



Application

141588 - WIOA Local Service Plan

164135 - WIOA region 14 local plan

Workforce Innovation and Opportunity Act

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Primary Contact

AnA User Id BARB.DEVORE@IOWAID

First Name* Barb E DeVore
First Name Middle Name Last Name

Title:

Email: barbara.devore@iwd.iowa.gov

Address: 215 N. Elm

City* Creston Iowa 50801
City State/Province Postal Code/Zip

Phone:* 641-782-2119 14
Phone Ext.

Program Area of Interest Workforce Innovation and Opportunity Act

Fax: 641-782-7060

Agency

Organization Information

Organization Name: WIOA Regional Planning Consortium Region 14
Organization Type: Regional Planning Commission
DUNS:

Organization Website:

Address:

City State/Province Postal Code/Zip
Iowa

Phone:

Ext.

Fax:

Benefactor

Vendor Number

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.

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.

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
extension:
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

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: Ron Ludwig
One-Stop Center Operator Title: Executive Director
One-Stop Center Operator Organization: MATURA Action Corporatin
Attach a spreadsheet of all one-stop service locations: WDA14 Local Area One Stop System.docx

Fiscal Agent

Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds: Nicci Tucker.

Provide contact name as the fiscal agent.

Fiscal Agent Title: Corporate Fiscal Officer

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 the it will maintain the correct DUNS number on file with the STATE (2 CFR 200.300) as well as an assurance of a valid and current Central Contractor Registration (CCR) in the System for Award Management (SAM.gov) system (2 CFR 200.300).

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

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

Provide contact name as the fiscal agent.

Administrative Fiscal Agent Title:

Administrative Fiscal Agent Organization:

Provide the name of the associated organization.

Administrative Fiscal Agent DUNS:

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

Economic Analysis

Industry Sectors and Occupations

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

As of 2014, Iowa Workforce Development (IWD) Region 14's largest private industry was Manufacturing, representing 18.4 percent (4,541) of the region's total covered employment of 24,723. The region's 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. In-demand occupations include: personal care, nursing, nurse aides, heavy equipment truck drivers, construction workers, school teachers, and maintenance workers. In-demand industries are transportation, healthcare, social assistance, manufacturing and construction trades.

IWD's 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.

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

According to labor market reports and needs assessment documents that are included in attachments, in-demand sectors in the region are healthcare/personal care, educational services, social assistance, trades, retail and manufacturing. Summary of needed occupations include these occupations: Healthcare/personal care: Certified Nurse Aids, LPN, RN, personal care assistances. Manufacturing: assemblers, metal fabricators, warehousing and storage. Transportation & Trades: CDL truck drivers, maintenance, construction.

Refer to question B-3.

Knowledge and Skills Needed

The needs assessment survey identifies existing and emerging in-demand industry sectors and occupations. The WDA14 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.

Soft skills needed include dependability, teamwork, willingness to change/learn, critical thinking, problem-solving, time management, communication, motivation, leadership.

Basic skills needed include reading for information (50%), written communication (42.9%), mathematics (14.8%), and locating information (7.1%).

Hard skills needed include machine operation (25%), basic computer literacy (18.2%), project management (15.9%), and computer/general office software (22%).

Direct business feedback indicates the following skills need certification: CNA, LPN, RN, CDL licenses and certifications.

Demographics in WDA14:

WDA14 is comprised of eight counties: Adair, Adams, Clarke, Decatur, Montgomery, Ringgold, Taylor, and Union in southwest Iowa. According to U.S. Census, 2015 estimates, Iowa's population in Area 14 constitutes 62,479 or 2.1% of Iowa's population, with the majority of the population being predominately white. Statistics from the U.S. Census quick facts show Hispanic/Latino population, which is the largest non-native speaking population in Iowa, make up 4.25% of WDA14, which has steadily increased over the past 5 years. Taylor County is reporting 8.1% and Clarke County reporting 12% Hispanic/Latino population

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

compared to Iowa's 5.7% average.

The U. S. Census for WDA14 counties estimates 16.34% of the population age 18-24 do not have a high school diploma or equivalent. An additional 9.69% of population 25 years of age and over report less than high school graduate status. Decatur, Montgomery and Clarke Counties are reporting the highest percentage of populations lacking a high school diploma or equivalent. In addition, WDA14 also reflects 8-10% of the population lack basic prose literacy skills.

The U.S. Census estimates 63.1% of population age 16 years+ are in civilian labor force in WDA14. 10.75% of the population, who may or may not have employment, also report a disability. The median household income for the Region is \$44,314, with Decatur County reporting the lowest median household income of \$38,560. Statistics estimate 14.3% of population in WDA14 is living in poverty.

Strategies to Address Results:

WDA14 uses the National Career Readiness Certificate, Key Train, and adult literacy classes to address the needs to improve written communication, mathematics and locating information skills. Credentials are offered through the National Career Readiness Certificate to certify and evaluate skills sets of written communication, mathematics and locating information skills. The National Career Readiness Certification testing is provided through PROMISE JOBS, Re-employment Services, GAP, PACE, HiSET, Pre-HiSET students and offered to all individuals coming to the One-Stop and Vocational Rehabilitation customers. Key Train is used to assist individuals to increase their skill set in the three areas based on the ability of

the individuals. Adult literacy classes are also available to increase the skill sets in all three areas. If an individual identifies a disability or an Individualized Employment Plan (IEP) during the administering of the National Career Readiness Certification, the individual can be given accommodations and referred to Vocational Rehabilitation for additional assistance.

The need for hard skills (specifically for machine operating and project management) is addressed through experiential learning activities. These activities allow the individuals to evaluate their skill sets and learn the needed skill sets by hands on training at a local business. Progress is monitored and feedback is provided to the individual.

The hard skill of basic computer literacy is addressed by all partners. Upon evaluation of the individual, the best method of determining computer literacy is based up the need of the individual. Non-credit computer classes are offered by the local community college, One-Stop and as a one-on-one service if needed by the individual. Computer skill assessments are available at the local community college and One-Stop. The majority of businesses in WDA14 require an online application for employment therefore the availability of basic computer literacy is vital to the region with the availability of several access points to acquire the needed skills.

Computer/general office software is offered through credit and non-credit classes. Local businesses can be provided customized computer classes to incumbent workers.

WDA14 has bilingual speakers on staff that has the ability to translate for non-English speakers. English Language Learners and citizenship classes are offered throughout the Adult Literacy Program.

These classes are offered during the day and night for ample access to students. During the English Language Learner courses, workforce preparation classes are offered. Through the Migrant Seasonal Farm Worker program translation services for employment paperwork is available on site to businesses for the migrant and seasonal farm workers.

Workforce preparation activities are designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills. Tune Your Talent and Steer Your Career course packages are available that focuses on these skills through a variety of courses. Tune Your Talent is geared to adults and Tune Your Talent is geared toward youth.

Integrated Education and Training is a work in progress for WDA14. Preliminary discussions have occurred that would offer students of HiSET, Vocational Rehabilitation, Department for the Blind and One-Stop customers to obtain a work experience and/or job shadow while they are attending an educational component.

Align education, workforce and economic development efforts to address needs to overcome skill gaps.

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:

[1461703094113_Region 14 needs assessment upload.pdf](#)

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

Workforce Analysis

Employment and Unemployment

Unemployment hovers around 3.7% 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.

WDA14 reports (2015 Annual Profile WDA14 Iowa Workforce Development) an average unemployment rate of 4.3%. (Adair 4.2%, Adams 3.5%, Clarke 4.7%, Decatur 3.9%, Montgomery 4.3%, Ringgold 4.0%, Taylor 3.8%, Union 4.9 %). This leaves 1,430 unemployment individuals that are seeking employment in the Region. As of 2013, there were 22,278 primary jobs in this region. 13,665 workers live in WDA14 but leave the region for their primary jobs. According to Workforce Needs Assessments 2015, over 1,544 employees are currently over the age 64 which represent 7.5% of the total regional workforce. Of those retiring in the next five years, 30.3% are within the healthcare & social service industry; followed by 23.7% within the manufacturing industry and 13.2% within the public administration industry.

Strategy: The majority of the local businesses in the area require a high school diploma or equivalency. The core partner group has a documented referral process to refer individuals to HiSET classes. This region not only has a referral process, but the core partner group has a follow up process and method that allows for brainstorming to re-engage

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

customers. Pre-CNA and math for welding courses are available to assist individuals with barriers to gain employment for in demand occupations. A business service team speaks to 20 new businesses each month and discusses competitive wages in the region.

Low income can hinder individual's success. Short term training is available at the local community college, through GAP, PACE, PROMISE JOBS and career services.

Customers that have a criminal conviction on their record are assisted with Federal Bonding, Work Opportunity Tax Credit and individualized services based on their needs.

A process is set with the core partners to address barriers of individuals including transition services and available counseling.

Iowa Vocational Rehabilitation and Iowa Department for the Blind will be consulted to obtain data in reference to workforce analysis for individuals with disabilities, including those who are blind and have visual impairment.

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. 46.1% of employers give preference to applicants that have obtained certification. 82% of employers offer in-house training.

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%

Associate's Degree-10%

Bachelor's Degree-11%

Graduate Degree or higher-4%

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:

This information comes to us from the Cornell University 2013 Disability Status Report data. The education level for people with disabilities is as follows with general population stats in the first set of parentheses. Per Labor Market Information given by IWD the education level for individuals that are 18-24 years old are in the second set of parenthesis.

