare, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.
7. Active Business Services team exists to encourage and expand ways to identify businesses that can be assisted by the workforce system.
8. Active Employers Council of Iowa exists to share

information and develop relationships to build from.

Weaknesses include:

1. Lack of volume in available workforce. With unemployment at 3.4% across the state and in a rural region of 62,000 residents, a lack of available workers is most critical.

2. A wide range of the jobs identified in both the fastest growing and high wage reports only require a H.S. diploma or equivalent which is a challenge for building a credentialing plan for individuals.

Plans to address:

1. Maximize reach to available workforce through region-wide outreach and development of new relationships in the counties

2. Through sector board engagement, determine if credentialing potential exists and develop where necessary.

Workforce Development Needs of Job Seekers

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 14 shows the typical jobseeker in the region is older than the state average with a larger proportion 60 and older. The entire region is above

the state average in persons with less than a high school diploma and below the state average for individuals with a Bachelors degree. These jobseekers may need additional services to qualify for and fill the jobs available in the region.

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

1. Continue to expand marketing of available workforce products and services throughout the communities in the region. Adding access through Core partner sites within the region will be an important part of this connectivity.
2. Make a variety of IowaWORKS partner services and information available throughout the region in all partner locations.
3. Continue to work with communities to find ways to address the needs of an ever growing diversity of workforce, including veterans, ex-offenders, disabled, non-English speaking minorities, older workers, those on Temporary Assistance, and youth.
4. Make HSED/English Language Learner class information more readily available and provide referrals when needed.
5. Make information on citizenship training and the Future Ready Iowa Initiative more readily available to the jobseeker.
6. Continue to work to develop and market a greater variety and number of skill upgrade and short term training programs to jobseekers.
7. Promote the use of the National Career

Readiness Certificate as an assessment to better define job employment skills levels to the employer.

8. Promote 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 economy, economic growth and prosperity depend on the education and skills of the local 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 and address gaps in services:

1. Increase the number of participants in programs that result in a credential.
2. Increase credential attainment of these participants.
3. Develop and refer targeted populations to more

retraining opportunities in an effort that will allow them to reenter the workforce.

4. Encourage the creation of industry-recognized training programs by local approved training providers which lead to credentials.

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 A/DW/Youth, Wagner-Peyser, Vocational Rehabilitation, Adult Education and Literacy and Promise Jobs, TAA and Ticket to Work to facilitate access to workforce services and educational programs.

*Refer to question E-2.*

**Current Level of Integration and Alignment**

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

Economic Development representatives are active members of the WDA14 partner groups, are represented on the regional board and they include One-Stop staff members in meetings to coordinate ideas and services to improve relationships and education of the regions business partners. These relationships are well established and connected by the common goals of making southwest Iowa a vital, thriving region for businesses and citizens through collaborative planning and action.

Economic Development is involved in initiatives to bring K-12 into the One-Stop service design. They readily see the need to educate the regions youth about employment/career opportunities that exist all around them. The collective concern is that youth may not know about these opportunities without significant effort of Economic Development, and other One-Stop partners work to educate them through interactive methods with the K-12 system.

Collaborative efforts include career days, career fairs, career speakers, businesses in classrooms, business tours, job shadowing, work experiences and other methods to connect youth to business.

Sector Boards development is on-going and focus will be on business needs for service planning.

Career Pathways development is on-going to give job-seeker customers a vision for future work/education that will lead to more self-sustaining wages.

*Refer to question B-5.*



WDA14 is a rural region with one community college and a single One-Stop location and partners whom we have relationships already established. We work well together and continue to develop ways to coordinate services and avoid duplication.

We partner and co-enroll when it makes sense for the customer. One-Stop staff, as well as partner staff, are present in secondary classrooms to offer career options information relative to the local labor market and to offer employability skills training so they have awareness of workplace readiness skills that employers are looking for in new hires.

Students are invited to SWCC for information days and tours to get good perspective of local training options for local/state employment opportunities. One-Stop staff work with SWCC staff to present work readiness and career choice information in workshop settings in schools or at the community college.

Workplace Learning Network coordinator and Vocational Rehabilitation are attending the Steer Your Career workshops presented in schools to assist in delivery of the materials.

Partner meetings where information is discussed openly to allow service organizations including IowaWORKS and SWCC and the K-12 system to share information and plan services that align but do not duplicate.

GAP & PACE programs at SWCC are from state legislated funds that are released to the community colleges annually to be used to assist regional low-income citizens in gaining skills they can use to fill middle skills jobs. Core partners are trained in these programs and refer students to the training.

**SUPPORT SERVICES** Multiple support services are available at SWCC including: Career Services, Financial Aid, Admissions, FASFA assistance,

**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:**

tutoring and others designed to help students be successful. All partners are trained in these services so appropriate referrals can be made when needed.

*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.*

Iowa workforce delivery systems will collaborate to build a Future Ready Iowa a pipeline of skilled workers who are prepared to meet the workforce needs of Iowa current and emerging industries. In alignment with the National Governors Association Talent Pipeline vision and goals, this unified plan will ensure individuals are prepared for dynamic careers through an emphasis on lifelong learning while meeting the needs of employers. Iowa workforce delivery system will assist more Iowans to become Future Ready by attaining the new minimum of high-quality education, training, and work readiness by bringing together education, rehabilitation, workforce, and economic development resources and ensuring that all Iowans have access to an integrated and efficient workforce delivery system. Future Ready Iowans will be ready to meet the employment challenges of today and into the future so that ALL Iowans work in competitive, integrated employment settings.

**Regional Vision Statement:**

WDA14 is in tune with the Future Ready Iowa initiative and clearly sees the need to work with young people, disabled, older workers, non-English speaking, underemployed, veterans and other citizens.

The workforce system in WDA14 is part of the Governors coordinated team to meet the needs of both job seekers and customers on the front line. Services from the One-Stop center include: work-based learning opportunities for youth, STEM, outreach services to targeted populations, Skilled Iowa, Steer Your Career curriculum, Tune your Talent, One-Stop service opportunities and apprenticeship opportunities and internships.

Career Pathways will be used by One-Stop system staff and conveyed to customers as they make career decisions.

The core partnership ensures we are serving with citizens with disabilities and assisting WDA14 customers in skill development and training through

the community college system including for credit programs, Adult Basic Education, English as a Second Language, Literacy and high school equivalency completions.

#### Strategies in Place:

1. Understand business education, training, and employment needs and capture those needs in talent supply and demand planning for the region. Continue to develop collaborative efforts so all partners are working from the same point of reference for sector strategies and career pathway methodologies.
2. Encourage degree and credential completion, as needed by the regions businesses, and target resources to support attainment of high-demand credentials, degrees, certifications and skills sets valued by those businesses, including for those individuals with barriers to employment.
3. Cultivate, develop and align work-based learning opportunities including, but not limited to STEM school-business partnerships, student internships, work-experiences, on-the-job training, teacher externships and apprenticeships for individuals through public-private partnerships
4. Create a system of coordinated resources to engage, assist, and reinforce Future Ready career guidance for parents, students, educators and adults.
5. Ensure secondary students have access to high quality career and technical educational programs aligned with labor market needs, including soft-skills.
6. Promote rigorous concurrent post-secondary

enrollment opportunities in high demand career pathways, including STEM disciplines.

7. Offer One-stop system presence in high-schools to promote informational meetings about the labor market, the skills needed (including soft skills) and workplace expectations for success on the job.

8. Promote and operationalize promising financial literacy models that impact student borrowing.

9. Develop entrepreneurial connectivity and skills development.

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

IowaWORKS, Southern Hills will deliver a demand driven system that focuses on building a workforce of high skilled, high wage jobs for citizens to access the skills and training they will need to fill those jobs that will enable the businesses 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 clients 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.

On-going work with local economic development executive officers and with local businesses in tandem with Labor Market Information supplied to the board by the state resulted in WDA14 maintaining the strategic vision and goals originally set for the region in 2013.

The WDB 14 strategic vision:

All job-seekers will have a job and all businesses will have their openings filled by Future Ready individuals.

The WDB 14 goals to reach the vision:

1. Hard Skills: Develop a talent pipeline by preparing pools of talent from available workers including: K-12, disabled, disconnected youth, non-English speaking, older, basic skills deficient citizens who lack a basic high school diploma or equivalent, and other citizens who can be reached by the region 14 collective WIOA workforce system.

2. Soft Skills: Improve the skills some new workers are lacking, including basic work ethics, interviewing skills, basic academic skills, responsibility, organizational skills, analytical thinking and problem-solving, communication, teamwork, and self-esteem can be addressed in numerous ways within the One-Stop system

**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:**

including paid or unpaid work experiences for the Out-of School Youth. (See Workforce Needs Assessment: IWD Region 14 below):

3. Collaboration: Success through collaboration: The goals and vision are developed in collaboration with core partners and other partners to ensure that appropriate services are being provided, we are working with a common vision, braiding funds when possible, imparting workplace readiness and work ethic information as we go since that is a critical need for area businesses. Continue to work on relationships with new stakeholders to ensure we are working towards the same goals with a consistent message. Partner meetings that are held in the region quarterly have become the forum for this consistent message and where new layers of stakeholders come into the conversation.

WDB 14 Priorities:

1. Sector Strategies

2. Career Pathways

3. Credentialing to build skills that are marketable and stackable

Iowa AEL Program Strategic Vision

The federally-funded adult education and literacy programs administered by the Iowa Department of Education (IDOE), Division of Community Colleges, provide lifelong educational opportunities and support services to eligible participants. Programs assist adults in obtaining the knowledge and skills necessary for work, further education, family self-sufficiency, and community involvement. By improving the education and skill levels of individual Iowans, the programs enhance the competitiveness of states workforce and economy. Iowa adult

education programs help learners to:

Gain employment or better their current employment.

Obtain a high school equivalency diploma by passing the state high school equivalency assessment test.

Attain skills necessary to enter postsecondary education and training.

Exit public welfare and become self-sufficient.

Learn to speak, to read, and to write the English language.

Master basic academic skills to help their children succeed in school.

Become U.S. citizens and participate in a democratic society.

Gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

#### Iowa AEL Performance Measure Goals

Iowa annually submits performance targets to the Office of Career, Technical, and Adult Education (OCTAE) for increased student educational functioning level gains for the upcoming program year. Iowa local programs implement strategies to increase performance and meet the state targets. States annually submit outcomes of Performance Measures based on:

1. total enrollees with an initial placement assessment;
2. 12 or more hours of instruction;
3. the number of percentage of students with a post-assessment; and
4. the number and percent of students making an educational functioning level gain.

The key objectives for core services to promote accountability and transparency in investing in adult education and aligning performance accountability



(enrollment, level gains, and core outcomes) to guide strategy development, and drive continuous quality improvement are as follows:

1. Increase students participation and engagement in adult learning opportunities
2. To help participants achieve educational gains.
3. To transition participants into postsecondary education and training
4. To help participants gain and retain employment.

*Refer to question C-1.*

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

Iowa workforce delivery systems will collaborate to build a Future Ready Iowa pipeline of skilled workers who are prepared to meet the workforce needs of Iowa current and emerging industries. In alignment with the National Governors Association Talent Pipeline vision and goals, this unified plan will ensure individuals are prepared for dynamic careers through an emphasis on lifelong learning while meeting the needs of employers. Iowa workforce delivery system will assist more Iowans to become Future Ready by attaining the new minimum of high-quality education, training, and work readiness by bringing together education, rehabilitation, workforce, and economic development resources and ensuring that all Iowans have access to an integrated and efficient workforce delivery system. Future Ready Iowans will be ready to meet the employment challenges of today and into the future so that ALL Iowans work in competitive, integrated employment settings.

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

WDA14 through the plan described, aligns with the goals of the state unified plan which are:

Goals from the State Unified Plan:

Goal I: Iowa employers will have access to advanced, skilled, diverse and Future Ready workers.

Goal II: All Iowans will be provided access to a continuum of high quality education, training, and career opportunities in the nation.

Goal III: Iowa workforce delivery system will align all programs and services in an accessible, seamless and integrated manner.

One of the most significant challenges Iowa faces is a shortage of qualified workers to fill middle-skill jobs. Substantial disparities exist between the number of workers able to compete for middle-skill jobs and those struggling to find low-skill jobs. In

Iowa, 38% of available workers possess low-skills, while workers with middle-skills represent 33% of the workforce. Only 12% of available jobs seek workers with low skill-sets while numerous middle-skill jobs remain unfilled. In fact, 56% of jobs require at least mid-level skills or some training beyond high school.

By 2018, it is predicted that three out of five Iowa jobs (62%, up from 56%) are expected to require some training beyond high school.

Iowa's plan for achieving success in workforce development systems improvement to meet the needs of tomorrow's employers relies upon employer-driven policies, strong employer supports and industry-focused solutions.

WDA14 embraces the three goals of the state plan. Data is provided and reviewed/shared for understanding, businesses needs are understood and drive the service design so we can guide customers to obtain the skills they need to succeed. WDA14 partners will expand the message about the labor market today and in the future into the high schools through Tune your Talent, STEM, Entrepreneurship training, teacher externships, expanded use of work based learning, virtual outreach engagement career pathways, sector partnerships and other tools that are discovered and developed. These tools will be needed to counter the effects of a declining population in rural Iowa, the pending retirement of the baby boomer generation and the message to all of our customers about the middle skills gap.

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## **Regional Strategies**

Strategic Alignment of Resources

All career services offered through the IowaWORKS center and system are designed to meet the strategic vision and goals of the Regional Workforce Development Board. These services are reviewed regularly by the IowaWORKS WIOA core partners and WDB14 to ensure they are aligned with the goal and vision of the board.

The WDB14 provides oversight to ensure the following career services are available at the center using the following tools:

Eligibility for services

Outreach, intake, orientation

Initial assessment

Labor exchange services

Referrals to programs

Follow up on referrals

Labor market information

Performance, cost information

Supportive services information

UI information and assistance

Financial aid information

Follow-up services

Comprehensive assessment

Introduction to training options to gain skills that are marketable

Information on work-based learning options

Referrals to classroom training

**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:**

Career pathways planning

Individual employment plan

Career planning, counseling

Short-term prevocational services

Internships, work experiences

Out-of-area job search

Foreign language acquisition

Workforce preparation

Strategies:

Intentional referral systems that include follow up for people who enter the workforce system and need to learn English, basic skills, or earn a high school equivalency or overcome a disability through accommodations or other means are targeted groups for the core partners. Cross training is complete and processes in place to encourage the people we meet to overcome these barriers and enter employment. Monthly meetings are held to allow core partner staff to communicate progress about common customers and develop additional strategies to engage, re-engage or offer additional services when needed to help the customers reach their goals.

IVRS staff assigned to every high school and providing services to all students with disabilities, including career counseling on employment and training opportunities, training on work readiness and employer expectations, and on self-advocacy. Job shadows and part time work opportunities are encouraged.

IVRS staff, in collaboration with partner agencies, provides counseling to individuals with disabilities to help them make informed career decisions. Information on in demand careers and career pathways is utilized and assistance with training is provided that leads to successful employment.

IVRS provides consultation to partner agencies to ensure programs and areas are accessible. Consultation is provided to employers on disability needs to assist with recruitment and hiring of qualified individuals with disabilities and retaining valued employees.

The Adult Education and Literacy (AEL) Programs at Southwestern Community College (SWCC), provide services that focus on the following outcomes:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;

- Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the education

- development of their children and lead to sustainable improvements in the economic opportunities for their family;

- Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and

- Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English; mathematics skills; and acquiring an understanding of the American system of Government, individual freedom, and the

responsibilities of citizenship.

-AEL serves English Language Learners, those lacking a High School Equivalency Diploma, and those in need of basic reading and math skills. These services are offered in locations that are accessible to Workforce clients including within a local business with a high percentage of Latino workers.

-The Adult Education/Literacy program shares common student progress and completion information to Workforce and Promise Job staff.

-The Adult Education/Literacy Services assesses student barriers and refers students to Workforce classes, Youth Employment services, and Vocational Rehabilitation services.

-Career Ready 101 online study is offered to Adult Literacy students in preparation for the National Career Readiness Certificate assessment. The assessment is at no cost to students who are enrolled in Region 14 workforce registry and is administered at the Region 14 IowaWORKS One-Stop system at several locations convenient to job seekers.

SWCC AEL program will have students complete surveys at mid-program as well as exit surveys upon completion of HiSET testing. The survey will provide information on next steps including job, post-secondary or short term training programs. Referrals will be made accordingly.

Career Pathways information is under development and will be utilized by the WIOA system partners to give customers a vision of a future within an industry or business for education/career planning with purpose.

Tune Your Talenta set of workshops for business to



improve workers skills and improve retention

Steer Your Career-a set of workshops for students to assist in career planning and workforce readiness

Ultimately if the WDA14 system (workforce, community college, economic development, K-12, community partners and parents) continues to agree to work together to address the needs of the region through collaborative and non-duplicative programming that fulfill the Future Ready Iowa initiative, we have a strategy that has impact. Developing a skilled workforce that can move into local businesses with clearer vision on career pathways to develop skills throughout a lifetime is the overarching strategy we work towards.

*Refer to question C-2.*

**Expanded Access**

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:

One-Stop system in region 14 can be accessed through any core partner program within the region. Multiple points of access are established, both physical and through electronic means, throughout the region. All core partners are focused on ensuring appropriate partner services are delivered and available to all eligible individuals, including eligible individuals with barriers to employment. This group includes customers who enter the system and 11% declare disabilities who are offered additional services through IVRS or other appropriate service providers, displaced homemakers who are now responsible for their own income, older individuals (30% of new One-Stop customers) who can also be referred to SCSEP partners, ex-offenders who may need individualized career services that may include Work Experiences, On-the Job trainings, apprenticeships, job development or other services that help them bridge the connection to employment, eligible migrant and seasonal farmworkers who are introduced to the workforce system through MSFW outreach, single parents who may need partner supports available through partner and community agencies, non-English speaking residents ranging from 2.7% to 9.9 % of the total populations in respective counties who need access to bi-lingual staff and ESL opportunities to function more productively in our communities. (references: monthly demographic reports from new One-stop center members intake and U.S. Census Quick Facts)

New outreach sources and community partners will be developed by spreading the message that we have jobs, we need workers with the skills to fill those jobs and realities of the labor market (including soft skills).

Partner meetings are being used to communicate to current partners, partners we wish to bring to the table and other stakeholders who want to

participate.

Projects to reach out to the targeted populations include: community meet and greets, community workshops, informational meetings for citizens to learn about available jobs and the educational needs to obtain them, and others in development will help us reach out to populations that are underserved.

Sector Boards are under development and will provide inputs to this system design to ensure the products we develop in clients meets their needs as customers

Career Pathways will be developed to create a vision for careers, extending beyond attainment of the first job

*Refer to question C-4.*

**Facilitate Career Pathways and Co-Enrollment**

The Board believes that Career Pathways creates a vision and a road map on how to get from an entry level position to a higher level position and includes information about the educational, supports and experience levels needed to move up.

Customers will be given access to career pathways information to help them see the progress that can be made in wages through additional skill building and training and the pathways model will show this in a simple to understand manner for all customers to comprehend.

The Board uses information received from businesses to build the career pathways information. Products are in design that can be useful tools to demonstrate this to customers.

GAP and PACE, training and supportive service programs funded by the state are already leading us in the direction of Career Pathways so we will build off what is already completed by those programs to develop expanded information to share with customers. These programs demonstrate how to stack credentials to get to higher level positions and the corresponding wages to develop more self-sufficient citizens.

Clients are co-enrolled in multiple programs and partner services when feasible and when it adds value to the clients journey through the One-Stop system services.

IVRS has a contract with department of aging to provide an employment specialist for customers 55 and older to assist them in reaching their employment goal

IowaWORKS staff have completed classroom hours for Career Pathways and have trained one-stop staff on the format so we can begin to counsel customers on choices and vision for possibilities

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:

that exist for them along their career pathways. Youth who are enrolled in the Youth program are counseled on this currently, more will be added as the program is further fleshed out with the partners.

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

**Additional Regional Board Strategies**

The RWDB in region 14 seeks to develop other relationships and collaborative efforts that will spread the message of real-time labor market concerns as well as future needs so the region can successfully sustain and grow businesses to stabilize and grow our communities.

WDA 14 has been integrated since July of 2009.

New staff is trained in the integrated service delivery model starting on day one. Training documents exist to outline the processes and steps to learn all of the pieces needed to become fully trained.

New staff is assigned trainers/mentors to assist them along this training program. Regular meetings are held to share information about new initiatives and to reinforce established processes to ensure continuity.

Regional training includes:

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

IowaWORKS One-Stop staff attend fall and spring statewide Integrated Services meetings where state IWD staff share updates and provide clarifications to local staff and networking and interaction across regions helps to further train WIOA rules and implementation

Staff In-service days for training and team building including partners

Daily meetings to share information, set goals and share accomplishments in continuous improvement initiatives designed to reach more customers, be relevant to our customers and keep programming fresh.

Program specific training and cross-training to ensure staff know WIOA A/DW/Youth programs, Promise Jobs, IWD, IVRS, and AEL functions necessary to work in a One-Stop with common customers to make sure appropriate referrals are

made and followed up on.

One-Stop orientation and training outlines are currently being developed to help new staff get up to speed on all of the different services and functions needed inside the One-Stop as well as referral and partner information as appropriate.

Monthly meetings with AEL, IVRS and WIOA A/DW/Youth staff to discuss common customer referrals and progress

Local, state, regional and national conferences are utilized for fresh or up-to-date training on legislation and best practices

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

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

The RWDB in region 14 has been engaged in K-12 schools and this initiative is growing as they seek to fulfill the Future Ready Iowa pipeline of talent. Ultimately if the WDA14 system (workforce, community college, economic development, K-12, community partners and parents) continues to agree to work together to address the needs of the region through collaborative and non-duplicative programming that fulfill the Future Ready Iowa initiative, we have a strategy that has impact. Developing a skilled workforce that can move into local businesses with clearer vision on career pathways to develop skills throughout a lifetime is the overarching strategy we work towards.

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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:

The core partners of region 14 are working together in meaningful ways through monthly meetings, partner meetings and shared events to keep communication open and activities aligned without duplication. Collaboration around common customers is developing and has already shown promise to keep participants engaged with the workforce system while they work towards goals of employment and self-sufficiency. Collaboration will continue as we further develop sector strategies and career pathways information that can benefit our common customers as well.

*Refer to question E-10.*

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## Assessment for Continuous Improvement

Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT



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

The state provides reports of performance data quarterly for information and progress towards goals. Individual enrollments that are case managed are kept in reports/spreadsheets of WIOA A/DW/Youth staff through the data entry system and additional spreadsheets to encourage the best outcomes possible.

Staffings are held as frequently as needed to pull in additional resources when barriers are encountered that can deter a positive outcome.

Due diligence through assessment is performed prior to enrollment to gauge customer intent and determination to reach their employment goals so staff have planned positive outcomes for customers.

As customers succeed or fail, staff use information gained to improve service design and delivery for future enrollments to improve changes for positive performance.

Partners are included as appropriate so the entire system can use this information for continuous improvement policies and processes.

Region 14 One-Stop staff will also provide the WDB14 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.

*Refer to question C-13.*

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## Implementation of Strategies

Regional Workforce Development Board

**IowaWORKS, Southern Hills is the one stop center location**

**215 N. Elm**

**Creston, Iowa, 50801**

**641-782-2119; fax number is 641-782-7060.**

**Office hours are 8:30-4:30 Monday, Tuesday, Thursday and Friday and 9:00-4:30 on Wednesday.**

**Co-located partners include:**

**Workforce Innovation and Opportunity Act Title I**

**Wagner Peyser**

**Unemployment Insurance**

**PROMISE JOBS**

**Iowa Vocational Rehabilitation Services**

**Veterans Services**

**Re-employment Services**

**Vocational Rehabilitation Services : Main office**

**IVRS**

**1501 W. Townline St.**

**Creston, Iowa 50801**

**641-782-8538**

**Services are available in the eight counties of region 14. Locations for service can be accessed by calling 641-782-8538**

**Adult Basic Education: Main office**

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

**Southwestern Community College**

**1201 W. Townline St.**

**Creston, Iowa 50801**

**641-782-1497**

**Additional locations can be accessed by calling  
ABE office 641-782-1497.**

**In addition, IowaWORKS Virtual Access is available through the Iowa Workforce Development web link <https://www.iowaworkforcedevelopment.gov/>. Within this web link customers can use any computer to access: unemployment claim information, Iowa jobs database, resume development assistance, labor market information, eligible training providers, information about One-Stop locations, information specific to Iowa's veterans and their families, workforce data and trends, and job posting assistance for Iowa's employers.**

**WIOA title I Adult, Dislocated Worker and Youth programs and the Wagner-Peyser programs use a common intake system to share information about common customers and this information is 100% viewable to all WIOA A/DW/Youth and WP staff.**

**Customers who receive services under any of these programs are kept active through the system either through their own use of the system under [lowajobs.org](http://lowajobs.org) or through One-Stop staff data entry that is completed during or after visits to the center or with staff in the field.**

**Vocational Rehabilitation has access to the system as well so they can see what common clients are doing within center activities and**

services; however Title I staff cannot see VR information that is proprietary.

Promise Jobs staff at the One-Stop can also see 100% of the information about services and activities of One-Stop common customers, however Title I and VR staff cannot see Promise Jobs proprietary information in the same system (at this time).

A new database is scheduled to be rolled out by IWD in 2016. This new system allows increased accessibility for customers needs and it has security enhancements to reduce fraud. The One-Stop will transition to that system as it rolls out. Staff training is currently underway and will be increased as it goes live across the state.

Through the One Stop centers, adults and dislocated workers can expect the following array of service options:

All means all in WDA14 so all customers who enter through the one-stop office can access Career Services

Eligibility determination for additional, more in-depth Individualized Career services is available.

Outreach, intake and orientation to the information and other services accessible beyond the One-Stop but within the workforce System.

Initial assessment of skill levels (including literacy, numeracy and English language proficiency, aptitudes, abilities (including skills gaps), and supportive services needs

Labor exchange services including: Job search and placement assistance

**Career counseling including: information on in-demand industry sectors and occupations, non-traditional job opportunities**

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

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

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

**Performance and accountability information**

**Costs for eligible training providers**

**Eligible providers for youth activities**

**Adult Education providers and instructors**

**Career and Tech Education providers**

**Activities available to school dropouts**

**Providers of vocational rehabilitation services**

**Availability of supportive services including child care, child support, medical or child health assistance , benefits under Supplemental nutrition established under Food and Nutrition Act of 2008, assistance through the Earned Income Tax credit, state programs under temporary assistance for needy families (TANF/Promise Jobs)**

**Other supportive services in the local area**

**Referrals to services and assistance as appropriate for example: Vocational Rehabilitation, Adult Basic Ed, counseling, food support, etc.**

**Information and assistance in filing unemployment insurance claims**

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

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

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

**Group counseling, individual counseling, career planning**

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

**Internships and work experiences linked to careers**

**Workforce preparation activities**

**Financial literacy services**

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

**English language acquisition**

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

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

**The career services described shall be provided through the One-Stop delivery system, either directly through One-Stop operators or through contracts with public, private for-profit, and private nonprofit service providers approved by the local board**

**In 2015, the state offered WDB14 the option of moving to the new board design that is suggested in WIOA legislation or keeping the current board construction.**

**The WDB14 chose to keep the current board construction, but to also plan to move to the new design as WIOA law is implemented over the following two years.**

**As a first step, the board now includes ex-**

**officio members from Economic Development, Vocational Rehabilitation and Wagner-Peyser who can be moved into board positions in the next phase of board construction. AEL staff have been invited to apply for an ex-officio position during this transition.**

**The introduction of Career Pathways and sector meetings will be included under WIOA implementation to grow the knowledge of the board members in these areas and give them a more comprehensive background in the local labor market. Will build off of GAP programs that have already started to implement this idea.**

*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**



Since WDA14 has been integrated since July 2009, the unemployment insurance programs are already well integrated into the One-Stop center.

Customers who come to the center or call in for assistance are assisted with the unemployment insurance program and offered appropriate service to attend to their question or need.

Services include: assistance in filing claims, questions about claims that are answered locally or through the service center and one-on-one appointments with staff that can answer specific questions or handle tougher claims.

All center staff (including unemployment insurance, Wagner-Peyser and WIOA A/DW/Youth staff are trained to help with basic information so customers can get their claims filed as well as how to guide customers to other resources they need to get their unemployment benefits. This streamlines seamless services to the customer.

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

In the integrated center in WDA 14 the customer flow is handled by both Wagner-Peyser and WIOA A/DW/Youth programs staff for seamless services to clients as follows:

**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**

**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. WDA 14 has been integrated since July of 2009. Integration put Wagner-Peyser staff and WIOA Adult/Dislocated Worker and Youth staff into cooperative teams to serve common customers so the customer would never know that more than one program had actually delivered their service(s) during the visit to the One-Stop office.**

**Community partners of the One-Stop system have been in place but more scripted cooperation has been implemented under WIOA law with the Adult Education and Literacy and Vocational Rehabilitation programs.**

**This has resulted in more intentional referrals into High School Equivalency training and Voc. Rehab services with follow up built into the**

**process so those customers who need those services can be tracked, hopefully leading to more successful completions.**

**One-Stop system partners are engaged and at the table to understand each others services to appropriate referrals are made.**

**Iowa legislated programs for middle skills training called GAP and PACE are also partners to the programming. These are state funds that can make skills training available at no cost to our citizens and all of those training programs are directly linked to local labor market needs.**

**Through ongoing communication and meetings to coordinate services, duplication is eliminated when we know a partner already covers it.**

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

The WIOA law implementation in Iowa included a common training day for WIOA A/DW/Youth, Wagner-Peyser, Adult Basic Education and Vocational Rehabilitation where we could all hear the information from the same trainer and get the same resources and process guide to work from.

AEL coordinator provides referrals to workforce services from student database in the 18 to 24 age range.

AEL students will complete surveys at mid-program as well as exit surveys upon completion of HiSET testing to provide information on next steps including job, post-secondary or short term training programs. Referrals will be made when needed.

WIOA Adults who need high school completion are referred to AEL

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

IWD staff comes to AEL classes once a month to provide employability skill training, Steer Your Career, and an opportunity for students to sign up for IWD services.

Core partner meetings began after trainings and are on-going as we move through the implementation of WIOA law.

Cross training of staff has been accomplished and additional sessions will be inserted as needed for new staff, refresher or Q&A.

Discussions have occurred at the state level regarding a common data sharing program, but this will be a long-term project.

Local VR staff has access to the IWorks data system.

Employer information is shared among the programs so we all know the current and planned needs of local businesses as we create programming for the One-Stop system so duplication is avoided and work is shared where possible.

**AEL and IVRS staff attends skills development meetings at least monthly to coordinate services and discuss common customers.**

**Joint IWD/WIOA A/DW/Youth In-Service trainings are held annually.**

**Co-conference annually to continue to share ideas for programming.**

**Cross-training as needed for new staff and as refreshers so staff have the information they need to market services of a partner as effectively as their own. This seamless service design has maximum effectiveness on a customer who needs multiple service providers to reach success and to avoid duplication of efforts.**

*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 WIOA law implementation in Iowa included a common training day for WIOA A/DW/Youth, Wagner-Peyser, Adult Basic Education and Vocational Rehabilitation where we could all hear the information from the same trainer and get the same resources and process guide to work from.

AEL coordinator provides referrals to workforce services from student database in the 18 to 24 age range

WIOA Adults who need high school completion are referred to AEL

Meetings started the very next week and are on-going as we move through the implementation of WIOA law.

Cross training of staff has been accomplished and additional sessions will be inserted as needed for new staff, refresher or Q&A.

Discussions have occurred at the state level regarding a common data sharing program, but this will be a long-term project.

Local VR staff has access to the IWorks data system.

Employer information is shared among the programs so we all know the current and planned needs of local businesses as we create programming for the One-Stop system so duplication is avoided and work is shared where possible.

AEL and IVRS staff attends skills development meetings at least monthly to coordinate services and discuss common customers.

Joint IWD/WIOA A/DW/Youth In-Service trainings are held annually.

Co-conference annually to continue to share ideas for programming

Four core partners (WIOA A/DW/Youth, AEL, IVRS and IWD) have committed to on-going

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

**collaboration to develop additional efficiencies and eliminate duplication where possible while making service delivery seamless to our customers.**

**Vocational Rehabilitation customers become customers of the One-Stop upon introduction by the VR staff so they understand what services are available outside of rehabilitation services and how they can benefit from these services.**

**Cooperative Agreements in place:**

**IVRS has an ex-officio placement on the WDB in region 14**

**IWD has an ex-officio placement on the WDB in region 14**

**Note: AEL staff has been invited to ex-officio placement on the WDB in region 14**

**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 cross training staff, the common referral process, and developing a system that promotes collaboration, prevents duplication of services and ensures ongoing communication between partners.**

**IVRS will provide training to partner agencies on IVRS eligibility and services, including IVRS Continuum of Services Model. This will ensure**



**referral to IVRS for individuals with disabilities who require more intensive services than are typically available through partner agencies.**

**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 as a representative on disability issues, sharing expertise in a collaborative method with 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 as appropriate. 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.*

Reference: 2015 Region 14 Annual Profile

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 14 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, are described by employers as lacking. Included in these soft skills needs, critical thinking, employers identified social skills such as basic work ethic, dependability and retention as necessary skills. Also noted by employers were a lack of occupational skills including, specific occupational knowledge and experience in particular middle-skill occupations in the areas of healthcare, welding, 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**:

Strategies to address the workforce needs of area employers and address gaps in services:

Strengths include:

1. Work in partnership with economic developers from the counties and cities in Region 14 to expand the knowledge of training opportunities available to new and expanding businesses.
2. Great relationships between training providers and business employers in the region.
3. Multiple means are utilized 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. Good relationships with business community in the region we can use to increase the knowledge of employers in services that can prepare them in employing people in under-utilized populations.