High School Diploma-41% (27.1%) (16.34)

Some college or Associates degree-32.1% (37.5%) (43.83%)

Bachelor's degree- 13.8% (29.5%) (3.96%)

The majority of employers in WDA14 require a minimum of a high school diploma or equivalent for employment. The Census, ACS 2011-2015, states

WDA14 reports 16.34% of the population 18-24 years of age who do not have a high school diploma or equivalent. Additionally, 9.69% of students 25 years and over do not have a high school diploma or equivalent. WDA14 also reports 8-10% of the population lack basic prose literacy skills, with Taylor, Clarke and Decatur Counties reporting the highest percentages. Those lacking basic prose literacy skills include those who scored Below Basic in prose and those who could not be tested due to language barriers. All counties in WDA14 reported higher percentages than the Iowa average of 7%.

The regional demographics for WDA14, according to 2015 Annual Profile for Region for Iowa Workforce Development, indicates the majority of the population is predominately white with the Latino population increasing in all counties with Clarke, Taylor and Montgomery . According to the State Data Center of Iowa/A Program of the State Library, the population of the Latino are as follows in the counties- Adair 1.6%, Adams 1.1%, Union 2.9%, Clarke 12%, Decatur 2.7%, Ringgold 2.1%, Taylor 8.1%, Montgomery 3.5%. WDA14 reports 4% of population whose first language is other than English, speak English less than "very well" .

Students below the HiSET and ELL levels work on basic skills and increase educational attainment through CASA pre and posttest. Basic skill level students are encouraged to take the National Career Readiness Certificate for a credential.

If students desire to go on to postsecondary education, a transition specialist is available to assist them with applications and contacts with admissions.

The vacancies in Region 14 require the following education.

High School Diploma or equivalent-40.4%

Some College Non-Degree-.2%

Post-Secondary Non-Degree Award-9%

Associate Degree-1.7%

Undergraduate Degree 12.8%

Post Graduate/Professional Degree-4%

Strategies to Increase Attaining Education Obtainment: Engage youth by working with guidance school counselors and target at risk youth to engage them in career services. Steer Your Career curriculum that offers a variety of workshops for soft skills, career exploration and motivation. HiSET programming for out of school students is available in order to obtain their high equivalency diploma. Tutors are available to assist in post-secondary success.

Transportation vouchers, HiSet scholarships and Incentive & Bonuses are available to encourage success of individuals. HiSET classes are available day, night, and online.

Adult literacy classes are held in a variety of locations around WDA14 to assist students to obtain the High School Equivalency Diploma. ELL classes are offered in a variety of locations to improve English, life, and employability skills. Referrals to the program come from core partners and tracking of the students are provided through the core partner meetings.

Refer to question B-4.

Skill Gaps

According to the 2015 Iowa Needs assessment, 18.2% of applicants for employment, lack basic computer skills, 25.5% lack business communication skills, 15.9% lack project management skills and 49.4% lack analytical thinking skills. In addition, applicants lack soft skills such as motivation (77.9%), dependability (75.7%), communication skills (60%), time-management (51.7%), teamwork (38%), leadership (37.2%), and honesty (34.5%). For people with disabilities: the unemployment rate is approximately 19.5%.

In face to face conversations with local businesses who share workforce issues and concerns, the most frequent shared concerns include: lack of problem-solving and critical thinking. Businesses who seek specific skills sets consistently share that the labor market lacks enough skilled workers for the needs in welding, nursing, Certified Nurse Assistants, and CDL truck drivers top that list. Other skill sets employers have shared that are needed include direct care workers, retail/customer service and manufacturing/assemblers.

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

Strategy:

Soft skill training is available through Tune Your Talent and Steer Your Career programming. These workshop packages offer a variety of workshops that teach soft skills.

WDA14 uses the National Career Readiness Certificate, Key Train, and adult literacy classes to address the needs to improve written communication, mathematics and locating information skills. Credentials are offered through the National Career Readiness Certificate to certify and evaluate skills sets of written communication, mathematics and locating information skills. The National Career Readiness Certification testing is provided through PROMISE JOBS, Re-employment

Services, GAP, PACE, HiSET, Pre-HiSET students and offered to all individuals coming to the One-Stop and Vocational Rehabilitation customers. Key Train is used to assist individuals to increase their skill set in the three areas based on the ability of the individuals. Adult literacy classes are also available to increase the skill sets in all three areas. If an individual identifies a disability or an Individualized Employment Plan (IEP) during the administering of the National Career Readiness Certification, the individual can be given accommodations and referred to Vocational Rehabilitation for additional assistance.

Upon evaluation of the individual, the best method of determining computer literacy is based up the need of the individual. Non-credit computer classes are offered by the local community college, One-Stop and as a one-on-one service if needed by the individual. Computer skill assessments are available at the local community college and One-Stop. The majority of businesses in WDA14 require an online application for employment therefore the availability of basic computer literacy is vital to the region with the availability of several access points to acquire the needed skills.

Short term training is available at the local community college, through GAP, PACE, PROMISE JOBS and career services.

Refer to question B-4.

Activities Analysis

Accomplishments in Past Year

WDA14 discovered that the K-12 education system had varying levels of capacity to inform students about all types of career options and educational choices post high school. To fill some of this gap, 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.

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

Implementation of the WIOA law which brings the four core partners into an even closer partnership 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. This process is working well.

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 "Veteran's Incentive Award" that is awarded to regions who go above and beyond for Veterans. Two One-Stop staff got to attend the Veteran's 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:

1461770061362_One-Stop System Partner Contact List.docx

Strengths and Weaknesses of Workforce Development Activities

Strengths:

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 region's 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.

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

The community college is engaged in many different ways as we collaborate on workforce training needs. The GAP programs were developed in collaboration with the One-stop so the college knew how many openings were in a given occupation and the number of businesses looking to hire to determine a need for a specific training (ex. basic manufacturing, basic office/computers, CDL licensing).

Many regional partners, including core partners, participate in Rapid Response Employee Meetings when the region experiences layoffs or closures.

High School Equivalency Diploma and ELL classes are available in a variety of convenient times and locations around WDA14. SWCC AEL also offers

many online programs for both HiSET and ELL learners to accommodate work schedules. Citizenship classes are offered at several ELL locations to help ELL students to prepare for the Naturalization test.

ABE/AEL advises the One-Stop on HiSET completers and GAP graduates so we can wrap workforce services into their training to show the customers how to prepare for job search, find out about openings and receive information about how to apply to local businesses. AEL incorporates employability skills training in classes concurrently and employability workshops are provided for students by IowaWORKS.

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

IowaWORKS shares information about employment opportunities with partners of WDA14 through email and flyers for veterans, ex-offenders, disabled, non-English speakers, older workers, youth, and families on Temporary Assistance for Needy Families (TANF).

Promote and use the National Career Readiness Certificate as an assessment to define job employment skill levels to employers. Ongoing partner meetings and in-services for staff assure all cross training is taking place and is accurate.

Core partner meetings for referral services. Ongoing meeting to discuss common students are held once a month. A referral sheet with referral process was established for the core partners. A

spreadsheet was established to track information. Core partner routinely collaborate to utilize the continuum service model to serve individuals with barriers and disabilities, including those that are blind and have visual impairments. The collaborative intent of WIOA is represented in core partner interaction. The purpose of this process is to better provide employment services to individuals with barriers and disabilities, including those that are blind and have visual impairments. Regional partner meetings including WIOA partners meet to discuss employment needs for WDA14.

There are currently (February 1, 2017, IWD WDA14 Skilled Iowa Metrics) 90.24% (1,054) transitioning (unemployed) workforce who have the National Career Readiness Certificate. There are 8.30% (2,080) of the current workforce (employed) who have the National Career Readiness Certificate. There are 65.55% (15,681) current member businesses (employment) and 29.85% (619) (number) that support the National Career Readiness Certificate. All eight counties in WDA14 are Skilled Iowa Communities.

Services are provided based on an individual's need and can be provided independently and concurrently.

Strategy for Improvement:

Sector Boards development is on-going and focus will be on business needs for service planning. Sector boards are developing in WDA14 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.

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.

WDA14 RWDB is developing a disability committee that will conduct accessibility studies to increase access for individuals with barriers and disabilities, including those that are blind and have visual impairments.

Strategies to reach out to targeted populations including older workers, non-English speakers, offenders, disabled (including blind) and out of school youth are under design or will be underway this year.

WDA14 will increase the number of individuals to obtain credentials, skill upgrade and short-term training. Encourage the creation of industry-recognized training programs by local approved training providers which lead to credentials. Information regarding available training opportunities and assistance will be readily available to individuals.

The current need for improvements is being discussed at core meetings and strategies will continue to develop to meet the needs of the region. The core partners are discussing strategies to address the higher unemployment rate for individuals with barriers and disabilities, including those that are blind and have visual impairments.

Refer to question E-2.

Current Level of Integration and Alignment

Economic Development and all workforce delivery system partners are active members of the WDA14 partner groups, are represented on the regional board and they include core partner 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 workforce delivery system. They readily see the need to educate the region's 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 core partners work to educate them through interactive methods with the K-12 system.

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

Collaborative efforts include career days, career fairs, career speakers, and 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.

Through partnerships with core partners, business and industry are surveyed to collect data to develop new curriculum for programming. Business and industry continually review and suggest changes

and modifications of the curriculum to meet the ongoing needs of the region.