5. Multiple programs and partners are addressing the availability of workers trained in soft skills and include soft skills training in multiple levels.

6. Spread the information about our local labor market with all partners to develop a well understood platform about jobs and skills that are needed by local businesses to increase the availability of workers trained and certified in technical areas, including healthcare, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.

7. Active Business Services team exists to encourage and expand ways to identify businesses that can be assisted by the workforce system.

8. Active Employers Council of Iowa exists to share information and develop relationships to build from.

**Weaknesses include:**

1. Lack of volume in available workforce. With

unemployment at 3.4% across the state and in a rural region of 62,000 residents, a lack of available workers is most critical.

2. A wide range of the jobs identified in both the fastest growing and high wage reports only require a H.S. diploma or equivalent which is a challenge for building a credentialing plan for individuals.

**Plans to address:**

1. Maximize reach to available workforce through region-wide outreach and development of new relationships in the counties
2. Through sector board engagement, determine if credentialing potential exists and develop where necessary.

**Workforce Development Needs of Job Seekers**

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 14 shows the typical jobseeker in the region is older than the state average with a larger proportion 60 and older. The entire region is above the state average in persons with less than a high school diploma and below the state average for individuals with

**a Bachelors degree. These jobseekers may need additional services to qualify for and fill the jobs available in the region.**

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

- 1. Continue to expand marketing of available workforce products and services throughout the communities in the region. Adding access through Core partner sites within the region will be an important part of this connectivity.**
- 2. Make a variety of IowaWORKS partner services and information available throughout the region in all partner locations.**
- 3. Continue to work with communities to find ways to address the needs of an ever growing diversity of workforce, including veterans, ex-offenders, 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 Future Ready Iowa Initiative more readily available to the jobseeker.**
- 6. Continue to work to develop and market a greater variety and number of skill upgrade and short term training programs to jobseekers.**
- 7. Promote the use of the National Career Readiness Certificate as an assessment to better define job employment skills levels to the employer.**

**8. Promote 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 economy, economic growth and prosperity depend on the education and skills of the local 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 and address gaps in services:**

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

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

- 3. Develop and refer targeted populations to more retraining opportunities in an effort that will allow them to reenter the workforce.**
- 4. Encourage the creation of industry-recognized training programs by local approved training providers which lead to credentials.**
- 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 A/DW/Youth, Wagner-Peyser, Vocational Rehabilitation, Adult Education and Literacy and Promise Jobs, TAA and Ticket to Work to facilitate access to workforce services and educational programs.**

**Adults and Dislocated workers are advised of the growing industries by employment and they include: nursing and residential care, education, social services, food service, administrative, transportation. (reference: Region 14 annual profile 2015.**

**Integrated Service Delivery Products and Services Available:**

**Determination of eligibility for WIOA Title I Programs (A/DW/Youth)**

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

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

**Application, resume and interviewing assistance and workshops for learning.**

**Workshops that include soft skills topics such as how to work with different personalities and generations, leadership, communication, social media usage and more.**

**Information about training options including adult basic education, college programs, certificate training, and other credentials that are transferable and stackable.**

**Access to partner services such as vocational rehabilitation, adult education and literacy, post-secondary training, apprenticeships and short term credentials.**

**Access to partner and community assistance such as food support, financial supports such as DHS services and others.**

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

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

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

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



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

**Delivery system performance information;**

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

**Assistance regarding filing claims for unemployment compensation**

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

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

**Internet browsing (job information and training searches);**

**Internet accounts;**

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

**Region 14 has a fully integrated One-Stop center located in Creston, Iowa.**

**In integrated Centers, all eligible (through self-attestation and verification of age) members will have the opportunity to participate in service strategies developed using basic career services.**

**Individualized Career Services offered in the One-Stop center and on itinerant basis in each county as needed include:**

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

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

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

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

**National Career Readiness testing and certification (NCRC)**

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

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

**Leadership Development**

**Individual counseling and career planning**

**Service management for participants seeking training services**

**Short-term prevocational services, including**

**development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training**

**Short Term Skill Upgrading**

**Internships**

**Work-Based Learning Opportunities**

**Training services offered at the One-Stop center and on an itinerant and as needed basis in other locations in the counties:**

**Occupational skills training, including training for nontraditional employment;**

**Programs that combine workplace training with related instruction, which may include cooperative education programs;**

**Training programs operated by the private sector;**

**Retraining;**

**Entrepreneurial training;**

**Customized training; and**

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

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

**Customized Training (CUS);**

**Entrepreneurial Training (ENT);**

**Institutional Skill Training (IST);**

**On-the-Job Training (OJT);**

**Remedial and Basic Skill Training (RBS); and**

**Secondary Education Certificate (SEC).**

**Additional services which may be offered within the region include:**

**Enhanced resume development**

**Job Description development**

**Extensive employee/potential employee testing**

**Corporate Mentoring**

**Workshops for employers--Tune Your Talent--  
(topics such as employee retention)**

**Work site employee development programs  
(such as team building)**

**Expanded employee workshops for individual  
employers**

**All IowaWORKS One-Stop system partners agree to utilize a common method to refer customers among the partners. The common intake/service management system will be used by those partners providing services under the Workforce Innovation and Opportunity Act. If**

**the common intake/service management system cannot be used, referrals will be made between partners in a timely manner and a follow-up contact will be made with the customer to ensure service was provided. The WIOA Core Partners are responsible for conducting the overall service management to ensure that all customers referred for services are receiving needed services and to determine if further follow up is needed.**

**Customers, including employers, may be served by any IowaWORKS staff and through internet services. Those services include:**

**Job search and placement services for job seekers, including counseling, testing, occupational and labor market information, assessment, and referral to employers.**

**Appropriate recruitment services and special technical services for employers.**

**Providing services for workers who have received notice of permanent layoff or impending layoff.**

**Labor market and occupational information.**

**Adults and dislocated workers will be served by IowaWORKS staff at the primary One-Stop Center in Creston as well as through multiple access points within the system. In addition, itinerant services will be provided as needed. WIOA Partner services are further described in the Memorandum of Understanding.**

*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 programs referenced below are available through multiple partners within the region and include but not limited to WIOA A/DW/Youth, 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 14 to support the required youth services available:

**Entrepreneurial Training (ENT);**

**Job Search and Placement Activities (JSP);**

**Pre-Employment Training (PET); and**

**Skill Upgrading (SUG)**

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

**Support Services** are those services that are necessary to enable a youth to participate in activities authorized under WIOA A/DW/Youth. The following types of support services are available in Region 14 or youth.

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

**Dependent Care**

**Counseling**

**Healthcare**

**Miscellaneous services**

**Transportation**

Given limited WIOA A/DW/Youth 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 A/DW/Youth funding in Region 14, 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 Region 14 Standing Youth Committee identified the following potential gaps in services within the region. Through review of information received from local businesses and from Labor Market Information produced by the state through surveys of businesses, these gaps were found lacking:**

**basic work ethics, interviewing skills, basic academic skills, responsibility, organizational skills, computer skills, critical thinking**

**Steer Your Career program has been designed to address these issues and continued collaboration with other partners is on-going so more service providers (including K-12) are knowledgeable about the gaps in youth work readiness**

**Youth not enrolled in high school needing English as a second language will be referred to programs such as that offered by adult education and literacy programs. The following programs are made available to youth within Region 14 and are made available through outreach, referrals and partnerships with AEL, Vocational Rehabilitation and businesses:**

- 1. Tutoring, study skills training, dropout prevention strategies (RBS) (SEC)**
- 2. Alternative secondary school services or dropout recovery services (SEC)**
- 3. Experiential Learning Paid and unpaid work experiences that have as a component, academic and occupational education, which**



**may include:**

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

**(vi) Pre- apprenticeship programs (PRE)**

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

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

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

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

**6. Leadership development opportunities (LDS)**

**7. Supportive services**

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

**9. Follow Up Services (PPS)**

**10. Comprehensive guidance and counseling (G&C)**

**11. Financial Literacy education (FIN)**

**12. Entrepreneurial skills training (ENT)**

**13. Services that provide labor market and employment information about in-demand**

**industry sectors or occupations available within the local area (JSP)**

**14. Activities that help youth prepare for and transition to postsecondary education and training (WEP), (MEN) (SEC)**

**WIOA Youth Program Elements in Region 14**

**In order to support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education and career readiness for participants, the WIOA Youth Program shall provide elements consisting of the following:**

**The following denotes whether the required WIOA Program Element will be WIOA funded by the Local Area, provided by referral or both.**

**Program Elements WIOA**

**Funded Referral**

**(specify Provider)**

**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. Adult,**

**Dislocated Worker, Youth SWCC**

**Voc. Rehab**

**Wagner-Peyser**

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

**Adult,**

**Dislocated Worker, Youth K-12**

**SWCC**

**Voc. Rehab**

**Wagner-Peyser**

**3. Paid or unpaid work experiences that have as a component academic and occupational education, which may include: a) summer employment opportunities and other employment opportunities available throughout the school year; b) pre-apprenticeship programs; c) internships and job shadowing; and d) on-the-job training opportunities. Adult,**

**Dislocated Worker, Youth SWCC**

**Voc. Rehab**

**Wagner-Peyser**

**4. Occupational skills training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved. Adult,**

**Dislocated Worker, Youth SWCC**

**Voc. Rehab**

**Wagner-Peyser**

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

**Dislocated Worker, Youth SWCC**

**Voc. Rehab**

**Wagner-Peyser**

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

**Dislocated Worker, Youth SWCC**

**Voc. Rehab**

**Wagner-Peyser**

**7. Supportive Services**

**Adult,**

**Dislocated Worker, Youth SWCC**

**Voc. Rehab**

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

**Dislocated Worker, Youth**

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

**Dislocated Worker, Youth SWCC**

**Voc. Rehab**

**10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate. Adult,**

**Dislocated Worker, Youth SWCC**

**Voc. Rehab**

**Wagner-Peyser**

**11. Financial Literacy education.**

**Adult,**

**Dislocated Worker, Youth SWCC**

**Voc. Rehab**

**Wagner-Peyser**

**12. Entrepreneurial skills training.**

**Adult,**

**Dislocated Worker, Youth SWCC**

**Voc. Rehab**

**Wagner-Peyser**

**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. Adult,**

**Dislocated Worker, Youth SWCC**

**Voc. Rehab**

**Wagner-Peyser**

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

**Dislocated Worker, Youth SWCC**

**Voc. Rehab**

**Wagner-Peyser**

**Note: WIOA requires a focus on work-based learning opportunities for youth so enrollments and expenditures are targeted to out-of school youth and INT, SHW, OJT and apprenticeship opportunities for work/earn options to get youth into work environments for hands-on-learning.**

**The above-referenced programs are available through multiple partners within the region and include but not limited to WIOA A/DW/Youth, 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 14 to support the required youth services available:**

**Entrepreneurial Training (ENT);**

**Job Search and Placement Activities (JSP);**

**Pre-Employment Training (PET); and**

**Skill Upgrading (SUG)**

**Support Services are those services that are necessary to enable a youth to participate in activities authorized under WIOA A/DW/Youth. The following types of support services are available in Region 14 or youth.**

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

**Dependent Care**

**Counseling**

**Healthcare**

**Miscellaneous services**

**Transportation**

**Given limited WIOA A/DW/Youth 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 A/DW/Youth funding in Region 14, 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 Region 14 Standing Youth Committee identified the following potential gaps in services within the region. Through review of information received from local businesses and from Labor Market Information produced by the state through surveys of businesses, these gaps were found lacking:**

**basic work ethics, interviewing skills, basic academic skills, responsibility, organizational skills, computer skills, critical thinking**

**Steer Your Career program has been designed to address these issues and continued collaboration with other partners is on-going so**

**more service providers (including K-12) are knowledgeable about the gaps in youth work readiness**

**Youth not enrolled in high school needing English as a second language will be referred to programs such as that offered by adult education and literacy programs.**

**Successful models of work experiences and on-the-job training activities are already emerging as young people take their first steps in a work environment and receive training and guidance on how to be successful employees from soft-skills to hard skills that are transferable to new opportunities.**

**Career Pathways guidance is also included in the programming for WDA14.**

**With the involvement of the Youth Standing Committee and all WIOA core partner programs, a plan to coordinate youth services within the region will be developed and expanded upon to include opportunities for youth to become aware of and access various career services provided by the partners. Partnership and coordination of services has long been a priority of the region and will continue to be enhanced under WIOA.**

**Co-enrollment of iJAG students is on-going. Career Services are taken into the classrooms and students are brought into the One-Stop for tours and overview of services.**

**AEL, VR, W-P and Youth programs under WIOA have an established referral system and follow-up plan to stay engaged with common customers and provide services intended to keep them in services until completion if at all**



possible through these efforts.

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

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

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

**Out-Of-School Youth:**

- A. An individual who is not attending any school (as defined under State law);
- B. An individual who is not younger than age 16 or older than age 24; and
- C. One or more of the following:
  - 1. A school dropout.
  - 2. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
  - 3. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is
    - a. basic skills deficient; or
    - b. an English language learner.
  - 4. An individual who is subject to the juvenile or adult justice system.
  - 5. A homeless individual (see homeless individual in Definitions section for complete definition), a homeless child or youth (see homeless child or youth in Definitions section

for complete definition), a runaway, in foster care or has aged out of the foster care system, a child who is likely to remain in foster care until 18 years of age, or in an out-of-home placement.

6. An individual who is pregnant or parenting.

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

8. A low-income individual or an individual living in a high-poverty area, who requires additional assistance to enter or complete an educational program or to secure or hold employment.

**\*Low-income requirements apply to the above:**

**(3) A recipient of a secondary school diploma or its**

**recognized equivalent who is basic skills deficient or an English language learner and (8) an individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.**

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

**1. Migrant Youth**

**2. Incarcerated Parent**

**3. Behavior Problems at School**

**4. Family Illiteracy Problems**

**5. Domestic Violence**

**6. Substance Abuse**

**7. Chronic Health Conditions**

**8. One or more grade levels below appropriate for age**

**9. Cultural-cultural influences that maybe a hindrance to employment**

**10. Native American**

**11. Refugee**

**12. Locally defined additional assistance Note: Under the WIOA Youth program, local areas may define additional criterion for a youth who requires additional assistance to complete an**

educational program or to secure and hold employment" however under WIOA law local areas may no longer define local barriers.

**In-School Youth:**

- 1. An individual who is attending school, including secondary and post-secondary school (as defined by State law);**
- 2. An individual who is not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21;**
- 3. A low-income individual or an individual living in a high poverty area; and**
- 4. One or more of the following:**
  - a. Basic skills deficient.**
  - b. An English language learner.**
  - c. An offender.**
  - d. A homeless individual (see homeless individual in Definitions section for complete definition), a homeless child or youth (see homeless child or youth in Definitions section for complete definition), a runaway, in foster care or has aged out of the foster care system, a child who is likely to remain in foster care until 18 years of age, or in an out-of-home placement.**
  - e. Pregnant or parenting.**
  - f. A youth who is an individual with a disability.**
  - g. \* An individual who requires additional assistance to complete an educational program or to secure or hold employment.**

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

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

- 1. Migrant Youth**
- 2. Incarcerated Parent**
- 3. Behavior Problems at School**
- 4. Family Illiteracy Problems**
- 5. Domestic Violence**
- 6. Substance**
- 7. Chronic Health Conditions**
- 8. One or more grade levels below appropriate for age**
- 9. Cultural-cultural influences that maybe a hindrance to employment**
- 10. Native American**
- 11. Refugee**
- 12. Locally defined additional assistance Under WIOA, local areas may define additional criterion for a youth who requires additional assistance to complete an educational program or to secure and hold employment" however under WIOA law local areas may no longer define local barriers.**

**NOTE: Homeschooled youth are considered in-school youth.**

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

**Low-income exception: Up to 5% of total youth enrolled in the youth program do not have to meet the minimum income criteria if they meet all other eligibility criteria. Calculation is based on all youth served within the given program year. Documentation for this exception must be maintained by the youth Service Provider.**

**At a minimum, 75% of the WIOA Youth funds available to a region for youth programs must be used to provide services to out-of-school youth. This requirement will be considered met if at least 75% of the Youth Program services expenditures are for out-of-school youth. To assist in the transition to WIOA law, local**

**regions will need to meet the following minimum OSY expenditure through the transition: Year 1=50%, Year 2=75%. In subsequent years, 75 percent expenditure rate for OSY must be maintained.**

**The region will utilize the following safeguards to ensure eligible individuals are enrolled into WIOA Youth program.**

**All Youth Staff utilize a Youth Eligibility Checklist to ensure all required elements are addressed**

**The WIOA A/DW/Youth Director reviews and signs off on each enrollment**

**The WIOA A/DW/Youth Director does a 10% random sample, monitoring of all youth files**

**The Region is monitored both fiscally and programmatically by the State twice a year**

**Service Provider audit completed annually which includes eligibility for WIOA A/DW/Youth programs**

*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.*

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

Dept. for the Blind staff are invited and attend WDA 14 partner meetings so are active members of our collaborative partner group. WDA14 will invite the Department for the Blind to the region 14 workforce system for review of current assistance available and to recommend other technologies or assistance that could be implemented. All means all in WDA14 so all customers who enter through the one-stop office can access Career Services. Advice is welcomed on how to better prepare to deliver services .

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

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## **Integrated Customer Service**

**WDA 14 includes the Core Partner programs in the Workforce System One-Stop.**

**1. WIOA Adult (A)**

**2. WIOA Dislocated Workers (DW)**

**3. WIOA Youth (Y)**

**4. Adult Basic Education and Literacy**

**5. Wagner-Peyser employment services/Unemployment Services**

**6. Iowa Vocational Rehabilitation Services**

**Other partners include:**

**Community college-Southwestern Community College (SWCC)**

**Veterans Services**

**CSBG- Community Action Agencies**

**TANF**

**Department for the Blind**

**Older worker programsSCSEP**

**HUD-SIRHA**

**Job Corp**

**Career Tech Education-Carl Perkins**

**TRADE**

**The WDB14 provides guidance, support and oversight of the partnership of the six core**

**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.**



partners under WIOA where services align and intersect. Alignment of a common message around the local labor markets needs now and in the future, minimizing or eliminating duplication of services, co-enrollments when it benefits the customer, intentional referrals and follow-up to guide customers through the WIOA partners services to education and employment goals and assisting them in overcoming barriers along the way is the focus of their work. Other partners share customers and referrals to benefit customers and businesses. Future projects include:

service mapping across the partners to understand services offered and eliminate or reduce overlap and repetition

Business services coordination across partners to avoid duplication of effort and shared information for business perspective.

WDA14 demonstrates customer-centered service design through effective integrated service delivery that is efficient and effective to handle all customers who seek out services. Services begin with an intake/interview/assessment to ensure the customer gets quick access to the services they originally sought out plus information about additional services they may not be aware of or have not considered. When more in-depth services are indicated: Eligibility determination for additional, more in-depth Individualized Career services is available.

Outreach, intake and orientation to the information and other services accessible beyond the One-Stop but within the workforce System.

**Initial assessment of skill levels (including literacy, numeracy and English language proficiency, aptitudes, abilities (including skills gaps), and supportive services needs**

**Labor exchange services including: Job search and placement assistance**

**Career counseling including: information on in-demand industry sectors and occupations, non-traditional job opportunities**

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

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

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

**Costs for eligible training providers**

**Eligible providers for youth activities**

**Adult Education providers**

**Career and Tech Education providers**

**Activities available to school dropouts**

**Providers of vocational rehabilitation services**

**Availability of supportive services including**

**child care, child support, medical or child health assistance , benefits under Supplemental nutrition established under Food and Nutrition Act of 2008, assistance through the Earned Income Tax credit, state programs under temporary assistance for needy families (TANF/Promise Jobs)**

**Other supportive services in the local area**

**Referrals to services and assistance as appropriate for example: Vocational Rehabilitation, Adult Basic Ed, counseling, food support, etc.**

**Information and assistance in filing unemployment insurance claims**

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

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

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

**Group counseling, individual counseling, career planning**

**Short-term prevocational services including development of learning skills, communication**

**skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training**

**Internships and work experiences linked to careers**

**Workforce preparation activities**

**Financial literacy services**

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

**English language acquisition**

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

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

**The career services described above shall be provided through the One-Stop delivery system, either directly through One-Stop operators or through contracts with public, private for-profit, and private nonprofit service providers approved by the local board**

**Supportive services are available through Title I A/DW/Youth programming, as well as through core partners, CBOs and other community**

**partners.**

*Refer to question D-14.*

**Persons with disabilities:**

**o Region 14 has approximately 11% of their customers who access services through the one-stop center that self-declare a disability. This is obtained through a common intake system where customers can self-attest to a disability or they may share that they have a disability during their interaction with skills team staff. Customers can also enter the workforce system through Vocational Rehabilitations services, or Adult Basic Education. Where ever the customer enters the system, the staff who works with the customer can make a referral to services when appropriate with the intention of helping them overcome any obstacles between them and a job opportunity. Planning meetings between Wagner/Peyser, WIOA A/DW/Youth, AEL and VR core partners started with the implementation of WIOA law. Planning meetings are monthly and staff meetings where discussion about common customers and their service planning will take place monthly as well.**

**o One-stop center serves people with disabilities referring those as appropriate who need IVRS level of services.**

**o Services to the individual continue at the One-Stop even though Vocational Rehabilitation may begin providing services**

**o Monthly meetings are held with core partner staff to stay on top of co-enrolled customers, share information and determine additional services.**

**Returning veterans and skilled military retirees:**

**o All staff who interacts with customers must**

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

**offer veterans the services and connections they need to land jobs in the region. Staff provides assistance in making connections to employers, provide assistance in making their resumes ready for local employers and help them prepare to interview successfully. They have full access to partner resources through the One-Stop system as additional assistance is recognized as being vital to their success, so access to training or vocational rehabilitation services and any other services are available to them. One-Stop staff refers veterans to veterans representatives in adjacent regions so veterans can access those more intensive services as needed.**

**WDA14 is committed to serving veterans who seek connections to our area businesses.**

**Services provided to veterans include: assist in job search; communicate hot jobs in the region; develop job interviewing and resume writing skills; guidance and support in training programs including Adult, Dislocated Worker and Youth.**

**Provide information on how to monitor job listings from federal agencies and federal contractors to ensure veterans get priority service in referral to these jobs.**

**Referral to a DVOP for more intensive services to meet the employment needs of eligible veterans. These services provide veterans with the necessary information needed to find suitable employment to transition from the military to the civilian workforce.**

**WDA14 uses conversion tools such as ONET to help staff convert military language into civilian terms that local employers can use to assess skills appropriate to their needs.**

**The One-Stop office staff has relationships with local veterans services offices and ESGR**

representatives.

The One-Stop supported Home Base Iowa initiatives in the region. There are two Home Base Iowa counties in the region. Information is given to veterans about the two Home Base Iowa counties as well as other opportunities in the region. Veterans and their families are served by One-Stop staff and are referred to DVOP if needed.

Southwestern evaluates military transcripts to award college credit for experiences and military coursework. In addition, we have a Credit for Prior Learning policy that would assist someone with military experience in auto-mechanics to earn credit for a comparable course at SWCC. Programs have been approved by the Veterans and Military Education Unit of the Iowa Department of Education for veterans education benefits through the U.S. Department of Veterans Affairs.

All military members receive in-state tuition at Southwestern. Dependents and spouses are also eligible for in-state tuition.

**Temporary Assistance to Needy Families (TANF) recipients:**

o TANF recipients are served by Promise Jobs which is also located in the Integrated One-Stop center. Services are not siloed for TANF customers. All TANF customers are offered the same services and referrals as any other customer so they have access to the same services and referrals as any other customers. They are not siloed by their program and may interact with other customers in the center or in workshops. As their needs require referrals to other partners services, those referrals are made and follow up completed so they have



**access to any service or partner needed to add to their chances for success. The average number of families served at a given point in time in region 14 is 170-200.**

**Trade Adjustment Act (TAA) and Rapid Response Activities:**

**o Region 14 responds to business closures and downsizing events with partners in attendance at employer meetings and subsequent employee meetings as early as possible so affected workers know what services they can access upon their release from employment. The community college also attends so workers know their training options and how they relate to local employment opportunities. The business community is also highly involved and plans how to interact with the affected employees through job fairs, meet and greet events or other ways they can recruit these workers back into local employment opportunities.**

**Individuals with other barriers to employment, including those that are basic skills deficient:**

**o Region 14 partners offer an array of services to help customers with low basic skills improve their skill levels. There are free on-line classes available at the One-Stop, the SWCC AEL programs offer adult basic education classes and tutoring services for students below the 9th grade level to increase basic skills. Classes are also available for students who do not have a high school diploma and are not enrolled in a secondary school.**

**o Tune Your Talent is a curriculum offered through Employers Council of Iowa and the One-Stop center and is offered to businesses to teach skills such as supervising, leadership, personality differences, mentoring, generational differences, conflict management and other**

**titles to assist businesses in retaining their current talent**

**o Steer Your Career is offered to high schools to teach soft skills needed to be successful in the workplace as well as career planning with the labor market in mind.**

**And, Additional specific populations:**

**o Region 14 has three different locations of Latino communities in the region in Ringgold, Taylor and Clarke counties. Students are in the school systems and are met in recruitment efforts and they receive the information about services at career fairs, business tours and Steer your Career classes held in the schools as well as Hised classrooms and other community based organizations.**

**o The One-Stop has bi-lingual staff to help translate information to these customers and to generate job fair postings and other documents needed to share information with these customers.**

**o The One-Stop has a language line we can use for translation purposes with Hispanic and other non-English speaking customers who reach us for services.**

**o The SWCC AEL department offers ESL classes in multiple locations in the region with plans to offer this service in business. Advertising is distributed in several languages.**

**July 1, 2015 population estimates by county(ies) in the Local Area.**

**Adams, 3875**

**Adair, 7454**

**Clarke, 9217**

**Decatur, 8263**

**Montgomery, 10,421**

**Ringgold, 5051**

**Taylor, 6143**

**Union, 12,516**

**Total 62,940**

*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:

**WDA14 flowchart of services.pdf**

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

**Employer Focus**

**WDB14 uses sector strategies information, career pathway initiatives and labor market information to develop curriculum to teach the job seeker customer about the world-of-work whether they be in the K-12 system, in post-secondary education programs, in adult education programs, customers of the One-Stop system or in partners services. Will partner with the K-12 system to bring labor market information into the school systems who have not traditionally included this information with curriculum. Goal is to provide a broad base of information to youth about all of the possibilities of occupations and to let them know they have choices that fit their interests and abilities with opportunities for advancement at local employers as well as those outside of our region.**

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

**WDB14 has used customized training in the past when there was not a post-secondary program that met the specific market of need.**

**Incumbent worker training is a new offering in WIOA A/DW programs but will be incorporated into the services of the region as needs are identified that this new training can fill.**

**GAP and PACE programs funded by the state is already leading us in the career pathways direction and will be expanded under WIOA implementation in WDA14**

**NCRC is another credential that is portable and gives employers a view of what skill levels the customer has that they can use on the job**

**Business voices are being heard loud and clear by this board through the ears of the workforce system one-stop staff with these results that are affirmed by the labor market information supplied by the state:**

**o Businesses lack a steady pool of talent to fill current openings,**

- o They see the looming retirement of baby boomers generation,**
- o They see that the region has lost approximately 10% of its population every decade since the 1950s,**
- o They see that young people are not attracted to traditional roles such as manufacturing, trades, agriculture in sufficient numbers to build confidence in the future for sustainability and growth**

**Employer services within the region are:**

**Recruiting** IowaWORKS staff seeks to match job seekers against the employment needs of prospective employers, and to make appropriate referrals. No fees are charged and job listings are shared on several social media sites to reach as many job-seekers as possible.

**Outreach** - IowaWORKS provides area employers assistance with recruitment needs, coordination of recruitment such as career and employment fairs, and marketing of IowaWORKS products and services. Meet and Greet events offer employers and job seekers the opportunity to interact at a single location.

**Testing Services** - IowaWORKS staff can administer at no charge to the employer or job seeker proficiency tests for typing, 10 key and spelling. OPAC® The Office Proficiency Assessment and Certification System is an office skills testing suite. With an array of tests available, OPAC System is the perfect tool to measure job applicant PC and office skills.

**Reverse Referrals** - This service directs all interested job seekers to apply for openings at the IowaWORKS offices, freeing the employers time for other tasks.

**NCRC** - A system developed by American College Testing (ACT) for documenting and improving work place skills. The National

**Career Readiness Certificate (NCRC) is the work-related skills credential. The certificate provides fair and objective measurement of workplace skills that can be accepted nationwide. Testing times are available at the One-Stop center and at all SWCC locations for accessibility of our clients.**

**Skilled Iowa - This is a new public- private initiative supported by the Governors Office, Iowa Workforce Development, and the National Career Readiness Certification in partnership with ACT, the Iowa STEM Advisory Council, and numerous Iowa businesses.**

**Tax Credits - The Work Opportunity Tax Credit (WOTC) offers employers federal income tax credit if they hire persons from certain qualified groups, such as the low income or disabled.**

**Labor Market Information - Current Labor Market Information is available on various economic trends and occupations, including data on prevailing wage rates and projected job outlooks.**

**Free Space - IowaWORKS offers free meeting rooms to employers for job interviews and space for employers to display and distribute job information.**

**Employers' Council of Iowa - This group of local employers holds regular meetings to discuss common concerns and to sponsor seminars on topics of interest.**

**Required Posters - General requirements and ordering information is available for state and federal required employer posters. These posters are available at no cost to the public from IowaWORKS.**

**Tune Your Talent- A menu of workshops developed to react to business requests designed to assist businesses to improve the skills of their workers, increase retention and**

enhance employees abilities to develop key understandings of working with managers and subordinates in positive ways.

**Steer Your Career-** A menu of workshops developed to react to business concerns about the skills of the emerging workforce designed to assist young people in understanding career choices and workplace readiness expectations in jobs.

**Business Closings/Downsizing -** Should a business experience closing or restructuring, IowaWORKS staff and its partners are ready to help employees make the transition to other employment. Laid-off workers are provided access to services, including financial support and training and introduced to area businesses that need workers.

**Unemployment Insurance Tax Forms and Publications -** A number of commonly required or requested forms are available on-line.

**Unemployment Insurance Fraud -** Iowa Workforce Development's fraud detection program attempts to prevent and detect unemployment benefits paid to claimants through willful misrepresentation or error by the claimant, through IWD error, or misrepresentation by others. Better detection and prevention of improper unemployment insurance benefit payments results in a decrease in benefits payouts, which in turn decreases employer taxes.

**Six Step Workshops -** This series of workshops is available for job seekers, dislocated workers, students, and other customers interested in updating their job seeking skills, deciding on a career, going back to school, budgeting, etc. There is no cost to attend any of these workshops.

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

**This type of training and information has been available through the Small Business Development Center located at Southwestern Community College, but the workforce system is reviewing processes and available resources to introduce the idea of becoming an entrepreneur to an expanded audience over the next years.**

**In preparation, WDA14 staff have attended entrepreneurial presentations outside of the region and invited providers into the region so we can plan to present these ideas to area youth and other residents.**

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

**Along the way, as the students are learning about entrepreneurial opportunities and starting small businesses, they also learn about critical thinking, problem-solving, finance, business planning and other helpful topics that are useful and valued in any work environment. This will be a continuous improvement initiative through the duration of the plan as this is developed in the region.**

**IVRS has a self-employment program supporting customers with disabilities to start up their own business**

*Refer to question C-6.*



The board views apprenticeships as yet another option for regional workers to gain skills as they enter the workforce and begin to earn wages while they learn a trade. With skills standards that are preset, and wages that are incrementally increased with skill level, the board sees the value for both the business and job-seeker customer. The apprenticeships are part of the trades that are so difficult to fill with job seekers who are skilled and ready. This option allows businesses to grow their own and the worker benefits from skills training and wage increases at set benchmarks. Since it is an earn-and-learn work environment, there is typically no encumbrance of debt for the job seeker customer.

Southwestern Community College has a Workplace Learning Network (WLN) program to connect students and education to businesses. The WLN will assist teachers and administrators in planning and funding workplace tours for specific classes or groups of students. Business tours provide early exposure and visibility of student interest while supporting classroom instruction. The network can provide various levels of service to plan and support a tour. Suggested activities include workplace tours, career fair participation (hosted at school or in community), and classroom career speakers.

Job shadowing is also available under WLN. A job shadow is an opportunity for students to learn about a career or specific occupation by spending the day with a business professional at their workplace and is the ideal way to explore options and receive first-hand learning experience of a potential career pathway. Business and industry mentors provide a wealth of information regarding job requirements, expected education, and other

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

**learning opportunities a student may take advantage of during high school. These business engagement activities are used to further develop the ideas of apprenticeship opportunities to businesses. Earn and learn education with training is seen as a viable option for success and portability.**

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

**The board responds to closures and downsizing events with responses that are inclusive of community supports and partners, education options, business events to offer affected workers new employment options and one-stop assistance with job search tools. Contacts for a layoff event for region 14:**

**Elizabeth Waigand**

**IWD Manager Region 14/8**

**215 N. Elm**

**Creston, IA 50801**

**641-782-2119 ext. 41**

**Elizabeth.waigand@iwd.iowa.gov**

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

**Barb DeVore**

**WIOA A/DW/Youth Programs Director Region 14**

**215 N. Elm**

**Creston, IA 50801**

**641-782-2119 ext. 14**

**Barbara.devore@iwd.iowa.gov**

**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.

Rapid Response provides early intervention to worker groups who have received a notice of layoff or closure. Region 14 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 14 has a Rapid Response Team consisting of staff from Workforce

**Innovation and Opportunity Act, Wagner-Peyser, 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 and Opportunity Act applications are completed. Afterwards, customers begin to engage in further orientation and intake sessions. SWCC is part of the partnership and offers training programs to provide new skills to those workers who were adversely affected so they can acquire new skills for new opportunities in the labor market.**

**Effective January 1, 2012, Governor Branstad changed the participant enrollment policy under Iowa's Workforce Innovation and 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 and Opportunity Act 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. Both Workforce Innovation and Opportunity Act and Wagner-Peyser 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 Wagner-Peyser and Workforce Innovation and Opportunity Act. Because specific Wagner-Peyser or Workforce Innovation and Opportunity Act 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.