The opportunities mentioned above are accessible to all students, including individuals with disabilities including those that are blind and have visual impairments. As new programs and opportunities are developed, Vocational Rehabilitation and Iowa Department for the Blind will be consulted to ensure access for all students.

RWDB provides linkage to WDA14 for employability needs.

Refer to question B-5.

Coordination of services with secondary and post-secondary educational institutions:

WDA14 is a rural region with one community college and a single One-Stop location and we partner in a relationship that is well established. We work well together and continue to develop ways to coordinate services and avoid duplication. If a potential duplication of service exists, the core partners meet and discuss what possibilities are available to avoid duplication. The college can create classes for groups of students who want to gain a particular skillset (example: Microsoft Excel or Word) to meet the needs of both customers and businesses who look for applicants who need those skills. They also offer a range of CTE classes that prepare students for local employment including CNA, welding, maintenance, CDL truck driving, office assistant, manufacturing basics, EMT and others. The partners work to guide students into these classes because they can result in a job. The One-Stop center and partners also take work readiness classes into campus classrooms to add that information into the curriculum.

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:

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 works with SWCC staff to present work readiness and career choice information in workshop settings in schools or at the community college.

WDA14 discovered that the K-12 education system had varying levels of capacity to inform students about all types of career options and educational choices post high school. To fill some of this gap, WDA14 has made significant strides in reaching out to the K-12 system and Adult Education and Literacy.

SWCC Adult Education and Literacy (AEL) program will align to the WIOA local plan to increase and enhance services. Classes will incorporate employability skills into the curriculum. AEL classes at Southwestern Community College will offer curriculum called Steer your Career. This curriculum includes topics that range from career planning to workplace readiness.

One-Stop staff, as well as partner staff, is present in K-12 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.

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

Workplace Learning Network coordinator teaches some of the Steer your Career curriculum in the region's secondary schools to deliver high school career and technical programming and work-based learning programming.

Vocational Rehabilitation is located on the SWCC site and One-Stop site for easy access to students.

Credentials are offered through the National Career Readiness Certificate to certify and evaluate skills sets of written communication, mathematics and locating information skills. The National Career Readiness Certification testing is provided to K-12 students throughout WDA14. When NCRC is administered, if a customer indicates a disability or

IEP, staff can refer to Voc. Rehab for additional assistance or accommodation.

Many regional partners, including core partners, participate in Rapid Response Employee Meetings when the region experiences layoffs or closures.

Partner meetings are held, 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. This has allowed K-12 schools to share some progressive activities with other schools that are not yet at that level. Some examples are Career Academies that are starting up in a few of our high schools to get K-12 students connected with local businesses and hands-on training for specific skill sets needed at local businesses.

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, tutoring and others designed to help students be successful.

NOTE: IDB will to be invited in to the above so appropriate referrals can be made when needed and their partnership is integrated into the system.

A service mapping project is planned for the core partner group once we have the plan and MOU

completed so we can continue to work on streamlining services and elimination duplications as well as better understand each others services so we guide referrals appropriately without duplicating services.

Refer to question B-7.

Regional Strategic Vision and Goals

Regional Vision Statement

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

Regional Vision Statement:

The WDB 14 strategic vision:

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

Description of Regional Strategic Vision

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 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. Monthly meetings are held between the core partners to review shared customers to identify supports needed--including individuals with disabilities. IDB and IVRS will be utilized for assistive technology and accessibility tools for self-sufficiency and career advancement.

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:

WDB 14 Priorities to meet the goals:

1. Sector Strategies

2. Career Pathways

3. Credentialing to build skills that are marketable and stackable

A. Promote availability of employment services to all Iowans including individuals with barriers to employment and those with disabilities. Coordinate this priority to customers with partners to provide holistic set of services and supports while they reach for their employment goal. Partners will meet monthly to discuss common customers and provide follow-up to keep customers connected to services and give them every opportunity to meet their goal

B. Reach out to disconnected youth to provide information and guidance on educational/credential opportunities for skill sets they can put to work. Provide Career Pathway vision so they know entry points, supports, additional education and how to move up with more income potential. Find new referral sources, seek out youth in our communities through development of community partnerships, use word-of-mouth referrals from youth who have come into the program and experienced success.

The workforce system in WDA14 is part of the Governor's 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 and integrated, non-duplicative service design. WDA14 is in tune with the Future Ready Iowa initiative and clearly sees the need to work with

young people, disabled, blind, older workers, non-English speaking, underemployed, veterans and other citizens.

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 non credit and for credit programs, Adult Basic Education, English as a Second Language, Literacy and high school equivalency completions with accommodations through IVRS and IDB as needed to assist customers in reaching their goals.

Refer to question C-1.

Vision Alignment to State Vision and Goals

Board's vision aligns with the State vision and goals:

Iowa's 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's current and emerging industries. In alignment with the National Governor's 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's 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. WDA14 through the plan described, aligns with the goals of the state unified plan which are:

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

Goals from the State Unified Plan:

Goal I: Iowa's employers will have access to advanced, skilled, diverse and Future Ready workers. The one-stop system strives to improve the employability of the citizens in the region so they are skilled and ready for work in local employment opportunities. This is done through work with adults, students and targeted populations who need access to work readiness information, labor market information, services to improve work ready skills, training information so they know how to become skilled for local openings and access to services that support them in reaching their goals provided through the region 14 partners.

This is reflected in the region's 1st and 2nd goals: Hard skill and Soft skill development.

Goal II: All Iowans will be provided access to a continuum of high quality education, training, and career opportunities in the nation. WDA 14 initiatives includes projects to provide services to our customers that assess their situation, address barriers, teach them work readiness, help them develop a tool kit to demonstrate their skills, teach and guide them on labor market needs, provide information about training options to develop skills for job opportunities, and discuss career pathways for vision for the future. New initiatives are being implemented to reach out to targeted populations to increase awareness and access to the one-stop system of services with the goal of being more inclusive in reaching those populations through our local partnerships. This includes disabled, older workers, disconnected youth, veterans, blind or vision impaired, non-English speaking residents, low-income and ex-offenders. This is reflected in the region's 1st goal: Hard Skills. The Labor Market report for region 14, statewide Needs Assessment and business information provides the foundation for how we guide customers to education and training opportunities.

Goal III: Iowa's workforce delivery system will align all programs and services in an accessible, seamless and integrated manner. Continued monthly meetings, a mapping project, continued cross-training will continue the development of a seamless and integrated model which is our collective goal. This is reflected in the region's 3rd goal: Collaboration. Working as a partner group that includes businesses, can result in better outcomes when we all work from the same set of information about needs of businesses, needed credentials, soft skills for success at the workplace provides holistic strategy for everyone.

WDB14 recognizes that 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. 2018, it is predicted that three out of five Iowa jobs (62%, up from 56%) are expected to require some training beyond high school.

Therefore, 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.

Regional Strategies

Strategic Alignment of Resources

Strategies for preparing an educated and skilled workforce:

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.

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:

Accessibility--The strategy includes all individual with disabilities including the blind. This plan includes serving people with disabilities including blind individuals. IDB and IVRS will be utilized to improve services that include accessibility and accommodations. Common customers are included in monthly update and follow up meetings to keep the customers in focus with a common understanding of needs, progress and any additional needs as they move towards success.

Sector Partnerships-- 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. This is a project for the new year.

Career Pathways- Career pathways planning (staff has received training that they are currently sharing with all one-stop staff so they can all be fluent in

this initiative, will also be worked on with the partners for further sharing/collaboration as this is rolled out. This is included in every youth plan for the youth program). What documents have been created are in use.

Integrated services??All means All? is the strategy for services. All customers can receive services from the system. All customers who enter the one-stop center are offered the menu of services that are available. Work is being done to reach out beyond the center to targeted populations. Partner Services are aligned and not duplicative for efficiency and enhanced customer services that are so well integrated that the lines are invisible to the customer. Good cross-training and continued partnering efforts will move the process forward and create better alignment.

Integrated services using a common referral process, monthly meetings, braiding of resources including funds and supportive services. Annual cross-training meetings will be held to keep all system staff updated on services available throughout the partners. Shared resource allocation will be determined at the state level.

Goals: IowaWORKS, Southern Hills system of partners 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 to meet the needs of

businesses. Adult/Dislocated Worker/Youth and Wagner Peyser staff work side-by side on functional teams to serve common customers. Customers receive services from one-stop staff not from program staff. These common services include:

Connects residents with Employers

Connects residents with education opportunities to build skill sets to improve wages

Connects residents with partner services to provide accommodations, special services, supportive services, and more holistic sets of services to enhance success.

Provides information about career options, workplace readiness, soft skills need to be successful at work, educational choices for new or enhanced skills.

Business services to assist business with staff training needs, skill building, soft skills and general information as requested to enhance retention of the employees they already value.

Provide tools to job seekers so they have what they need to be successful in their job search? resume and application assistance, interview prep, who?s hiring, what skills are needed to apply for local jobs, educational opportunities and more.

Iowa?s AEL Program Priorities:

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 state's 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's AEL Priorities:

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.

Strategies in Place to meet the goals above:

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. Use data summaries and face-to-face meetings in each county to keep abreast of trends and needs. Quarterly partner meetings are held to share this information.
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. Staff who interact with customers are trained to share information about training and education opportunities, career pathways information, assessments for appropriateness of

training/individual and referrals to IVRS or IDB for accommodations or services to address disabilities or other barriers to better predict outcomes.