Case Management is shared between Workforce Innovation and Opportunity Act counselors and Wagner-Peyser representatives. Because Workforce Innovation and Opportunity Act and Wagner-Peyser 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 Workforce Innovation and Opportunity Act, Wagner-Peyser, and the State Trade Adjustment Act office. 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 and Opportunity Act 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, Workforce Innovation and Opportunity Act 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.

Re-Employment Services

**Worker profiling and Reemployment Services are offered within the region and are designed to help persons identified as being at risk for long-term unemployment insurance eligibility to return to the workforce as quickly as possible. A variety of services are available, including but not limited to: career assessment, job search workshops and job search/job placement assistance.**

*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 14 has an active partner group that includes education and training providers including SWCC, IowaWORKS, SWCC AEL including ABE, HSED, and ESL programs, Economic Development, businesses and other agencies who meet quarterly to share information and concerns and address with programming changes or projects to continuously improve the training options that enhance the skills and marketability of workers. Regional data is shared so all partners are aware of trends, skill gaps, and future needs.**

**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:**

**With frequent meetings, planning and coordination, the partners understand what each entity offers, and partnerships are used to make things happen including job fairs, career days, workshops in high schools and businesses and other collaborative efforts to work toward common goals of strengthening community through successful businesses and self-sufficient workers. More partners at the table can more successfully leverage available resources to share customers but utilize services that are aligned and build on other services while avoiding duplication.**



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

**The region 14 partners see the value in educational preparation for the labor market. Labor market information is shared with customers along with educational opportunities to get into the markets. Customers have access to on-line information as well as guidance from employment specialists within the workforce system. Some local credentials that are available include, welding, certified nurse aid, CDL licensing, EMT, Med Aid, Office Associate, manufacturing technology. Career Pathways are in development and will be used as teaching tools for customers to have vision on how to advance and become higher wage earners with progression through the pathways.**

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

**Economic Development Focus**

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

**Economic development is at the table in partner groups and through leadership and other community projects so workforce efforts are coordinated and ideas shared.**

**Economic Development representatives are active members of the WDA14 partner groups, are represented on the regional board and they include One-Stop staff members in meetings to coordinate ideas and services to improve relationships and education of the regions business partners. These relationships are well established and connected by the common goals of making southwest Iowa a vital, thriving region for businesses and citizens through collaborative planning and action.**

**Economic Development is involved in initiatives to bring K-12 into the One-Stop service design. They readily see the need to educate the regions youth about employment/career opportunities that exist all around them. The collective concern is that youth may not know about these opportunities without significant effort of Economic Development, and other One-Stop partners work to educate them through interactive methods with the K-12 system.**

**Collaborative efforts include career days, career fairs, career speakers, businesses in classrooms, business tours, job shadowing, work experiences and other methods to connect youth to business.**

**Sector Boards development is on-going and focus will be on business needs for service planning.**

**Career Pathways development is on-going to give job-seeker customers a vision for future work/education that will lead to more self-sustaining wages.**

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## Regional Workforce Development Board Functions

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

The region 14 board chose to grandfather the current board and transition to the WIOA board over two years. In preparation, Economic Development, Wagner-Peyser and Vocational Rehabilitation hold ex-officio positions on the board so they can be recommended for board positions when the board is changed to the new structure. The board plans to rework the WIA Youth Area Council into a Youth Standing Committee to keep the youth focused guidance part of our system so youth can better be served. With both the grandfathered design and the new design, the board connects to needs of the region to understand how to connect citizens to the appropriate programming to get them the skills needed to fill those needs. The vision of Future Ready Iowa is the driving force to the service design of the one-stop system.

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

## Region 14 Monitoring Responsibilities

The monitoring system for each program also ensures that at least ten percent (10%) of all participants who register or are enrolled during each quarter, and who are still active at the time of verification, receive a complete verification of eligibility as part of a quarterly monitoring process conducted by the WIOA A/DW/Youth Director. The verification must be completed by the end of the quarter following the quarter being sampled (e.g., the first quarter verification must be completed by the end of the second quarter). For this monitoring process, sampling procedures are in place for drawing a random sample of participants newly registered or enrolled in a particular quarter. These procedures ensure that the sampling is random and that the requirements of this subsection are met.

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

- 1) If verification is done at the time of registration, the sampling procedure must identify each registrant whose eligibility must be verified prior to or at the time the registration is entered into the Common Intake Case Management System;
- 2) If verification is done quarterly, the sample must be drawn within fifteen (15) days of the end of the quarter being sampled and verified;
- 3) A participant concurrently enrolled in more than one Title or program must be included in the universe for each program in which the participant is enrolled; and
- 4) A participant must be included in the sample only in the quarter the participant was enrolled.

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

**1) Documentary evidence (i.e., obtaining the document or a photocopy of the document); or**

**2) Collateral contacts for which the following information must be recorded:**

**a) Date of contact;**

**b) Name of person providing information;**

**c) Contact method;**

**d) Relationship of person contacted to applicant; and**

**e) Information received.**

**A verification report is not required if the verification sample program developed by the State Administrative Entity is used or if verification is completed on all participants. In all other cases, a verification report must be developed. That report must include:**

**1) The universe size;**

**2) The number of participants selected for verification;**

**3) The verification period; and, if applicable,**

**4) The names and termination dates of participants identified as ineligible and the reasons for ineligibility;**

**5) The number of participants whose eligibility was determined to be unverifiable and the reason(s); and**

**6) The ineligibility rate = (number of ineligibles x 100) / (sample size - number of unverifiable)**

**Once during each program year, the WIOA A/DW/Youth Service Provider must monitor each contract written for \$25,000 or more. The WIOA A/DW/Youth Service Provider must also monitor the following:**

**1) A random sample of 10 percent of all non-OJT financial contracts under \$25,000 which start during the quarter;**

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

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

**These random samples must be drawn quarterly and the monitoring activity for the quarter must be completed at the end of the subsequent quarter. In addition, all On-the-Job training contracts must be monitored during the second 30 day period of activity under the contract and at least every 90 days thereafter.**

**Procedures are in place in WDA14 to ensure the monitoring samples are random and all requirements are met.**

#### **Participant Files**

**a) The monitoring sample must be drawn after the end of the quarter being sampled and monitored but no later than 30 days after the last day of the quarter being sampled**

**b) A participant co-enrolled in more than one program must be included in the universe for each program in which the participant is enrolled;**

**c) A participant must be included in the sample only in the quarter the participant is enrolled; and**

**d) A participant who has been transferred must be included in the sample for the quarter during which the transfer occurred**

#### **Contracts**

**a) The 10 percent monitoring sample of all non-OJT contracts below \$25,000 must be drawn after the end of the quarter being sampled and monitored but no later than 30 days after the quarter being sampled; and**

**b) A contract must be included in the sample for the quarter within which its effective date falls.**

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

**1) Participant File Monitoring must include a review of:**

- a) The participant record including a review of the eligibility determination;
- b) A sample of direct payments to the participant;
- c) A sample of time and attendance records; and
- d) Compliance with federal and State regulations and the Local plan.

**2) Contract Monitoring, including OJT contracts, must include a review of:**

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

### **Monitoring Reports**

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

If a co-enrolled participant is drawn in the sample for more than one program for the same



quarter, only one monitoring report, which includes both monitoring activities, is completed.

### **Summary of Monitoring Reports**

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

A summary report is completed for each program monitored for each quarter by the end of the subsequent quarter includes:

In place of the following lists, a computer generated list derived from the program provided by Iowa Workforce Development is used.

- 1) A list of all participants enrolled or transferred into a program during the quarter;
- 2) A list of all participants that were monitored during the quarter;
- 3) A list of all contracts for \$25,000 or more with effective dates that fall within the quarter;
- 4) A list of all OJT contracts that were active during the program year with effective dates;
- 5) A list of all non-OJT contracts (financial and non-financial) for less than \$25,000 with effective dates that fall within the quarter;
- 6) A list of all non-OJT contracts that were monitored during the quarter;

The WDB14 meets every other month beginning in January of each year.

Standing agenda items include: budget, performance, success of initiatives, WIOA law implementation updates, partner meeting updates, needs assessments, Middle Skills Gap updates, training provider changes/approvals,

completed regional activities, success stories and other relevant information to the vision and goals for the region so they are informed and knowledgeable about the needs of the region as well as the performance to the goals.

Review/monitoring process for One-Stop system services will be implemented to provide feedback, technical assistance and information for continuous improvement initiatives.

Surveys and follow up are obtained from customers to provide feedback to staff, and/or request one-on-one follow up.

Surveys are used to call customers who leave contact information to offer them assistance they have requested.

WDB14 will use the WDA14 EP Grievance Procedure to manage complaints that are received to ensure processes are followed and corrected whenever possible for swift resolution:

WDA14 EO Grievance Procedure.

Participants shall be provided, upon enrollment into WIOA A/DW/Youth, with a written description of the complaint procedure including notification of their right to file a complaint and instruction on how to do so. The Grantee shall provide a copy of the complaint procedure, filing instructions and notice of right to file a formal complaint upon request.

Upon filing a complaint, and at each stage thereafter, each complainant shall be notified in writing of the next step in the complaint

procedure.

### **C. Confidentiality**

**The identity of any person who has furnished information relating to, or assisting in, an investigation of a possible violation of WIOA A/DW/Youth programs shall be kept confidential to the extent possible, consistent with due process and a fair determination of the issues.**

**No individual shall be discharged or discriminated against in any manner because the individual filed a complaint or has testified in any proceeding or investigation relating to WIOA A/DW/Youth programs.**

### **D. How to File a Complaint**

#### **1. Timelines on Filing a Complaint**

**Complaints must be filed within 90 calendar days of the alleged occurrence.**

#### **2. Where to File a Complaint**

**All complaints against the Grantee, Administrative Entity, WDB14, CEO, subcontractor or sub grantee alleging a violation of the WIOA A/DW/Youth regulations, grant or other agreement under WIOA A/DW/Youth programs; and complaints arising from auditing, monitoring or investigations shall be filed with:**

**Complaint Officer**

**IowaWORKS**

**215 N. Elm**

**Creston, IA 50801**

### **3. What to Include in a Complaint**

**Complaints must be clearly described as such by the complainant and must satisfy the following requirements:**

- a. Complaints must be legible and signed by the complainant or the complainant's authorized representative;**
- b. Complaints must pertain to a single subject, situation or set of facts and pertain to issues over which the region has authority;**
- c. The name, address and phone number (or TDD number) must be clearly indicated. If the complainant is represented by an attorney or other representative of the complainant's choice, the name, address and phone number of the representative must also be indicated on the complaint;**
- d. Complaints must state the name of the party or parties complained against and, if known to the complainant, the address and phone number of the party or parties complained against;**
- e. Complaints must contain a clear and concise statement of the facts, including pertinent**

dates, constituting the alleged violations;

f. Complaints must cite the provisions of WIOA A/DW/Youth regulations, grant agreements, or other agreements under WIOA A/DW/Youth regulations believed to have been violated, if applicable;

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

h. Copies of documents supporting or referred to in the complaint must be attached to the complaint; and

#### **E. Acknowledgement of Complaint and Notice of Opportunity for Hearing**

A complaint will be considered filed when it has been received by the complaint officer and meets the requirements outlined above. Upon receipt of a complaint, the Grantee will send by personal service or certified mail, a copy of the complaint and a letter of acknowledgement and notice to the respondent and complainant within seven days. The letter of acknowledgement and notice will contain the filing date and notice of the following.

1. The opportunity for informal resolution of the complaint within 30 days of the filing of the grievance or complaint;

2. The opportunity for a hearing, if requested, within seven days of receipt of the acknowledgement. The hearing, if requested, will be held within thirty days of the date the complaint is filed;

- 3. The opportunity to present evidence at the hearing;**
- 4. The opportunity to be represented by council at the charging parties own expense;**
- 5. The opportunity to have relevant records and documents kept by the Grantee or its sub grantees produced;**
- 6. The right to a written decision within sixty (60) days of filing the complaint;**
- 7. That when the administrative entity Superintendent renders the decision on a complaint, that decision is the final order of the administrative entity unless there is an appeal to the Superintendent within ten days of the date of the order. On such appeal, the Superintendent has full power to render the final decision for the administrative entity.**
- 8. An appeal to the Director must be filed within 10 calendar days from the issuance date of the decision and include:**
  - a. The date of filing the appeal; and**
  - b. The specific grounds upon which the appeal is made. Those provisions upon which an appeal is not requested will be considered resolved and not subject to further review.**
  - c. Appeals must be addressed to:**

**Complaint Officer**

**Division of Workforce Development Center  
Administration**

**Iowa Workforce Development**

**1000 East Grand**

**Des Moines, Iowa 50309**

**Opportunity to appeal to Iowa Workforce  
Development**

**Complainants may appeal to the Iowa  
Workforce Development when:**

- 1. No decision is reached within 60 days; or**
- 2. Either party is dissatisfied with the local  
hearing decision**

**Appeals must be directed to:**

**Complaint Officer**

**Division of Workforce Development Center  
Administration**

**Iowa Workforce Development  
1000 East Grand**

**Des Moines, Iowa 50309**

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

**The Regional Workforce Development Board has established a standing committee for youth services in Region 14.**

**Youth Standing Committee Role and Responsibilities:**

**The Region 14 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:**

- 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.**

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

**The Region 14 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) Provides input to youth referral sources to help staff reach out to the regions youth**

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

**The Region 14 Youth Standing Committee will meet on a quarterly basis. The committee members will consist of:**

**At least one (1) member of the Regional Workforce Development Board.**

**When possible:**

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

**Individual representing local public housing authorities (if applicable);**

**Professionals who work/have worked with young people (example: educators, tutors, others in educational roles);**

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

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

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

throughout the region.

Rather than duplicate efforts, many organizations and committees within the region have established youth groups that can serve as a voice for youth. In addition, current and past participants can serve as a means to obtain youth input.

**The Region 14 Youth Standing Committee**

**Members are:**

**Eula Dolecheck, WDB14 board member**

**Sharman Lowenberg, IVRS**

**Jodie Geist, K-12 & TAP**

**Darla Helm, AEL**

**Amy Hook, business**

**Justin Potts, former participant**

**Suzanne Johnston, business**

**Blake Lauffer, juvenile justice**

**Margy Gammell, retired educator, tutor**

**Beth Kulow, SWCC dean of students**

**Jean Sheridan, retired educator**

**Joe Greving, Business**

As youth are served in our communities through work-based learning activities services will be reviewed and updated to make sure programming changes are made as needed as more is learned about youth needs.

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

**WDA14 One-Stop office is centrally located in Creston. IowaWORKS, 215 N. Elm, Creston, IA 50801. Phone 641-782-2119.**

**WDA14 covers 8 rural counties where 62,000 citizens reside. Workforce services are available at the One-Stop and accessible through the One-Stop system partners.**

**Iowa Workforce Development has a web link available through <https://www.iowaworkforcedevelopment.gov/> in every county through any computer with internet access in Iowa over the last four years so citizens anywhere could get into computers to gain information about jobs, education, work requirements, financial literacy and multitudes of other information. Access to on-line services is web-based so customers can access information and search for work in the region from any computer.**

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

**One-Stop system partners offer a variety of services throughout the region. Some examples: partners presentations of jobs that exist and the educational needs to gain entry into these jobs.**

**Local career fairs, targeted career fairs for individual businesses, career days and other types of events where citizens can be presented information about how to connect with employment and training and career opportunities.**

**Other outreach efforts include the Steer your Career Curriculum that is offered at all regional high schools to share information about career planning with the labor market in mind and workplace expectations. This curriculum offers information about career choices and employer expectations in the world of work.**

**Businesses are offered Tune your Talent workshops and trainings to help them improve**

**their environments for their workforce and lead to better retention. As the WIOA implementation continues to roll out and new partnerships and relationships are created, the workforce system partners will be looking for additional access points and partners to widen the scope of all we do. This will include technology so even more citizens have access to our services and opportunities. More intentional services, referrals, partnering/sharing of services and co-enrollments will also be a part of the new WIOA workforce system in the region.**

**IowaWORKS staff provide outreach and career services across the region on an itinerant basis for individuals or groups.**

**Other points of access are available through the WIOA partners in the region**

**Vocational Rehabilitation Services : Main office**

**IVRS**

**1501 W. Townline St.**

**Creston, Iowa 50801**

**641-782-8538**

**Services are available in the eight counties of region 14. Locations for service can be accessed by calling 641-782-8538**

**Adult Basic Education: Main office**

**Southwestern Community College**

**1201 W. Townline St.**

**Creston, Iowa 50801**

**641-782-1497**

**With additional sites located in the eight counties of region 14. Locations can be accessed by calling 641-782-1497.**

**Partners provide services within the system but may be physically located at another site**

**Referral process is implemented and follow up and tracking is provided**

*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.*

**If supportive technology tools are needed in the future, there is a process to address the new need. ADA compliance reviews are completed annually.**

**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 14 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. Adjustments are made as necessary to ensure compliance.**

*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 14 WDB14 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. Sector boards that develop with provide insight and feedback to programming to maintain relevance to the needs in business.**

**This analysis will be completed as part of the WDB14s regularly scheduled meetings with needs assessments being completed/reviewed as necessary. Regional labor market information will be utilized with this review.**

**Elements potentially included in the analysis:**

**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:**

**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.**

**Performance**

**All partners will participate in a process of continuous improvement to offer the best possible services and seize opportunities for further integration. All partners will participate in the ongoing development and improvement of the Region 14 one-stop center procedures,**



**policies and operational management. All partners will be part of a joint planning process that will continuously review the needs of the Region 14 workforce and business community and refine the services of the one-stop system based upon those needs.**

**Business feedback from in-person visits or sector feedback.**

**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 14 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.*

### **WDA14 Priority of Service Policy.docx**

**In general, a self-sufficiency wage is defined as employment which when combined with the wages of all other family members, brings the entire family income to at least 150% of the United States Department of Labors LLSIL. Client may elect their own level of self-sufficiency if they take a job that meets their needs. This customer choice will be noted in case notes**

### **WDA14 ITA Policy.docx**

### **WDA14 Supportive Services Policy.docx**

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## **Regional Workforce Development Board Fiscal Policies**

## **Procurement Policy and Procedures**

### **Purchases:**

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

**The WDB14 is given the budgets provided by the state on an annual basis. They in turn pass these budgets amounts onto the MATURA Fiscal Officer to begin the development of a localized budget. Input is sought from the WDB14 in this budget.**

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

### **Contracts for training and program services and sub grantees:**

**Currently no subgrants or contracts are used in WDA14 for Title 1. Reserved for update/inclusion if needed in the future.**

**Currently, the only training services provided by community-based organizations relates to PROMISE JOBS service provision. PROMISE JOBS is not a Department of Labor WIOA program and thus, this contractual situation does not apply.**

### **General Provisions:**

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

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

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

**WDA14 RFP process is used to consider appropriate service providers and receive responses that are used in the decision making process for the selection process as described below:**

**Detail of RFP process:**

**The Workforce Innovation and Opportunity Act require that basic and individualized services for the Adult program and the Dislocated Worker program be provided through the One-Stop Center. The Act also indicates that these services, for the two separate WIOA programs, may be provided by one entity or a number of different entities. WDB14 and CEOs must therefore determine the most effective and efficient manner to provide these services in the Region. The Act requires that Adult and Dislocated Worker Providers be selected via a competitive process. The WDB14 and CEOs must also determine which Service Providers will be responsible for ensuring that WIOA 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 WIOA, the WDB14 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 14 must include the following:

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

A public notice must be published. The public notice must indicate that the WDB14 will hold a meeting to select the Service Provider(s) to provide basic and individualized services for the Adult and Dislocated Worker programs under Title I of the Workforce Innovation and Opportunity 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 WDB14 must conduct a public meeting to obtain information from entities interested in providing basic and individualized 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 WDB14.

#### **Youth Services Service Providers**

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 WDB14 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 WDB14 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 WDB14 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 WDB14.

The following programs are made available to youth within Region 14:

- 1. Tutoring, study skills training, dropout prevention strategies (RBS) (SEC)**

**2. Alternative secondary school services or dropout recovery services (SEC)**

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

**(i) Summer employment opportunities and other employment opportunities available (WEP)**

**(ii) Pre- apprenticeship programs (PRE)**

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

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

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

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

**6. Leadership development opportunities (LDS)**

**7. Supportive services**

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

**9. Follow Up Services (PPS)**

**10. Comprehensive guidance and counseling (G&C)**



**11. Financial Literacy education (FIN)**

**12. Entrepreneurial skills training (ENT)**

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

**14. Activities that help youth prepare for and transition to postsecondary education and training (WEP), (MEN) (SEC)**

**The following is a list of additional activities and services that are available in Region 14 to support the 10 required youth services available:**

**Entrepreneurial Training (ENT);**

**Job Club (JBC);**

**Job Search and Placement Activities (JSP);**

**Pre-Employment Training (PET); and**

**Skill Upgrading (SUG)**

**Support Services are those services that are necessary to enable a youth to participate in activities authorized under WIOA A/DW/Youth programs. The following types of support services are available in Region 14 or youth.**

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

**Dependent Care**

**Counseling**

**Healthcare**

**Miscellaneous services**

**Transportation**

**Given limited WIOA A/DW/Youth 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 A/DW/Youth funding in Region 14 every effort will be made to partner with various service providers in the region and appropriate referrals will be provided to participants.**

*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 barriers. 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 out of school youth expenditure requirement under WIOA Youth program, Region 14 will utilize the following strategies to increase out-of-school youth enrollments:**

**Development of new partners, referral sources and outreach efforts to reach this specific population of youth**

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

**Continue conversations and communication with area school districts and others about the WIOA Out-of-School Youth 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 may be delayed until after graduation. If a youth is struggling and could benefit from WIOA Youth services while in high school, the enrollment may be done as an in-school youth.**

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

**Partner with the Promise Jobs program to serve youth, and emphasize youth between the ages**

**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:**

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 and this will be amplified with this new focus

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.

The region will ensure that at least 20% of the WIOA youth funds are expended on work experience types of activities (JSW, INT, OJT, etc.)

OJT policy for support of A/DW/Youth wages in employment opportunities to offset the costs of training while the participant gains skills as follows:

#### **WDA14 On-the-Job Training Policies and Procedures**

**Region 14 limits: Maximum of 50% of wages over six months depending on workers current skills and the skills required in new job.**

On-the-Job Training occurs when objective assessment indicates that this will be the best process to meet the participant's needs. Specific training lengths are determined by

**input from the employer as to training time needed according to the skill level of the job and by the applicant's past work experience and vocational training background.**

**Participants will be enrolled in specific On-the-Job Training that meets their needs and has met the criteria established by Region 14. Upon development of this training, the employer will complete a pre-award survey determining specific job skills to be learned and other information needed by the administrative entity to determine if a contract will be written.**

### **OJT Length**

**Final approval of the length of an OJT contract at a rate of 50% or less reimbursement will be approved by the A/DW/Youth programs Director. Current reimbursement rate is 50% of training hours worked; however, contingent upon high budgetary obligations and WDB14 approval, the reimbursement rate may be reduced.**

**The general length of the On-the-Job training contracts is based on skill required for the job; i.e., the higher the skill, the longer the contract. The number of hours is determined by using information coded in two Departments of Labor publications (1) O\*NET, Dictionary of Occupational Titles, or Career Infonet and (2) Specific Vocational Preparation Estimates (SVP). To determine the length of training, the following chart will be used:**

### **SVP Level Hours**

**2 160**

**3 520**

**4 1,040**

**5 2,080**

**6+ 4,160**

**These figures should be considered as a departure point for determining actual A/DW/Youth program training hours. If the total number of training hours for the OJT position cannot be provided during the maximum contract length allowable, as many training hours as possible will be provided.**

**The following factors will be used to modify the length of an OJT should specific circumstances exist:**

**If the pre-award employer request for On-the-Job Training indicates a shorter training length is appropriate then the shorter training length will be used.**

**If a client has previous work experience or classroom training in that job title, the actual length of an OJT contract will be reduced by 40 hours for every one month of previous work experience or classroom training in that job title. If less than one month, the contract will be reduced by 10 hours for each week.**

**If the participant has had some hours of job specific classroom training in that field as part of other job specific training, the OJT will be shortened by the hours of that specific related IST time. Region 14 will reduce each OJT by 40 hours for each month of previous directly related training and/or directly related work experience. Previous training or experience which occurred so long ago that skills gained from that experience are obsolete may be disregarded to the extent that those skills need to be relearned or reacquired.**

**Under normal conditions, an OJT contract may not exceed 26 weeks in length.**

**Additional training time above the actual length of an OJT contract can be allowed if approved by the A/DW/Youth programs Director when extenuating circumstances exist, such as a client who is disabled, an older individual (55 years or older) or a member of other targeted groups or having a barrier to employment. The contract length can be extended to a maximum of 50% above the actual length of the contract to a maximum of 26 weeks.**

**Part-time OJT contracts are permitted if approved by the A/DW/Youth programs Director for participants who are disabled, older individuals (55 years of age or older), members of other targeted groups who are able to work only part-time, or in-school youth participants. Part-time contracts may be written for a length of up to 499 hours and a maximum twelve (12) months time period.**

**Part-time OJT's can be written in conjunction**

with IST training when the employment goals at the end of the training are substantially the same, or the OJT experience would aid the IST graduate when beginning the work search, or the OJT would become full-time upon completion of the IST.

Part-time OJT's can also be written if they meet all other criteria and will become full-time positions by the end of the training period. If part-time OJT's are written, training costs will be reimbursed at the same rate as full-time OJT's, up to 50% of the training wages, and using the same SVP conversion rate.

A minimum of 160 hours has been established for On-the-Job Training length except in the case of adjusted training lengths due to classroom training or past work experience in this field. In these cases, a minimum of less than 160 hours of On-the-Job Training may be justified.

### **Wages and Benefits**

Payment from A/DW/Youth program funds to employers is paid as compensation for the extraordinary costs of training participants, including costs of classroom training, and compensation for costs associated with the lower productivity of such participants during training. The payment by A/DW/Youth programs must not exceed fifty percent (50%) of the wages paid by the employer to the participant during the period of the training agreement. Wages are considered to be monies paid by the employer to the participant. Wages do not include tips, commissions, piece-rate based



**earnings or non-wage employer fringe benefits. Reimbursement will be made at 50% of the regular hourly rate for actual hours worked including overtime hours. Under no circumstances will overtime rates or holiday rates be reimbursed.**

**Since OJT is employment, State and Federal regulations governing employment situations apply to OJT. Participants must be paid wages not less than the highest of Federal or State Minimum Wage or the prevailing rates of pay for individuals employed in similar occupations by the same employer.**

**An OJT contract may be modified when the employer notifies the specialist of training wage increases if the budget allows. However, if the specialist is not informed in advance of that change, there is no requirement on the part of A/DW/Youth programs to reimburse for the difference.**

#### **Other On-site Training**

**Actual training costs above and beyond the training normally provided by the employer, to regular employees, may be reimbursed by A/DW/Youth program funds, as well as participant support services which allow the participant to receive the training.**

**The employer will be responsible for the training providers fees and may be reimbursed for this**

**additional training based on pre-approval by Region 14 staff. Cost of actual training hours**

may be reimbursed to the employer at the normal reimbursement rate if the participant is receiving wages during that training time.

### **Employer Eligibility**

OJTs will not be written with temporary help agencies or employee leasing firms for positions which will be "hired out" to other employers for probationary, seasonal, temporary or intermittent employment. The only instance in which a temporary employment agency may serve as the employer of record is when the OJT position is one of the staff positions with the agency and not a position that will be "hired out".

In situations where an employer refers an individual to the A/DW/Youth program for eligibility determination with the intent of hiring that individual under an OJT contract, the individual referred to A/DW/Youth programs may be enrolled in an OJT with the referring employer only when the referring employer has not already hired the individual, an objective assessment and the IEP have been completed and support the development of an OJT with the referring employer.

An OJT contract will not be written with an individual's current employer. The A/DW/Youth programs Director may allow exceptions to this rule if an OJT with an individual's current employer would allow them to move from a part-time or temporary status to a full-time permanent status -and- the OJT is for a position that is substantially different than the

individuals current job with that employer. If a participant is currently on an OJT contract with an employer and has a job classification change, a contract modification will be written to reflect that change. Specifics of job duties, training hours required and other changes will be negotiated with the employer. The SVP codes will be utilized as well as the input of the employer to determine how much additional training time could be authorized with approval of the A/DW/Youth programs Director.

Prior to re-contracting with an OJT employer, the past performance of that employer will be reviewed. An OJT contract will not be entered into with an employer who has failed to provide OJT participants with continued long-term employment as regular employees with wages and working conditions at the same level and to the same extent as similarly situated employees. OJT participants that voluntarily quit, or are terminated for cause, or are released due to unforeseeable changes in business conditions, need not result in termination of employer eligibility for future OJT contracts.

Region 14s re-contracting procedures will consist of the following:

Prior to re-contracting with an employer, a review process of past performance of that employer will take place. A criteria checklist will be used to determine whether to use an employer as a training site for an OJT.

Does an employer consistently meet training

**goals and provide adequate training in key skill areas to be learned on the job?**

**Is there a pattern of transition of trainees to employment at the end of a contract, not including those terminated for good cause as identified? (After at least 3 contracts, at least a 65% retention rate).**

**Is there a pattern of retaining an employee who completed training past the 90- day follow-up? (After at least 3 contracts, at least a 65% retention rate).**

**Is there evidence of good safety procedures/conditions in place? Does the company do training? (Businesses will be toured prior to development of a contract to determine above).**

**Has the employer in past contracts cooperatively provided documentation needed in a timely manner to meet monitoring and auditing needs?**

**If a contractor refused to provide necessary auditing or monitoring information, such as payroll records, time sheets/cards, etc., no additional contracts will be written.**

**If the employer in the past, has not cooperated and if conditions have changed, i.e., management, personnel or procedures, this may warrant another trial contract to be negotiated.**

**After any allegation that an employer has failed to provide adequate training in key skill areas as called for in the contract, the Employment Training Specialist/designee will meet with the employer to address the problem. If the allegation can be substantiated and cannot be solved satisfactorily, no additional contracts will be written until a resolution occurs.**

**When, after touring a prospective training site, unsafe working conditions are found to exist, or safety procedures are not in place, or they do not seem to be in compliance with the Hazardous Materials Act, administrative entity staff will discuss the problem with the contractor. If the contractor agrees to rectify the problem by developing safety procedures or removing the unsafe or unsanitary working conditions the contract could be written. If a subsequent check indicates that no effort is being made to address the problem, no additional contracts will be negotiated until all safety concerns are fully resolved.**

**When after a minimum of 3 contracts an employer fails to meet a 65% retention rate (except those terminated for good cause) at the completion of the contract or follow-up, no additional contracts will be written. (Examples of good cause are: absenteeism, disciplinary problems, lack of progress, etc.).**

**When after it has been conclusively proven that an employer had intentionally altered claim forms, time sheets, payroll records, evaluation or other records to defraud the program of**

**funds, no additional contracts will be written.**

**An employer that has been excluded from OJT contracting because of the requirement described above may again be considered for an OJT placement one year after that sanction was imposed. In this re-contracting situation, if the employer fails to retain the participant after the OJT ends, and there is no apparent cause for dismissing the employee, the employer will not receive any future OJT contracts.**

*Refer to question E-6.*

## Region 14 Monitoring Responsibilities

The monitoring system for each program also ensures that at least ten percent (10%) of all participants who register or are enrolled during each quarter, and who are still active at the time of verification, receive a complete verification of eligibility as part of a quarterly monitoring process conducted by the WIOA A/DW/Youth Director. The verification must be completed by the end of the quarter following the quarter being sampled (e.g., the first quarter verification must be completed by the end of the second quarter). For this monitoring process, sampling procedures are in place for drawing a random sample of participants newly registered or enrolled in a particular quarter. These procedures ensure that the sampling is random and that the requirements of this subsection are met.

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

- 1) If verification is done at the time of registration, the sampling procedure must identify each registrant whose eligibility must be verified prior to or at the time the registration is entered into the Common Intake Case Management System;
- 2) If verification is done quarterly, the sample must be drawn within fifteen (15) days of the end of the quarter being sampled and verified;
- 3) A participant concurrently enrolled in more than one Title or program must be included in the universe for each program in which the participant is enrolled; and
- 4) A participant must be included in the sample only in the quarter the participant was enrolled.