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. Partners work together on these initiatives.

4. Create a system of coordinated resources to engage, assist, and reinforce Future Ready career guidance for parents, students, educators and adults via referrals and monthly follow up meetings.

5. Ensure secondary students have access to high quality career and technical educational programs aligned with labor market needs, including soft-skills. The community college invites 8th graders on campus annually, hosts individual student tours or meetings with registration, students who are accepted into the college attend an orientation day/tour with parents to find out about housing, safety, financial aid and other resources on campus.

6. Promote rigorous concurrent post-secondary enrollment opportunities in high demand career pathways, including STEM disciplines. The Steer Your Career curriculum package is offered to all area high schools so this information can be added in, especially to schools who do not have a complete offering available. Partner with other schools who have processes in place to give students information about career choices/pathways to accentuate their services and provide another layer of guidance/information. Help local high schools find business contacts to bring in business perspective of local employment opportunities, educational next steps needed to work in those businesses and provide direct employer insight into soft skills and employability

skills needed in the workplace.

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. The One-Stop system is building a entrepreneurial workshop to give students insight in the potential for these opportunities. This will be done in partnership with the Small Business Development Center at the community college.

Refer to question C-2.

Expanded Access

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 at IowaWORKS Access Points. 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, 11% declare disabilities who are offered additional services through IVRS/IDB 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. Offer work-based learning opportunities that 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)

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:

Additional Strategies for increased accessibility:

? New outreach efforts to reach disconnected youth with an expanded age of eligibility up to age 24. New referral sources had to be developed and new locations of youth had to be discovered. This initiative has led to a vibrant ?word of mouth?

referral system from youth who have become engaged with the system. Further expansion if needed.

? Co-enrollment with IJag to connect the students with workforce services while they are still in the IJag classroom (before they become disconnected). Add in work-ready workshops, offer tours of the One-Stop center, meet with center staff so they know us before they leave the school system.

? A new project will be researched to include strategies to reach more citizens through the use of technology and other measures to find customers who do not access services through a partner of the one-stop.

? Projects to reach out to the targeted populations include: development of new partnerships, 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 under-served.

? Targeted projects are planned in the next year to reach out to ex-felons, older workers, disconnected youth, disabled, non-English speaking residents, veterans and others to increase awareness and service delivery to those citizens.

? Sector Boards are under development and will provide inputs to this system design to ensure the products we develop for clients meet their needs as customers. The industry sectors are emerging and will include manufacturing and healthcare at a minimum. Business partners will be included to develop this business driven model. At this time, partners are meeting quarterly to develop service provider relationships and common understanding

of the needs of the region so this is in alignment when sector boards begin their work. Businesses will be invited in later this year.

? This plan includes serving people with disabilities including blind individuals. IDB and IVRS will be utilized to improve services that include accessibility and accommodations. All trainings are developed with accessibility in mind. IDB and IVRS will be utilized to improve services that include accessibility and accommodations.

Refer to question C-4.

Facilitate Career Pathways and Co-Enrollment

Strategies to facilitate Career Pathways:

? 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.

? IowaWORKS center staff has 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 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 in the next year.

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:

? 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.

? Expand Steer Your Career-a set of workshops for students to assist them in career planning and

workforce readiness

Strategies for Co-enrollment:

? Common clients are co-enrolled in basic career services and served in the referral and follow-up process that is established.

? Clients are co-enrolled in Individualized Career Services in multiple programs to access multiple funding streams and partner services when feasible and when it adds value to the client's 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

Refer to question C-4, Part B.

Additional Regional Board Strategies

Additional strategies to workforce development initiative:

? 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.

? Tune Your Talent is a package of curriculum targeting business needs to retain their existing workforce

? 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.

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

Regional training includes:

? 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,, Wagner-Peyser and WIOA A/DW/Youth staff to discuss common customer referrals and progress.(IDB will be added to this partnership)

? 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

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.

Accessibility--The strategy includes all individual with disabilities including the blind. This plan includes serving people with disabilities including blind individuals. IDB and IVRS will be utilized to improve services that include accessibility and accommodations.

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

Sector Partnerships-- 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. This is a project for the new year.

Career Pathways- Career pathways planning (staff has received training that they are currently sharing with all one-stop staff so they can all be fluent in this initiative, will also be worked on with the partners for further sharing/collaboration as this is rolled out. This is included in every youth plan for the youth program). What documents have been created are in use.

Integrated services??All means All? is the strategy for services. All customers can receive services

from the system. All customers who enter the one-stop center are offered the menu of services that are available. Work is being done to reach out beyond the center to targeted populations. Partner Services are aligned and not duplicative for efficiency and enhanced customer services that are so well integrated that the lines are invisible to the customer. Good cross-training and continued partnering efforts will move the process forward and create better alignment. IDB will be invited in to complete accessibility studies and train staff on how to properly guide customers and use technology to serve them.

Integrated services using a common referral process, monthly meetings, braiding of resources including funds and supportive services. Annual cross-training meetings will be held to keep all system staff updated on services available throughout the partners. Shared resource allocation will be determined at the state level. IDB will be invited in to ensure services include blind accessibility.

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. Career pathways that are currently constructed are business specific and include education and work experience information that is of value to a prospective applicant as they consider options for employment that includes this career pathway information on how they can advance and earn additional wages or advance in the company. This information includes additional skill training that may be needed both at the job or in classroom or credential training. Career Pathways are being developed with youth customers so they have a roadmap of education and work needed to get beyond entry level jobs. Their pathways also include supports they may need to access to stay on track which can include things like family support, transportation, childcare, and other things they need to consider as they move up. Staff create this plan in tandem with the youth so they both understand the plan and steps to reach their goals. If the plan created does not meet their needs then it can be reworked at any time.

IVRS, AEL, IDB, and WIOA all offer varying types of transportation assistance so customers can reach their employment goals. Since transportation is a common barrier in this rural area, partners are also engaged with

Southern Iowa Council of Governments who works on solving these issues with other community partners.

Work remains to be done to get data systems aligned for common data entry and performance outcomes.

Refer to question E-10.

Assessment for Continuous Improvement

Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT

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

There will be a One-Stop Certification? process that the region 14 partners will use to guide the design of services. There is a draft rubric available that we've reviewed and discussed and have included elements in this customer service plan in preparation. The plan will be modified to include other elements if needed to keep the partners in touch with goals and expected outcomes.

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, at a minimum in the monthly follow-up meetings, 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.

Managers of the partners use case review to identify training needs for case managers and to provide a level of quality assurance to ensure

compliance and good customer services are delivered.

The boards will use that information and public comment to evaluate performance and to determine the need for continuous improvement activities.

Services are customer centered, not performance centered. Well-designed services deliver performance.

Refer to question C-13.

Implementation of Strategies

Regional Workforce Development Board

The strategies below describe the WEB14 plan to implement the strategies identified to meet the needs of business so a talent supply results in demand planning of services.

Strategies to reach 3 goals:

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

Develop customers of the One-Stop system into skilled, future ready workers through services that are designed to meet the needs of the business community through the use of the Core Partner's One-Stop system tools that include:

1. Assessment--interviews, worksheets, assessment tools, and other methods to drill down to service needs

2. Labor exchange services--reports and on-line searches are used to share information with customers they can use to search for work opportunities.

3. Referrals to programs through interviews, worksheets, assessment tools, and other methods to drill down to service needs and needs for referrals for continuum of services as indicated.

4. Follow up on referrals are made as customers' needs become known, monthly follow-up meetings of core partners are in place to discuss progress, determine next steps or collaborate on service design for customer's benefit.

5. Labor market information-- on-line searches

Describe how the regional board will implement its identified strategies:

are done with customers so they can discuss opportunities close to home or where they plan to relocate so they have good/useful information about occupations and education needs

6. Supportive services information that provides information about services that can remove barriers so success can be accomplished. This can include transportation, childcare and other services that help the customer reach their goals.

7. UI information and assistance where staff provide assistance with filing of claims and offer guidance on how many weeks of benefits they can expect, requirements to comply with the rules and guidance to employment services so they can return to work quickly.

8. Foreign language acquisition?most of the local need is English as a second language. The one-stop center staff partner with ABE to refer customers to those services.

9. Workforce preparation?several One-Stop center workshops and the Steer your Career curriculum package are available in the one-stop system and are designed to give customers information about work readiness and includes soft skills for success at work, hard skills needed for particular jobs, and more to meet the expectations that employers have in work-ready applicants.

10. Remove barriers?partners work together to remove barriers so customers can be served through the system of services to reach their employment goal. This could include transportation assistance, accommodations, assistance to achieve HiSED, and others as needed by each individual.

11. Share information between partners for seamless services to common customers.

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

All career services that guide customers to education and training opportunities offered through the IowaWORKS center and system partners are designed to meet the strategic vision and goals of the Plan and include:

- 1. Information about labor market needs from Needs Assessments and information obtained directly from employers. This information drives the service design so we know the guidance we offer customers regards training options can result in a job with one of our businesses or in a market where they will commute or relocate.**
- 2. Training providers are known or can be researched to follow customer's choice for a training provider while maintaining a justification for the training with good guidance and labor market research so training leads to employment.**
- 3. Financial aid information delivered by staff to provide guidance on how to file FAFSA to obtain federal aid for training, information on scholarships and WIOA funding as well as partner's services such as GAP/PACE and IVRS as examples.**
- 4. Information on work-based learning options. Customers are offered job shadowing, internships, on-the job training, work experience, apprenticeship activities that can help get them into employment where training**

can occur while they earn income.