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

**1) Documentary evidence (i.e., obtaining the document or a photocopy of the document); or**

**2) Collateral contacts for which the following information must be recorded:**

**a) Date of contact;**

**b) Name of person providing information;**

**c) Contact method;**

**d) Relationship of person contacted to applicant; and**

**e) Information received.**

**A verification report is not required if the verification sample program developed by the State Administrative Entity is used or if verification is completed on all participants. In all other cases, a verification report must be developed. That report must include:**

**1) The universe size;**



**2) The number of participants selected for verification;**

**3) The verification period; and, if applicable,**

**4) The names and termination dates of participants identified as ineligible and the reasons for ineligibility;**

**5) The number of participants whose eligibility was determined to be unverifiable and the reason(s); and**

**6) The ineligibility rate = (number of ineligibles x 100) / (sample size - number of unverifiable)**

**Once during each program year, the WIOA A/DW/Youth Service Provider must monitor each contract written for \$25,000 or more. The WIOA A/DW/Youth Service Provider must also monitor the following:**

**1) A random sample of 10 percent of all non-OJT financial contracts under \$25,000 which start during the quarter;**

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

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

**These random samples must be drawn quarterly and the monitoring activity for the quarter must be completed at the end of the subsequent quarter. In addition, all On-the-Job training contracts must be monitored during the second 30 day period of activity under the contract and at least every 90 days thereafter.**

**Procedures are in place in Region 14 to ensure the monitoring samples are random and all requirements are met.**

#### **Participant Files**

**a) The monitoring sample must be drawn after the end of the quarter being sampled and monitored but no later than 30 days after the last day of the quarter being sampled**

**b) A participant co-enrolled in more than one program must be included in the universe for each program in which the participant is enrolled;**

**c) A participant must be included in the sample only in the quarter the participant is enrolled; and**

**d) A participant who has been transferred must be included in the sample for the quarter during which the transfer occurred**

#### **Contracts**

**a) The 10 percent monitoring sample of all non-OJT contracts below \$25,000 must be drawn after the end of the quarter being sampled and monitored but no later than 30 days after the quarter being sampled; and**

**b) A contract must be included in the sample for the quarter within which its effective date falls.**

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

**1) Participant File Monitoring must include a review of:**

- a) The participant record including a review of the eligibility determination;
- b) A sample of direct payments to the participant;
- c) A sample of time and attendance records; and
- d) Compliance with federal and State regulations and the Local plan.

**2) Contract Monitoring, including OJT contracts, must include a review of:**

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

### **Monitoring Reports**

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

If a co-enrolled participant is drawn in the sample for more than one program for the same

**quarter, only one monitoring report, which includes both monitoring activities, is completed.**

### **Summary of Monitoring Reports**

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

**A summary report is completed for each program monitored for each quarter by the end of the subsequent quarter includes:**

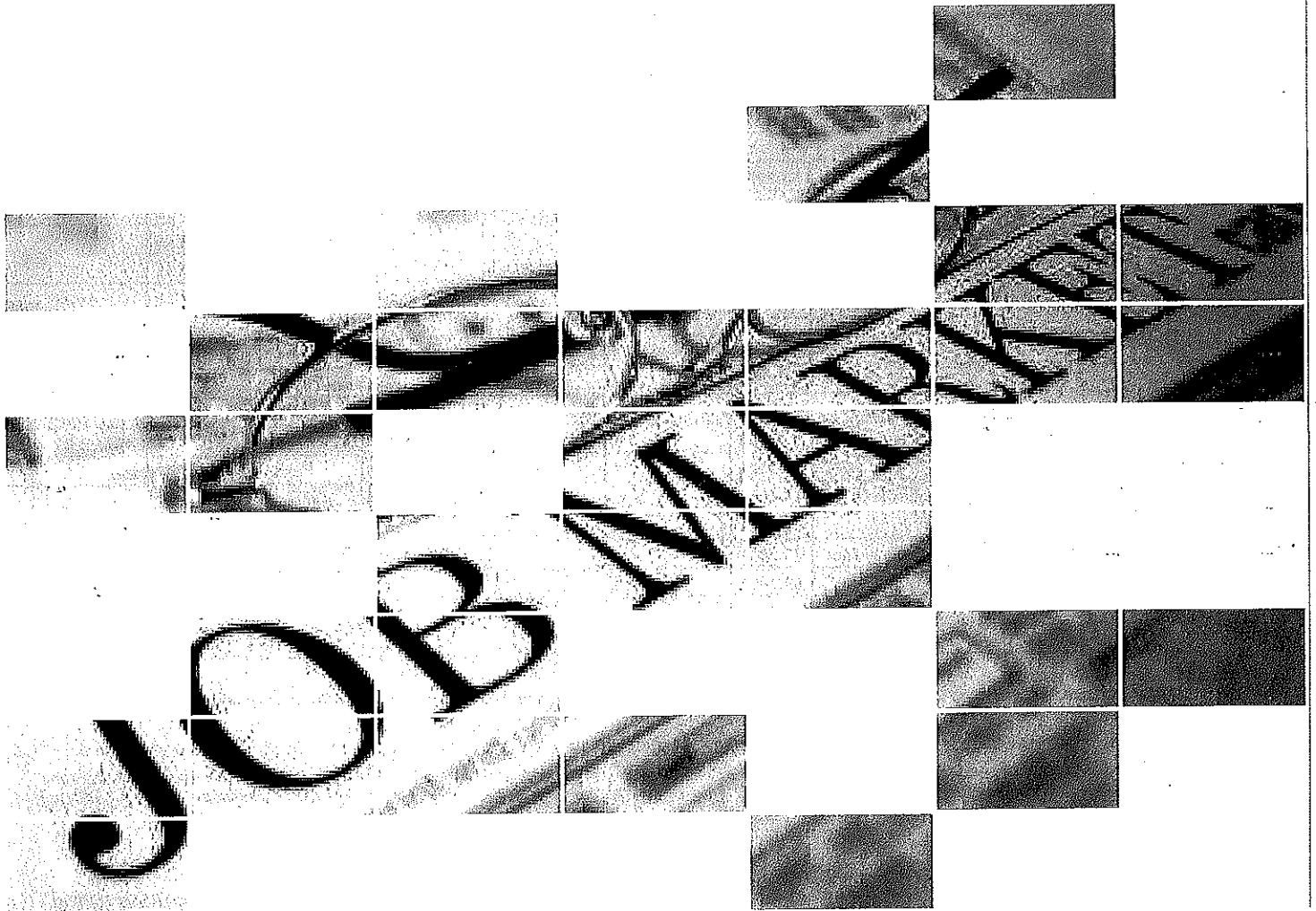
**In place of the following lists, a computer generated list derived from the program provided by Iowa Workforce Development is used.**

- 1) A list of all participants enrolled or transferred into a program during the quarter;**
- 2) A list of all participants that were monitored during the quarter;**
- 3) A list of all contracts for \$25,000 or more with effective dates that fall within the quarter;**
- 4) A list of all OJT contracts that were active during the program year with effective dates;**
- 5) A list of all non-OJT contracts (financial and non-financial) for less than \$25,000 with effective dates that fall within the quarter;**
- 6) A list of all non-OJT contracts that were monitored during the quarter;**

**State of Iowa Fiscal staff perform bi-annual monitorings and report to the board any discrepancies or findings that need to be addressed**

*Refer to question F-1.*

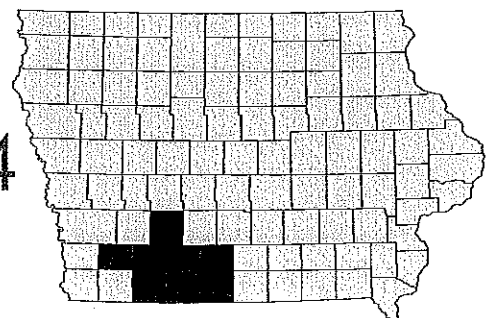
# Labor Market Information Guide for Employment



RELEASED 2016

## Iowa Workforce Development Region 14

ADAIR, ADAMS, CLARKE, DECATUR, MONTGOMERY,  
RINGGOLD, TAYLOR AND UNION COUNTIES



# Fast Growing Occupations by Annual Growth Rate

Occupational Title	SOC Code	2012 Estimated Employment	2022 Projected Employment	Annual Growth Rate (%)	Total Annual Openings	2015 Mean Hourly Wage*	Education/Training Level**
Personal Care Aides	39-9021	200	290	4.5	10	\$ 10.10	< HS
Licensed Practical & Licensed Vocational Nurses	29-2061	270	335	2.4	15	\$ 19.39	PS
Assemblers & Fabricators, All Other	51-2099	310	375	2.3	10	\$ 12.59	HS
Construction Laborers	47-2061	165	200	2.1	10	\$ 18.71	< HS
Childcare Workers	39-9011	265	315	1.9	15	\$ 8.14	HS
Maids & Housekeeping Cleaners	37-2012	290	340	1.7	10	\$ 10.84	< HS
Combined Food Preparation & Serving Workers, Incl Fast Food	35-3021	480	560	1.7	25	\$ 8.66	< HS
Cooks, Restaurant	35-2014	260	295	1.3	10	\$ 8.83	< HS
Registered Nurses	29-1141	455	520	1.3	15	\$ 24.40	AS
Landscaping & Groundskeeping Workers	37-3011	230	260	1.3	10	\$ 12.14	< HS
Nursing Assistants	31-1014	655	740	1.3	20	\$ 11.43	PS
Heavy & Tractor-Trailer Truck Drivers	53-3032	870	975	1.2	25	\$ 23.33	PS
Secretaries & Admin Assistants, Ex Legal, Medical, & Executive	43-6014	600	665	1.1	15	\$ 13.42	HS
Laborers & Freight, Stock, & Material Movers, Hand	53-7062	425	470	1.1	15	\$ 12.79	< HS
Maintenance & Repair Workers, General	49-9071	335	370	1.0	10	\$ 18.12	HS
Elementary School Teachers, Ex Special Education	25-2021	300	335	1.0	10	\$ 23.06	BA
First-Line Supervisors of Retail Sales Workers	41-1011	310	345	1.0	10	\$ 14.41	HS
Janitors & Cleaners, Ex Maids & Housekeeping Cleaners	37-2011	400	430	0.9	10	\$ 12.19	< HS
Customer Service Reps	43-4051	290	315	0.9	10	\$ 14.21	HS
Cashiers	41-2011	1,050	1,140	0.9	55	\$ 8.98	< HS
Retail Salespersons	41-2031	415	450	0.8	20	\$ 9.29	< HS
Team Assemblers	51-2092	485	525	0.8	10	\$ 14.59	HS
Waiters & Waitresses	35-3031	340	365	0.7	20	\$ 8.15	< HS
Teacher Assistants	25-9041	450	475	0.6	15	\$ 11.01	SC
Sales Reps, Wholesale & Mfg, Ex Technical & Scientific Products	41-4012	310	325	0.5	10	\$ 24.61	HS
Packaging & Filling Machine Operators & Tenders	51-9111	335	350	0.4	10	\$ 15.59	HS
Secondary School Teachers, Ex Special & Career/Technical Educ	25-2031	395	410	0.4	15	\$ 23.34	BA
Packers & Packers, Hand	53-7064	275	285	0.4	10	\$ 10.89	< HS
Tellers	43-3071	200	210	0.3	10	\$ 12.53	HS
Office Clerks, General	43-9061	410	420	0.2	10	\$ 13.30	HS

**Methodology/Selection Criteria:**

Occupations are rank ordered according to their annual growth rate from Iowa Workforce Development's Regional 2012-2022 occupational projections (residual or undefined occupations were not included).

\***Mean Wage**, also known as the average wage, is computed by dividing the estimated total wage for a reported occupation by its weighted employment.

\*\***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.

**Sources:**

**Education/Training Level:** Bureau of Labor Statistics, U.S. Department of Labor.

**Employment:** 2012-2022 Occupational Projections estimates based on 2013 annual industry employment data and 2013 2nd quarter occupational staffing pattern data, Labor Market Information Division, Iowa Workforce Development.

**Wages:** 2015 Iowa Wage Survey estimates (based on 2014 2nd quarter occupational wage data updated to 2015 2nd quarter using Employment Cost Index), Labor Market Information Division, Iowa Workforce Development.

# Growing High Wage Occupations

Occupational Title	SOC Code	2012 Estimated Employment	2022 Projected Employment	Annual Growth Rate (%)	Total Annual Openings	2015 Mean Annual Salary*	Education/Training Level**
Sales Reps, Wholesale & Mfg, Ex Technical & Scientific Products	41-4012	310	325	0.5	10	\$ 51,183	HS
Registered Nurses	29-1141	455	520	1.3	15	\$ 50,762	AS
Secondary School Teachers, Ex Special & Career/Technical Educ	25-2031	395	410	0.4	15	\$ 48,546	BA
Heavy & Tractor-Trailer-Truck Drivers	53-3032	870	975	1.2	25	\$ 48,530	PS
Elementary School Teachers, Ex Special Education	25-2021	300	335	1.0	10	\$ 47,960	BA
Licensed Practical & Licensed Vocational Nurses	29-2061	270	335	2.4	15	\$ 40,339	PS
Construction Laborers	47-2061	165	200	2.1	10	\$ 38,920	<HS
Maintenance & Repair Workers, General	49-9071	335	370	1.0	10	\$ 37,699	HS
Packaging & Filling Machine Operators & Tenders	51-9111	335	350	0.4	10	\$ 32,430	HS
Team Assemblers	51-2092	485	525	0.8	10	\$ 30,342	HS
First-Line Supervisors of Retail Sales Workers	41-1011	310	345	1.0	10	\$ 29,968	HS
Customer Service Reps	43-4051	290	315	0.9	10	\$ 29,555	HS
Secretaries & Admin Assistants, Ex Legal, Medical, & Executive	43-6014	600	665	1.1	15	\$ 27,912	HS
Office Clerks, General	43-9061	410	420	0.2	10	\$ 27,668	HS
Laborers & Freight, Stock, & Material Movers, Hand	53-7062	425	470	1.1	15	\$ 26,599	<HS
Assemblers & Fabricators, All Other	51-2099	310	375	2.3	10	\$ 26,187	HS
Tellers	43-3071	200	210	0.3	10	\$ 26,057	HS
Janitors & Cleaners, Ex Maids & Housekeeping Cleaners	37-2011	400	430	0.9	10	\$ 25,348	<HS
Landscaping & Groundskeeping Workers	37-3011	230	260	1.3	10	\$ 25,247	<HS
Nursing Assistants	31-1014	655	740	1.3	20	\$ 23,780	PS
Teacher Assistants	25-9041	450	475	0.6	15	\$ 22,895	SC
Packers & Packers, Hand	53-7064	275	285	0.4	10	\$ 22,651	<HS
Maids & Housekeeping Cleaners	37-2012	290	340	1.7	10	\$ 22,543	<HS
Personal Care Aides	39-9021	200	290	4.5	10	\$ 21,014	<HS
Retail Salespersons	41-2031	415	450	0.8	20	\$ 19,331	<HS
Cashiers	41-2011	1,050	1,140	0.9	55	\$ 18,672	<HS
Cooks, Restaurant	35-2014	260	295	1.3	10	\$ 18,365	<HS
Combined Food Preparation & Serving Workers, Incl. Fast Food	35-3021	480	560	1.7	25	\$ 18,021	<HS
Waiters & Waitresses	35-3031	340	365	0.7	20	\$ 16,959	<HS
Childcare Workers	39-9011	265	315	1.9	15	\$ 16,936	HS

**Methodology/Selection Criteria:**

Occupations are rank ordered according to their 2015 mean annual salary from Iowa Workforce Development's Regional 2012-2022 occupational projections (residual or undefined occupations were not included).

\*Mean Salary, also known as the average salary, is computed by dividing the estimated total salary for a reported occupation by its weighted employment.

\*\*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.

**Sources:**

Education/Training Level: Bureau of Labor Statistics, U.S. Department of Labor.

Employment: 2012-2022 Occupational Projections estimates based on 2013 annual industry employment data and 2013 2nd quarter occupational staffing pattern data, Labor Market Information Division, Iowa Workforce Development.

Wages: 2015 Iowa Wage Survey estimates (based on 2014 2nd quarter occupational wage data updated to 2015 2nd quarter using Employment Cost Index), Labor Market Information Division, Iowa Workforce Development.