5. Career pathways planning. Staff has received training that they are currently sharing with all one-stop staff so they can all be fluent in this initiative, will be developed with the partners for further sharing/collaboration as this is rolled out. This is included in every youth plan for the WIOA youth program.

6. Individual employment plans are written for every customer who enters the one-stop center system. Their career goal is noted along with their desired wage. The skills staff counsels the customer on their next steps and gain additional information through activities and interview while they are in the center. Next recommended service is noted in the plan, and notes as appropriate included.

7. Career planning/counseling is built in to the assessment and interview process so customers leave with information about occupations, training needs and other information about employability , how to apply, etc.

8. Workshops are available to teach groups of individuals about the tools they need to be successful in the workplace

9. The One-Stop center offers assistance to customers daily to deliver what they need in the moment. This might include information about who is hiring, how to complete applications, guidance and review of resumes, interview preparation, how to search for jobs, information about training, career guidance and more.

10. Supportive services are offered by the partners to assist customers in reaching their employment goals. This includes transportation, childcare, clothing,

accommodations and others that are needed by the customer and specific to each of the partner's rules. Support services are not duplicated, but braided for the customers benefit.

Goal III: Iowa's workforce delivery system will align all programs and services in an accessible, seamless and integrated manner. WDA14 system (workforce, community college, IVRS, IDP, economic development, K-12, community partners and parents) will continue to work together to address the needs of the region through collaborative and non-duplicative programming that fulfill the Future Ready Iowa initiative. 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. Regular quarterly meetings are held to share information.

Core partners have a history of collaboration and WIOA made some of the connections of this collaborative effort more intentional. WIOA training has been attended by the core partners so we could develop our partnership further with the benefit of a single source of guidance. From this training, Core partners developed a referral system that is more intentional so customers are connected with the referral while they are still in the office where they start services. This makes the services more seamless and accessible to the customers. This intentional referral process closes the loop through a follow-up process--Core partners meet monthly to track and discuss common customers to wrap services around the customers' needs and share updates. (This will expand to include IDB).

Future goals of this collaborative effort:

? WDA14 system of services will further collaborate to understand how to better align the partners services through a core partner mapping project. The focus of this project is to align resources between the partners for assessments, resources, training and workshop facilitation and will be completed in the next year. This will be extended to include Career Pathways information. (Wagner-Peyser, AEL, IDB, WIOA, IVRS will be involved in this project)

? AEL aligns services to customers? needs by using assessments before developing a training plan for the customer in AEL classrooms.

? Continue cross-training between partners (add IDB)

? Business services are a combined effort, to avoid following each other into businesses for the same information or job development activities.

? Sector boards for partners to hear business concerns and collaborate to address as indicated.

? Career Pathways implementation

? Complete IDB accessibility report and how to serve customers with accommodations

? How to better include and offer system services to blind, non-English speaking, disabled, veterans, older, disconnected youth and other targeted populations.

**? Share information that is useful to all.
Examples: business information/feedback,**

needs for services outside of regular hours, etc.

Other Strategies:

? 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:

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

- o -Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;

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

o -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.

o -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.

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

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

o -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.

? Expand offering of Tune Your Talent--a set of workshops for business to improve workers skills and improve retention

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

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

Core Partners

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

Wagner Peyser staff work on functional teams alongside WIOA Adult/Dislocated Worker and Youth program staff to deliver Career Services. Customers cannot distinguish a WP staff member from any other staff member. Specific tasks like unemployment assistance may only be offered by trained Unemployment Insurance staff that work for IWD, but all other services are functionally delivered, not program specific. WP and WIOA A/DW/Y staff provide the following services in the region: greeting, assessment, skill building, referrals to other programs and partners, job referrals, guidance on building a good job search tool kit that includes: resume, application, interview prep, who is hiring, employer inside information, recommendations and guidance to training and more.

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

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

AEL is an integral partner to provide high school completion classes to customers who lack that basic credential. The WDB14 understands the need for this basic level of education as an entry point to the labor market and values the partnership with AEL to provide this service. The board also understands that English as a second language is an important addition to regional service design since there are two large pockets of Latino populations in the region in Clarke and Taylor counties. AEL is working with local businesses to develop additional classrooms to facilitate more students who can take advantage of this valuable skill for success in region 14.

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.

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

WDB14 recognizes that part of the region 14 population identifies themselves as disabled. As the region 14 partners reach out and work with customers, the partnership understands the value that VR can add to the service plan for these individuals. VR services provide guidance, counseling, accommodations and supportive services to disabled individuals who seek employment so they can benefit from this additional layer of service to reach their employment goal, obtain skills, education, credentials to improve their marketability.

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.

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

A/DW program staff work alongside WP staff to deliver Career Services. Customers cannot distinguish a WP staff member from any other staff member. Specific tasks like unemployment assistance may only be offered by trained Unemployment Insurance staff that work for IWD, but all other services are functionally delivered, not program specific. WP and WIOA A/DW/Y staff provide the following services in the region: greeting, assessment, skill building, referrals to other programs and partners, job referrals, guidance on building a good job search tool kit that includes: resume, application, interview prep, who is hiring, employer inside information, recommendations and guidance to training and more.

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.

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

WDB14 sees the high levels of youth unemployment across the state coupled with low levels of unemployment that businesses face as they strive to sustain and grow operations as opportunity. Youth and young adults can benefit from information on how to reconnect with the world of work through WIOA youth programming and services. In this first year of WIOA, the youth have responded very well to work-based learning options such as Work Experiences and On-the-Job Training with employers who are looking to fill openings or are willing to be training sites to assist youth to develop real world, work experiences, gain work history, obtain insight into a business/occupation and earn money at the same time. Youth staff provide guidance on workplace expectations, financial literacy and career pathways as the youth complete this segment of services. As career pathways are explored and discussed, the youth counselor can introduce options for skill building as appropriate and refer to AEL, ABE, community college or other training providers to provide vision for the future and assistance in getting there when appropriate.

Support Services are offered 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 and include clothing, dependent care, transportation, counseling, healthcare and miscellaneous.

Youth staff seek out partner's services to provide holistic services to youth so they have the supports they need to achieve success. 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.

Note: WIOA requires a focus on work-based learning opportunities for youth so enrollments and expenditures are targeted to out-of school youth and internships, job shadows, work experiences, on-the-job training 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. 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.

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. IDB will be invited to complete an accessibility review of the One-Stop. IDB will be invited in to complete an accessibility assessment and offer training to staff on how to best serve blind or vision impaired customers and how to obtain accommodations as needed. All means all in WDA14 so all customers who enter through the one-stop office can access Career Services.

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

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. Iowa Department for the Blind**
- 6. Wagner-Peyser employment services/Unemployment Services**
- 7. Iowa Vocational Rehabilitation Services**

Other partners include:

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.

? Community college-Southwestern Community College (SWCC)

? Veterans Services

? CSBG- Community Action Agencies

? TANF

? Department for the Blind

? Older worker programs?SCSEP

? HUD-SIRHA

? Job Corp

? Career Tech Education-Carl Perkins

? TRADE

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

? 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).

Supportive services are braided among the partners when needed to avoid duplication and

leverage resources across the programs when it makes the customer's plan more complete.

? 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.

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.

Refer to question D-14.

Persons with disabilities:

the unemployment rate for disabled is 19.5% compared to 3.5% across the state for all populations. 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.

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

- o One-stop center serves people with disabilities referring those as appropriate who need IVRS or IDB 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 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 veteran's 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 veteran's 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 veteran's 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 partner's 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:

? Blind or visually impaired residents. IDB will be invited in to complete an assessment for blind services and will be asked to provide staff training so one-stop staff can provide services to those residents of our region.

? 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.

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:

Coordination, Alignment and Provision of Services

Employer Focus

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

WDB14 and the regional partnership 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. The partnership shares this information at board meetings and partner meetings they are invited to attend.

**? 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 1950's,

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 employer's 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 Governor's 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 employee's 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.

Core partners have access to the same data regards the needs of businesses, skill gaps, training programs to build skills and referral process to add supports and services as needed by individual customers so the planning and service design is in alignment with all other partners. This data includes Labor Market Information, Needs Assessments, Middle Skills Gap reports. . The partnership shares this information at board meetings and partner meetings they are invited to attend so coordinated services can be implemented.

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.

? 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

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

Refer to question C-6.

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

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.

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 customer?s 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 individual?s 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 customer?s needs. Once a customer enters approved training, there is additional coordination with Wagner-Peyser and Unemployment Insurance for an individual?s ongoing income support.

Re-Employment Services

After the affected worker is receiving unemployment benefits, they may be profiled and invited into the center to ensure they know important information that can help them get back to work. 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. WDB14 and the community college are in-step as far as understanding the business needs of the areas businesses and the CTE programs that prepare the students for employment in those businesses. Collaboration is continuous, and not just limited to quarterly meeting updates.

The board reviews applications for training programs to determine if a training provider/program is approvable. The board looks at labor market information, cost of training and performance including where people who complete the program find jobs and at what wage in order to make educated decisions for approval or denial.

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. Grants may be applied for when events occur that limit local budgets ability to help provide services. Some examples are State Emergency Grants or National Emergency Grants that may be obtained for layoffs or closures when large numbers of customers are affected.

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 who recommend training to prepare customers for entry or advancement in local employment opportunities. Staff are trained in how to sell training as preparation not only for the job, but for a career pathway of advancement opportunities. 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. Apprenticeship opportunities are being developed and customers informed of opportunities beyond our geographical area when none are available locally that meet the need of the customers.

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

Economic Development Focus

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 region's 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.

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

Regional Workforce Development Board Functions

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 approved 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. The board uses data to see the needs of the region's businesses, guides the service design to deliver information, services, training and supportive services so customers of the one-stop system gain access to these services. Understanding the needs, designing services that meet those needs with a goal of workforce preparation to meet the state goal of a Future Ready Iowa is the WDB14 plan that the one-stop staff carries out and reports back. Partners are at the table at board meetings to gain common understanding of business needs so services are designed meet those needs. Partners discuss services that are not duplicative, but meet the needs of both the business and the workers. The board is invested in the overall work of the partners and sees value in the collaboration and holistic system that results.

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

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

Region 14 Monitoring Responsibilities

The board reviews quarterly performance reports and gets information down to the individual customer level in order to understand how performance is affected by outcomes. The board also receives a monthly report of outreach and numbers of citizens we reach with information. They also receive budget updates so they know that the money is being spent down over the program year. They received reports on demographics that include numbers of new customers and their demographic profile. The board oversees the implementation of new initiatives like Steer your Career, Tune your Talent, Career Pathways, Sectors and get copies of partner meeting notes to stay on top of those activities. The board was heavily involved in the implementation of the Integrated service delivery model and enthusiastically embraced the model due to the larger numbers of customers who could be served. The board has been involved in the WIOA program implementation and is involved in board trainings, board redesign and development of the local plan. Performance reports from all core partners can be integrated into these reports as performance expectations and reporting is clarified so the board has access to an overall view of the system's performance. Will include self-assessment to review effectiveness of plan that can lead to one-stop certification

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

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 region's 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.

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

Youth enrollments:

Youth enrollments protocol in region 14:

1. Use the Handbook guidelines for WIOA Youth as a first reference for intake, initial assessment, eligibility decision making, enrollment, objective assessment and development of individual service strategy with supportive services and follow-up services to round out the plan

a. Ensure the voice of the participant is heard

b. Focus is to serve youth with significant barriers to help them transition to self-sufficient adulthood and,

c. Guide them to successful entry into the workforce, higher education or advanced education

2. Focus on Out of School youth in order to meet the 75% expenditure rate.

3. Focus on experiential learning opportunities to connect youth to real world work experience as they make their career decisions. This will make the 20% requirement expenditures for experiential learning attainable

4. In School Youth may also be enrolled when Youth services are needed to make a positive difference in their ability to meet their employment goal, discuss enrollment at a youth staffing meeting to agree that this is met.

5. Using eligibility criteria in the Youth Handbook, enroll eligible youth, with a most in need who can succeed view. This does not eliminate other eligible youth from enrollment, but helps to focus on those who need services to get to their goal.

6. Create an interest list if more youth (eligible, in need of services, expectation that they can succeed) are found in outreach efforts than can be served in the current budget year so they can be served when new funds are available

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

WDA14 One-Stop center 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.

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

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:

Across the counties:

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.

One-Stop center:

IowaWORKS

215 N. Elm

Creston, IA 50801

641-782-2119

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

**Vocational Rehabilitation Services : Main office
(also co-located in the One-Stop)**

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**

Iowa Department for the Blind

Samuel Negrón, M.A., CRC

Vocational Rehabilitation counselor

Iowa Department for the Blind

524 4th Street

Des Moines, IA 50309-2364

Phone: (515) 344-7942

Adult Basic Education: Main office

Southwestern Community College

1201 W. Townline St.

Creston, Iowa 50801

641-782-1497

Additonal AEL sites located in the eight counties of region 14 and can be accessed through 641-782-1497.

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.

ADA review was completed in 2014 and the One-Stop center met minimum requirements. Recommendations were considered for improvement. IDB will be invited to provide an assessment for accessibility for blind customers

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:

If supportive technology tools are needed in the future, there is a process to address the new need.

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 reach compliance as appropriate.

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

Regional Workforce Development Board Policies

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

Refer to question F-2.

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

Refer to question F-9.

Performance statistics will be used to determine success of eligible training providers. This may include anecdotal information from students or groups of students who complete training programs, as well as businesses who hire workers with those skills so all available information can be included in this research. This information will be shared with the training provider through direct contact or partner meetings, or sector board meetings as appropriate to share for continuous improvement. This analysis can also be completed as part of the WDB14's regularly scheduled meetings with needs assessments being completed/reviewed as necessary. Regional labor market information will be utilized with this review.

WDA14 Priority of Service Policy.docx

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

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 Labor's 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 for those customers who are case managed.

The process to deliver self-sufficiency is done by providing access to information regards the local labor market, skills needed (including soft-skills), education to gain skills that can result in self-sufficient wages, and career pathways for a vision of the future and how the customer can get ahead to improve their wages over time and acquisition of additional skills.

Refer to question F-10.

Attach the regional board's Individual Training Account Policy:

1462910335188_WDA14 ITA Policy.docx

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

WDA14 Supportive Services Policy.docx

Refer to question F-5.

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.

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. This has been successful already in this first year. Once new referrals were obtained, word-of-mouth became a successful method of finding more disconnected youth to help the region reach the 75% goal by the end of the 2nd year.

? 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 of 16 and 24 who have not yet built their plan for the future.

? Partner with the Juvenile Justice System to

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:

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.). The program staff are having success in engaging youth enrolled in WIOA activities in work-based learning activities, so it is expected that the 20% goal can be met or exceeded by the 2nd year of the program.

Refer to question E-6.

The board reviews the Service Proposal and approves the Service Provider for the WIOA A/DW/Y programs. This approval includes the fiscal agent who will manage the financial reports and obtain appropriate auditing services to ensure fiscal responsibility is maintained.

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

In addition, the service provider monitors financial files using a documented process and forms to ensure program funds are used appropriately case by case. The files are pulled at random to ensure a fair distribution of files are reviewed. 10% of the contracts written for customers are reviewed on a quarterly basis.

Refer to question F-1.

Additional Documentation

Attach a spreadsheet of all Board Members:	1462812409755_WDA14 WIOA board list.docx
Attach a copy of the current Regional by-laws:	1462812409647_WDA14 bylaws.docx
Attach a copy of the current Priority of Services policy:	1462812409726_WDA14 Priority of Service Policy.docx
Attach a copy of the current Oversight and Monitoring policy:	1462812409628_WDA14 Monitoring policy.docx
Attach a copy of the current Supportive Services policy:	1462812409797_WDA14 Supportive Services Policy.docx
Attach a copy of the current EEO Grievance procedure:	1462812409687_WDA14 Equal Opportunity Grievance Procedure.docx
Attach a signed copy of the Certificate Regarding Debarment:	1462812409775_WDA14 Debarment Form.pdf
Attach a spreadsheet of all public and State partner comments with the Board's response:	1462812409666_4-25-16 WIOA Public Comments Response-Barb.docx
Attach a signed copy of the Signatory Page:	1463773111450_WDA 14 signed-signature page.pdf

Regional Workforce Development Board General Assurances

The Board and CEO agree to the General Assurances:	Yes
Title:	RWDB 14 Chair
Name:	Jolene Griffith
Date:	05/16/2016

Local Board Member - Point of Contact

Point of Contact Name:	Elizabeth Waigand
Title:	Operations Manager, Iowa Workforce Development

Provide current business title.

Phone:*

641-202-3900

extension:

Point of Contact Email:

Elizabeth.waigand@iwd.iowa.gov

Review Committee Selection

In accordance with WIOA Title II, the Iowa Adult Education and Family Literacy Act (AEFLA) grant application requires Local Boards to review all AEFLA applications submitted to the Iowa Department of Education (IDOE) from eligible providers within the local area to determine whether the applications are consistent with their local plans and activities coordinate with education and training providers within the Regional Workforce Development Board (RWDB) area. Upon completing this review, the Local Board will submit a recommendation to the IDOE that promotes alignment with the local plan.

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

The AEFLA grant applications will be reviewed by an RWDB committee from Region 14. The committee's mission will be to recommend AEFLA applications that best promote alignment with the local plan and regional workforce goals through alignment of adult basic education and English language acquisition services with one-stop center activities and services. This committee will be selected by nomination and approved by the RWDB. The committee of three-five will be selected from private, business, public workforce delivery system partners, and/or RWDB members.

The RWDB will screen reviewers for conflict of interest to assure the process is fair and equitable. A conflict of interest acknowledgment and disclosure form will be signed and submitted by each member of the RWDB selection committee to comply with the policy.

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

Conflict of Interest

The Regional Workforce Development Board (RWDB) is committed to maintaining the highest of standards of ethical conduct and to guard against problems arising from real, perceived, or potential conflict of interest. All partners at all levels of participation serving the Workforce Innovation and Opportunity Act (WIOA) are expected to read, understand and apply this policy to ensure system integrity and effective oversight.

The purpose of the conflict of interest policy is to help inform the Board about what constitutes a conflict of interest, assist the Board in identifying and disclosing actual and potential conflicts, and help ensure the avoidance of conflicts of interest where necessary. On an annual basis, all Board members are provided with a copy of the policy.