# Total Openings per Occupation

Occupational Title	SOC Code	2012 Estimated Employment	2022 Projected Employment	Annual Growth Rate (%)	Total Annual Openings	2015 Mean Hourly Wage*	Education/Training Level**
Cashiers	41-2011	1,050	1,140	0.9	55	\$ 8.98	< HS
Farmers, Ranchers, & Other Agricultural Managers	11-9013	2,885	2,690	-0.7	45	N.A.	HS
Heavy & Tractor-Trailer Truck Drivers	53-3032	870	975	1.2	25	\$ 23.33	PS
Combined Food Preparation & Serving Workers, Incl Fast Food	35-3021	480	560	1.7	25	\$ 8.66	< HS
Nursing Assistants	31-1014	655	740	1.3	20	\$ 11.43	PS
Retail Salespersons	41-2031	415	450	0.8	20	\$ 9.29	< HS
Waiters & Waitresses	35-3031	340	365	0.7	20	\$ 8.15	< HS
Licensed Practical & Licensed Vocational Nurses	29-2061	270	335	2.4	15	\$ 19.39	PS
Secretaries & Admin Assistants, Ex Legal, Medical, & Executive	43-6014	600	665	1.1	15	\$ 13.42	HS
Registered Nurses	29-1141	455	520	1.3	15	\$ 24.40	AS
Childcare Workers	39-9011	265	315	1.9	15	\$ 8.14	HS
Laborers & Freight, Stock, & Material Movers, Hand	53-7062	425	470	1.1	15	\$ 12.79	< HS
Teacher Assistants	25-9041	450	475	0.6	15	\$ 11.01	SC
Secondary School Teachers, Ex Special & Career/Technical Educ	25-2031	395	410	0.4	15	\$ 23.34	BA
Personal Care Aides	39-9021	200	290	4.5	10	\$ 10.10	< HS
Assemblers & Fabricators, All Other	51-2099	310	375	2.3	10	\$ 12.59	HS
Maids & Housekeeping Cleaners	37-2012	290	340	1.7	10	\$ 10.84	< HS
Team Assemblers	51-2092	485	525	0.8	10	\$ 14.59	HS
Cooks, Restaurant	35-2014	260	295	1.3	10	\$ 8.83	< HS
Janitors & Cleaners, Ex Maids & Housekeeping Cleaners	37-2011	400	430	0.9	10	\$ 12.19	< HS
Construction Laborers	47-2061	165	200	2.1	10	\$ 18.71	< HS
Maintenance & Repair Workers, General	49-9071	335	370	1.0	10	\$ 18.12	HS
Elementary School Teachers, Ex Special Education	25-2021	300	335	1.0	10	\$ 23.06	BA
Landscaping & Groundskeeping Workers	37-3011	230	260	1.3	10	\$ 12.14	< HS
First-Line Supervisors of Retail Sales Workers	41-1011	310	345	1.0	10	\$ 14.41	HS
Customer Service Reps	43-4051	290	315	0.9	10	\$ 14.21	HS
Sales Reps, Wholesale & Mfg, Ex Technical & Scientific Products	41-4012	310	325	0.5	10	\$ 24.61	HS
Packaging & Filling Machine Operators & Tenders	51-9111	335	350	0.4	10	\$ 15.59	HS
Office Clerks, General	43-9061	410	420	0.2	10	\$ 13.30	HS
Packers & Packers, Hand	53-7064	275	285	0.4	10	\$ 10.89	< HS
Tellers	43-3071	200	210	0.3	10	\$ 12.53	HS
Farmworkers, Farm, Ranch, & Aquacultural Animals	45-2093	260	255	-0.2	10	N.A.	< HS
Managers, All Other	11-9199	560	550	-0.2	10	\$ 37.53	HS

## Methodology/Selection Criteria:

Occupations are rank ordered according to their total annual openings from Iowa Workforce Development's Regional 2012-2022 occupational projections (residual or undefined occupations were not included).

\*Mean Wage, also known as the average wage, is computed by dividing the estimated total wage for a reported occupation by its weighted employment.

\*\*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.

## Sources:

Education/Training Level: Bureau of Labor Statistics, U.S. Department of Labor.

Employment: 2012-2022 Occupational Projections estimates based on 2013 annual industry employment data and 2013 2nd quarter occupational staffing pattern data, Labor Market Information Division, Iowa Workforce Development.

Wages: 2015 Iowa Wage Survey estimates (based on 2014 2nd quarter occupational wage data updated to 2015 2nd quarter using Employment Cost Index), Labor Market Information Division, Iowa Workforce Development.

- Occupations with annual growth greater than 1.0% have been highlighted
- Table contains occupations with 10 or more annual openings.

# Skill Level of Job Applicants

## EMPLOYERS PERCEPTION OF JOB APPLICANT SKILLS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Applicants fulfill all necessary requirements for the job	2.9%	26.5%	25.0%	44.1%	1.5%
Applicants possess the basic skills required for the job	4.4%	16.2%	29.4%	44.1%	5.9%
Applicants possess the soft skills required for the job	8.8%	19.1%	36.8%	30.9%	4.4%
Applicants possess the occupational skills required for the job	14.7%	16.2%	35.2%	32.4%	1.5%
Applicants are often disqualified due to controlled substance testing	41.2%	25.0%	23.5%	7.4%	2.9%
Applicants are often disqualified for failure to pass a background check	32.8%	23.9%	26.9%	11.9%	4.5%



**20.6%**  
**BASIC SKILLS**

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



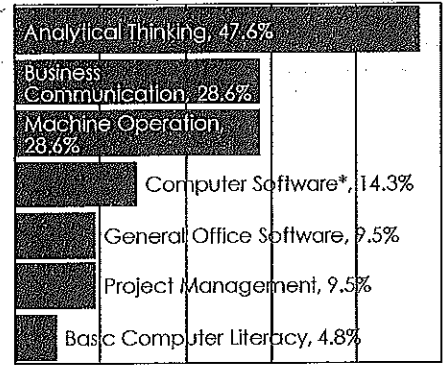
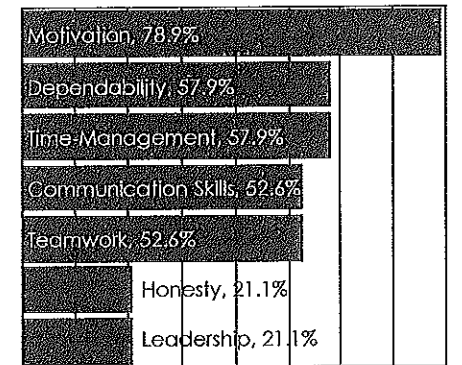
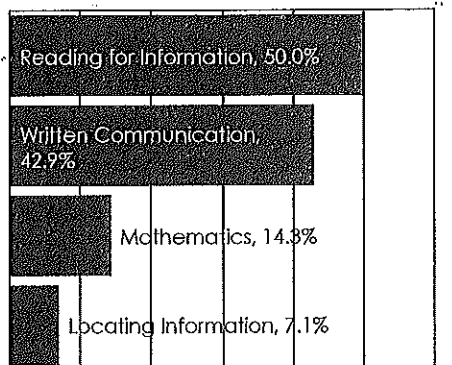
**27.9%**  
**SOFT SKILLS**

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



**30.9%**  
**HARD SKILLS**

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



0% 10% 20% 30% 40% 50% 60%

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.

### Sources:

2015 Workforce Needs Assessment Survey: Labor Market Information Division, Iowa Workforce Development.

# Fast Growing Industries by Total Growth

Industry Description	2012 Estimated Employment	2022 Projected Employment	Percent Change (%)	Total Growth
Nursing and Residential Care Facilities	1,695	2,025	19.5	330
Educational Services	3,130	3,340	6.7	210
Self Employed and Unpaid Family Workers	2,950	3,120	5.8	170
Ambulatory Health Care Services	570	740	29.8	170
Social Assistance	620	775	25.0	155
Specialty Trade Contractors	495	625	26.3	130
Food Services and Drinking Places	1,190	1,315	10.5	125
Administrative and Support Services	685	805	17.5	120
Hospitals	1,175	1,285	9.4	110
Food and Beverage Stores	750	840	12.0	90
Truck Transportation	400	490	22.5	90
Accommodation	600	690	15.0	90
Primary Metal Manufacturing	525	605	15.2	80
Local Government, Excluding Education and Hospitals	1,345	1,420	5.6	75
Nonmetallic Mineral Product Manufacturing	355	425	19.7	70
Gasoline Stations	605	675	11.6	70
General Merchandise Stores	560	620	10.7	60
Professional, Scientific, and Technical Services	345	405	17.4	60
Warehousing and Storage	155	210	35.5	55
Repair and Maintenance	285	340	19.3	55
Food Manufacturing	1,255	1,305	4.0	50
Transportation Equipment Manufacturing	370	415	12.2	45
Construction of Buildings	145	185	27.6	40
Merchant Wholesalers, Durable Goods	410	445	8.5	35
Religious, Grantmaking, Civic, Professional Organizations	415	450	8.4	35
Machinery Manufacturing	1,030	1,060	2.9	30
Heavy and Civil Engineering Construction	165	190	15.2	25
Merchant Wholesalers, Nondurable Goods	670	695	3.7	25
Insurance Carriers and Related Activities	140	165	17.9	25
Support Activities for Agriculture	30	45	50.0	15
Chemical Manufacturing	125	140	12.0	15
Plastics and Rubber Products	335	350	4.5	15
Building Material and Garden Equipment	250	265	6.0	15
Health and Personal Care Stores	100	115	15.0	15
Couriers and Messengers	70	85	21.4	15
Credit Intermediation and Related Activities	470	485	3.2	15
Management of Companies and Enterprises	40	55	37.5	15
Wood Product Manufacturing	35	45	28.6	10
Fabricated Metal Manufacturing	225	235	4.4	10
Wholesale Electronic Markets and Agents	75	85	13.3	10
Motor Vehicle and Parts Dealers	250	260	4.0	10
Waste Management and Remediation	50	60	20.0	10
Amusement, Gambling, and Recreation Industries	130	140	7.7	10

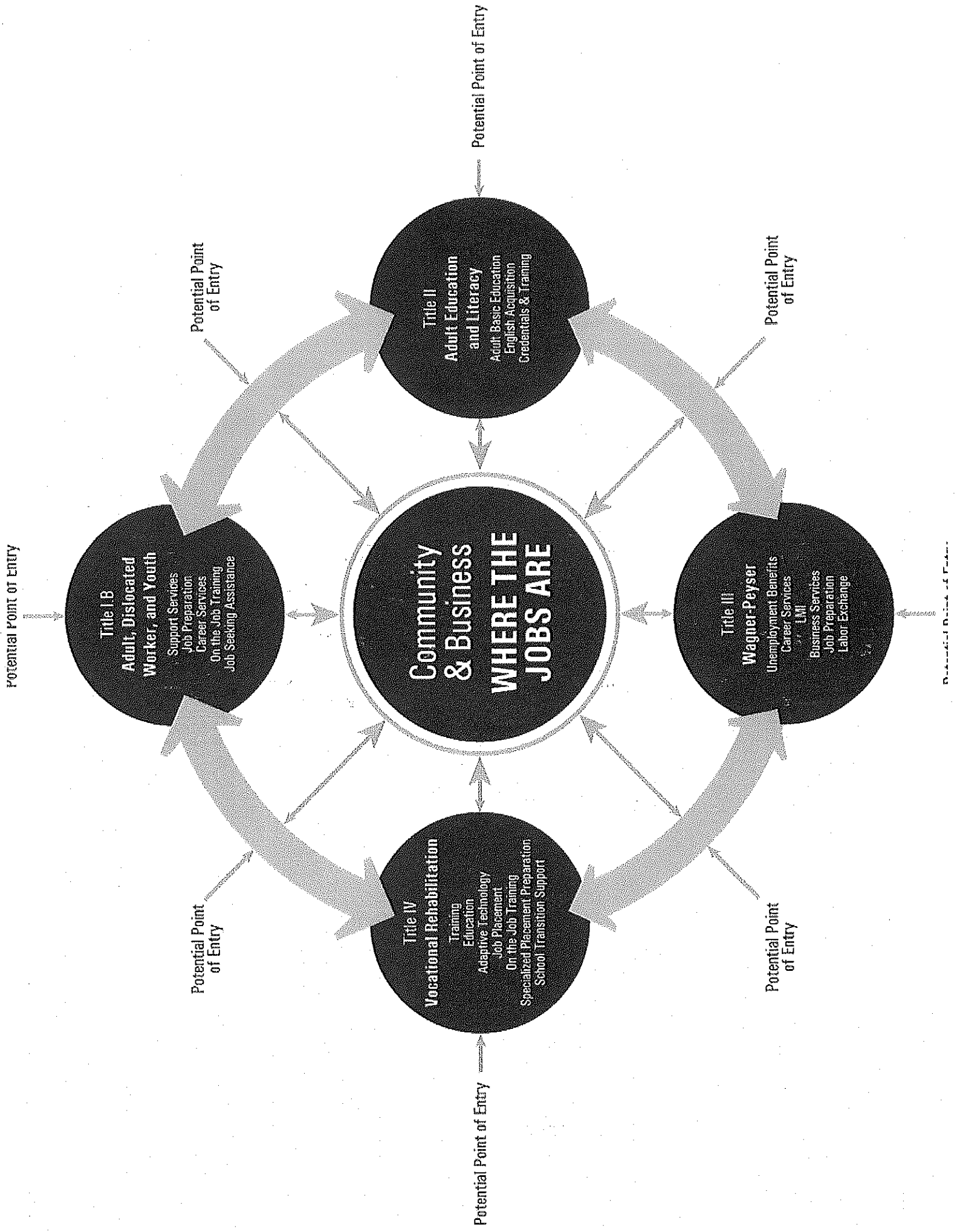
**Methodology/Selection Criteria:**

Industries are rank ordered according to their total growth from Iowa Workforce Development's Regional 2012-2022 industry projections.

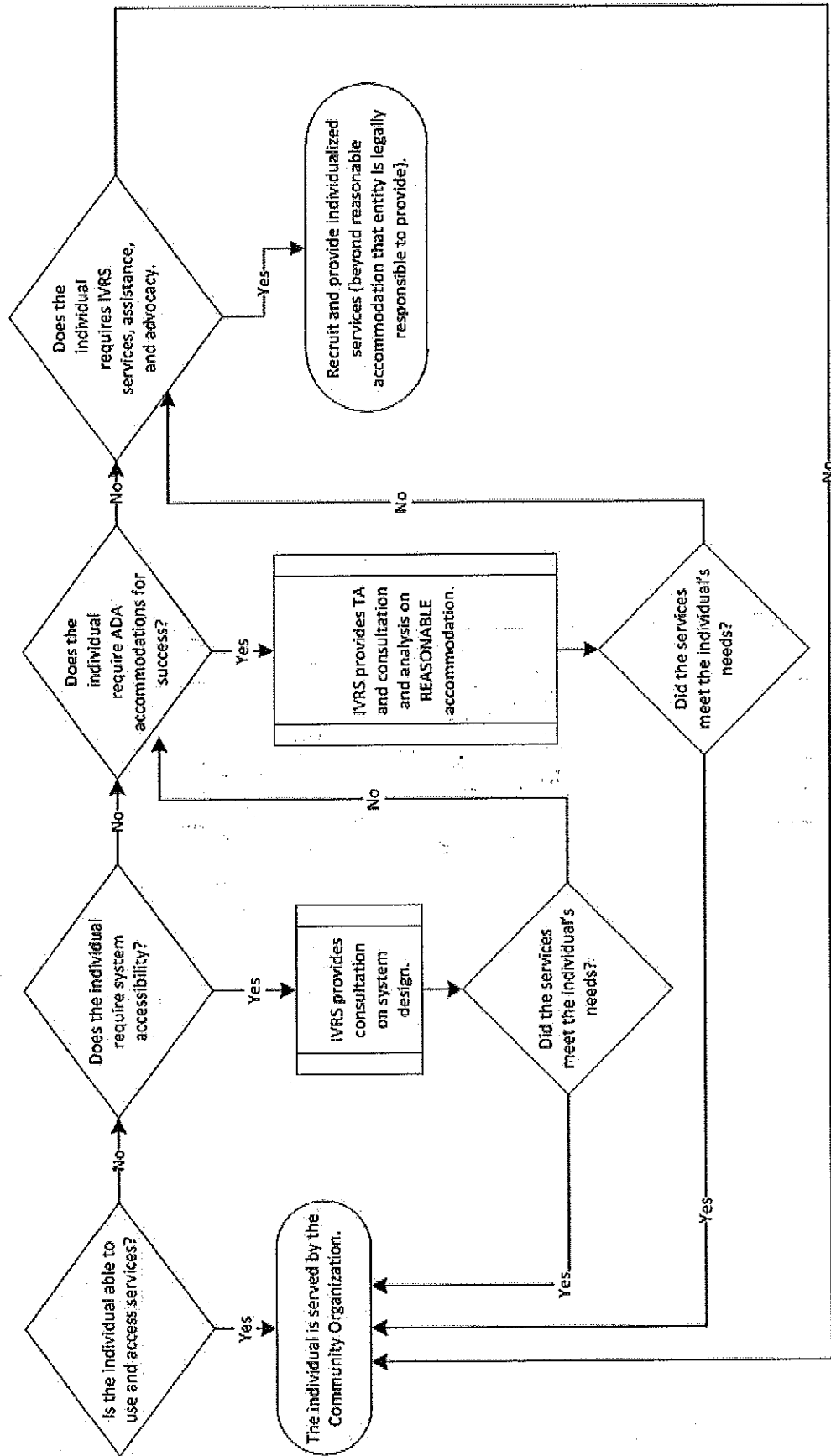
**Sources:**

**Employment:** 2012-2022 Industry Projections

- Table contains industries with a total growth of 10 or more



# IVRS Integration Plan



## Integrated Service Flow through the Region 14 One-Stop Office