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

Regional Workforce Development Board members serving the WIOA programs, will not cast a vote on, nor participate in any decision-making capacity on the provision of services to them (or any organization which they directly represent), nor on any matter which would provide any direct financial benefit to themselves or an member of their immediate family. However, membership on the RWDB or any committee, by itself, is not to be construed a violation of the conflict of interest provision. Likewise, the receipt of funds to provide any services from any board member is not, by itself, a violation of the interest provision.

A conflict of interest may be personal or organizational. A personal conflict exists when any of the following stands to benefit directly or indirectly from a procurement decision:

- 1. An officer of the RWDB;**
- 2. An individual on the RWDB staff;**
- 3. Any board member including advisory boards; or**
- 4. A member of the immediate family of any of the above.**

An organizational conflict occurs when an organization represented by one or more individuals involved in the procurement process stands to benefit financially, directly or indirectly, from the award of a contract.

At any time during the review process an individual becomes aware of the fact that he or she has an actual or potential conflict of interest or if such dealing could arise in the future, that individual must immediately withdraw from the review process. An individual who has an actual or apparent conflict of interest must not attempt to influence any individuals involved in the review process.

If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the

member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

DEFINITIONS:

Conflict of Interest - Conflict between the official responsibilities and the private interests of a person or entity that is in a position of trust. A conflict of interest would arise when an individual or organization has a financial or other interest in or participates in the selection or award of funding for an organization. Financial or other interest can be established either through ownership or employment.

Immediate Family - Immediate Family consists of the individuals' parents (including step-parents), spouse, domestic partner, children (including step-children), siblings, grandchildren, grandparents, and any relative by marriage (an "in-law")

Individual - (1) an individual; i.e., officer, or agent, or (2) any member of the individual's immediate family (spouse, partner, child, or sibling), or (3) the individual's business partner.

Organization - A for-profit or not-for-profit entity that employs, or has offered a job to, an individual defined above. An entity can be a partnership, association, trust, estate, joint stock company, insurance company, or corporation, whether domestic or foreign, or a sole proprietor.

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

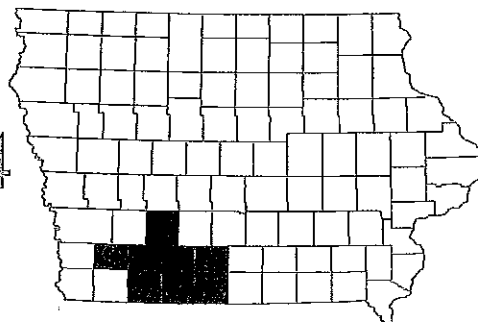
Labor Market Information Guide for Employment



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 & Packagers, 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 & Packagers, 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.

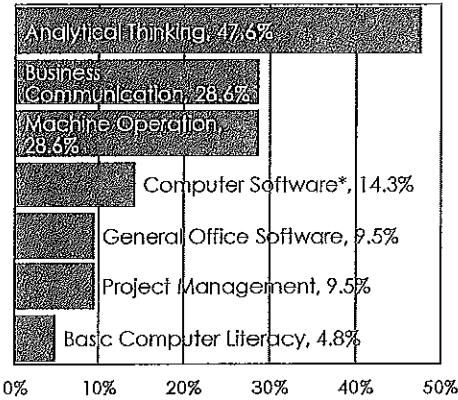
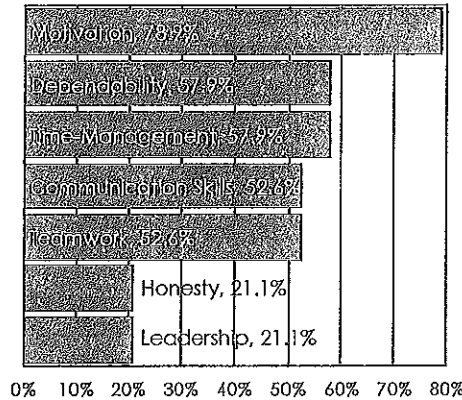
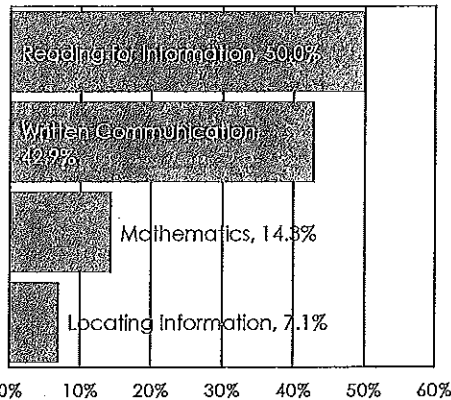
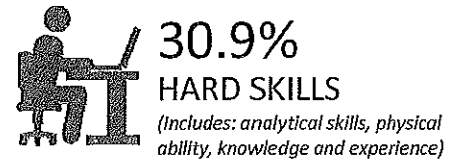
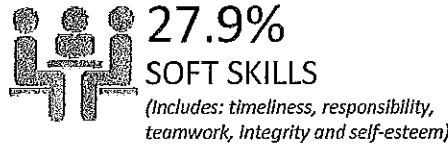
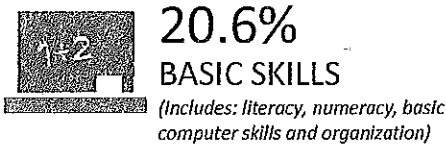
Employment: 2012-2022 Occupational Projections estimates based on 2013 annual industry employment data and 2013 2nd quarter occupational staffing pattern data, Labor Market Information Division, Iowa Workforce Development.

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.

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%	36.2%	32.4%	1.5%
Applicants are often disqualified due to criminal records/substance testing	41.2%	25.0%	23.5%	7.4%	2.9%
Applicants are often not qualified to re-hire or pass a background check	32.8%	23.9%	26.9%	11.9%	4.5%



*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.

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

Top Listed Jobs by Employers

Occupational Title	SOC Code	Total Openings Reported	2015 Mean Hourly Wage*	2015 Entry Hourly Wage	2015 Experienced Hourly Wage	2015 Median Hourly Wage
Stock Clerks- Stockroom, Warehouse, or Storage Yard	43-5081	2,174	\$ 11.69	\$ 8.72	\$ 13.17	\$ 11.09
Helpers--Production Workers	51-9198	268	\$ 10.71	\$ 8.12	\$ 12.01	\$ 9.92
Food Preparation Workers	35-2021	217	Insufficient Data Reported			
Production Laborers	51-9198	214	\$ 10.71	\$ 8.12	\$ 12.01	\$ 9.92
Pharmacy Aides	31-9095	171	Insufficient Data Reported			
Retail Salespersons	41-2031	164	\$ 9.29	\$ 8.20	\$ 9.84	\$ 8.98
First-Line Supervisors of Retail Sales Workers	41-1011	161	\$ 14.41	\$ 10.56	\$ 16.33	\$ 12.66
Cooks, Restaurant	35-2014	160	\$ 8.83	\$ 8.01	\$ 9.24	\$ 8.50
Registered Nurses	29-1141	160	\$ 24.40	\$ 18.38	\$ 27.42	\$ 24.72
Home Health Aides	31-1011	150	\$ 10.35	\$ 8.93	\$ 11.05	\$ 10.40
Farmworkers, Farm, Ranch, and Aquacultural Animals	45-2093	127	Insufficient Data Reported			
Production Workers, All Other	51-9199	126	\$ 15.23	\$ 10.97	\$ 17.36	\$ 14.04
Waiters and Waitresses	35-3031	126	\$ 8.15	\$ 8.07	\$ 8.20	\$ 8.40
Customer Service Representatives	43-4051	124	\$ 14.21	\$ 8.16	\$ 17.23	\$ 13.01
Nursing Aides, Orderlies, and Attendants	31-1014	122	\$ 11.43	\$ 9.84	\$ 12.23	\$ 11.20
Dining Room and Cafeteria Attendants and Bartender Helpers	35-9011	120	Insufficient Data Reported			
Bartenders	35-3011	113	\$ 9.04	\$ 8.01	\$ 9.56	\$ 8.56
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	35-9031	111	Insufficient Data Reported			
Dietitians and Nutritionists	29-1031	110	Insufficient Data Reported			
Maintenance and Repair Workers, General	49-9071	97	\$ 18.12	\$ 11.98	\$ 21.20	\$ 18.56
Tractor-Trailer Truck Drivers	53-3032	90	\$ 23.33	\$ 12.75	\$ 28.62	\$ 21.81
Dishwashers	35-9021	83	\$ 8.24	\$ 8.15	\$ 8.29	\$ 8.52
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	37-2011	81	\$ 12.19	\$ 9.07	\$ 13.75	\$ 11.63
First-Line Supervisors of Non-Retail Sales Workers	41-1012	76	Insufficient Data Reported			
Pharmacists	29-1051	75	\$ 51.20	\$ 41.56	\$ 56.02	\$ 49.49
Production Workers, All Other	51-9199	71	\$ 15.23	\$ 10.97	\$ 17.36	\$ 14.04
First-Line Supervisors of Food Preparation and Serving Workers	35-1012	67	\$ 12.30	\$ 8.09	\$ 14.40	\$ 10.70
Cashiers	41-2011	66	\$ 8.98	\$ 8.18	\$ 9.38	\$ 8.75
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	41-4012	66	\$ 24.61	\$ 15.94	\$ 28.94	\$ 22.84
Pharmacy Technicians	29-2052	65	\$ 13.08	\$ 11.26	\$ 13.99	\$ 13.11
First-Line Supervisors of Production and Operating Workers	51-1011	60	\$ 22.28	\$ 15.87	\$ 25.48	\$ 19.34
Licensed Practical and Licensed Vocational Nurses	29-2061	54	\$ 19.39	\$ 16.27	\$ 20.96	\$ 19.29
Construction Laborers	47-2061	51	\$ 18.71	\$ 12.01	\$ 22.06	\$ 15.33

Methodology/Selection Criteria:

Occupations are rank ordered according to their total reported openings from Iowa Workforce Development's IowaJobs bank (www.iowajobs.org).

Job orders on IowaJobs are either entered directly by IWD staff or employers on the site or brought in from one of over 1,100 indexed employer websites. The job orders pulled for this report are those that were open sometime between November 1, 2014 and October 31, 2015.

While there are many postings for jobs outside of Iowa within the IowaJobs bank, those are removed from the data for the purposes of this report. This is accomplished by filtering out all postings with a non-Iowa ZIP code. For those postings that did not have a valid ZIP code, the city and state fields were used to remove those that were clearly for jobs outside of Iowa.

In order to remove duplicate job postings, orders with identical job titles and employer names that were entered on the same day for the same ZIP code were identified. Of those, all duplicate postings that listed more than one opening were removed from the data. Postings that list only one opening are only removed if there are more than five duplicates (duplicates are removed until only five duplicated postings remain). The reasoning behind leaving any duplicate postings with one opening in the data is that it is possible the employer had more than one position open and they chose to make more than one posting instead of one posting with multiple openings listed.

*Mean Wage, also known as the average wage, is computed by dividing the estimated total wage for a reported occupation by its weighted employment.

Sources:

Total Openings: This measure should be interpreted as the total number of openings that were active at some point within the specified period of time (either monthly or annual). Note this is the number of openings, so if a job order lists more than one opening, all openings are counted. If an employer posts an order for a job, closes the order, and then opens another order for the same job in the same period of time, both of those openings will be counted, as well.

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.

Web Resources

Job Listings:

All Star Jobs: www.allstarjobs.com
Career Builder: www.careerbuilder.com
Employment Guide: www.employmentguide.com
Indeed: www.indeed.com
Iowa Workforce Development: www.iowajobs.org
Monster: www.monster.com
State of Iowa Jobs: www.das.iowa.gov
Summer Jobs: www.summerjobs.com

Career Websites:

Affirmative Action: <http://iwin.iwd.state.ia.us/iowa/ArticleReader?itemid=00003926>
Career Connection Guide: www.iowalmi.gov/career
Career One Stop: www.careeronestop.org
Career Planners and Job Seekers On-Line Reference Guide: www.iowalmi.gov/career
Census Data: www.census.gov/people/eeotabulation/data/eeotables20062010.html
Employment Benefit Analysis: www.iowaworkforcedevelopment.gov/employment-benefit-analysis
Employer Database: www.iowaworkforcedevelopment.gov/employer-database
Industry Projections: www.iowalmi.gov/indproj
Iowa Hot Jobs: www.iowalmi.gov/career
Iowa Wage Survey: www.iowalmi.gov/wages
Labor Force Summaries: www.iowalmi.gov/laus
Laborshed Studies: www.iowalmi.gov/laborshed
O*Net On-line: www.onetonline.org
Occupational Information Center: www.iowalmi.gov/career
Occupational Profiles: www.iowalmi.gov/career
Occupational Projections: www.iowalmi.gov/occproj
Workforce Needs Assessment: www.iowalmi.gov/wna



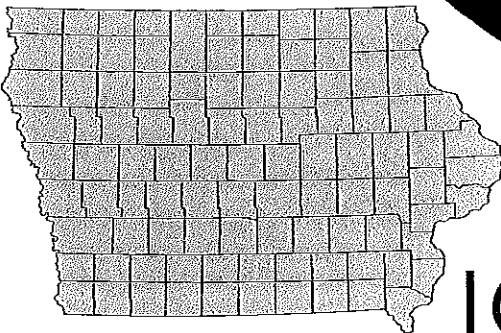
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1000 E Grand Avenue, Des Moines, Iowa 50319
Phone: (515) 281-7505 | Email: Laborshed.Studies@iwd.iowa.gov
www.iowaworkforcedevelopment.gov



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IOWA ANALYSIS

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VACANCIES



INTRODUCTION

Iowa Workforce Development (IWD) conducted the fifth annual Workforce Needs Assessment from July 2014 through October 2014. In addition to vacancy and retirement data, the survey also addressed the demand for workers and skills required in the workforce. Data regarding benefits offered by employers was also collected and is delineated in the Fringe Benefits Analysis. The results of the survey were analyzed on both a statewide and regional basis. This is the statewide report for Iowa.

Beginning in July 2014, 39,996 employers in the state were contacted either by mail or email and asked to complete the survey. By the end of the survey period (October 31, 2014), IWD had received 9,754 responses, yielding a 24.4 percent response rate.



STATEWIDE VACANCY ESTIMATES

Figure 1 shows the number of vacancies by county throughout the State on a per 100 employee basis. The vacancy data comes from Iowa Workforce Development's job bank (www.iowajobs.org) and covers the timeframe of November 2013 through October 2014. The counties with the greatest number of vacancies per 100 employees within the state include Calhoun, Pottawattamie, Winnebago and Worth.

Figure 1
Vacancies by ZIP Code per 100 Employees

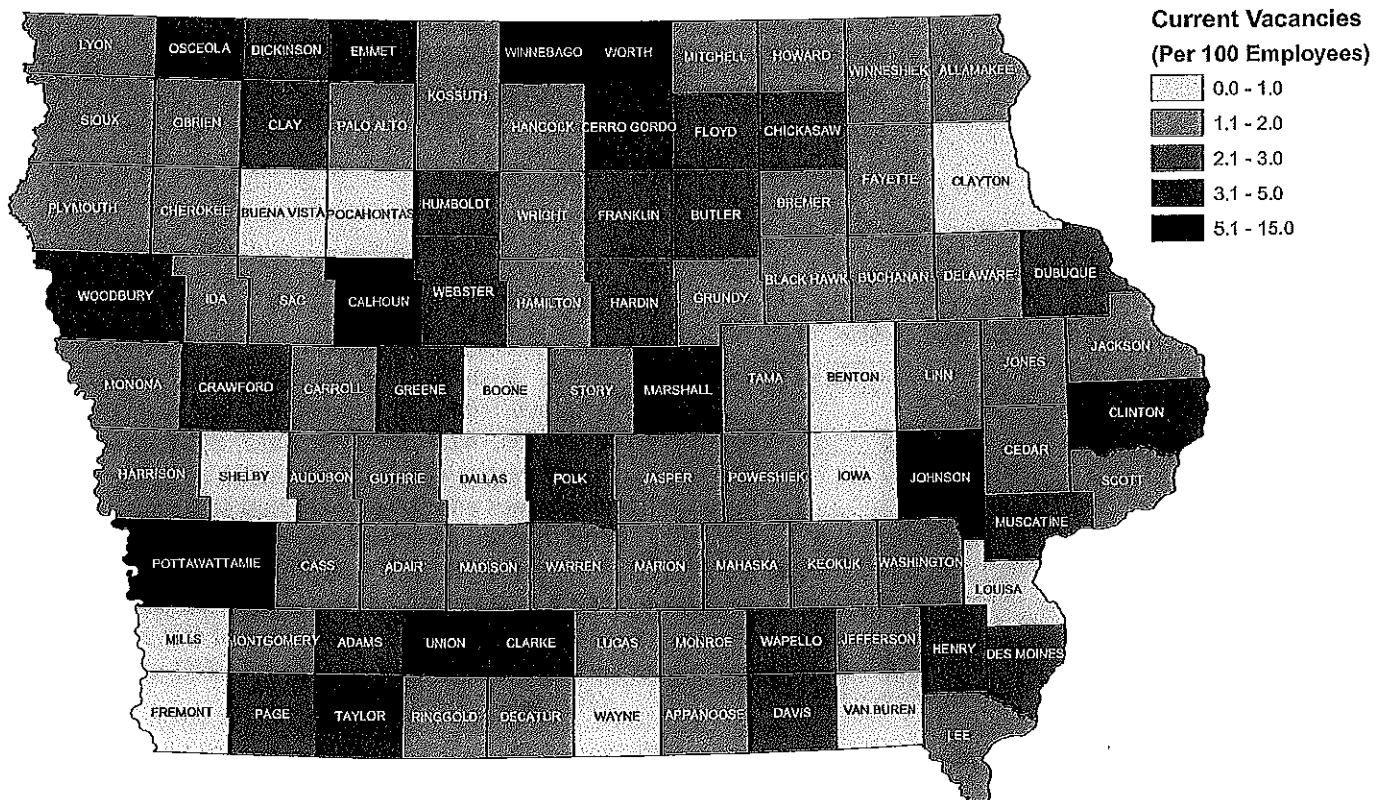




Figure 2 shows reported vacancies by occupational category. The vacancy data within this table is derived from IWD's job bank and reflects data captured between October 31, 2013 and November 30, 2014. The majority of vacancies are within the sales & related, office & administrative support; transportation & material moving; healthcare practitioner & technical; production; and food preparation & serving related occupational categories. The occupational categories are clustered using the Standard Occupational Classification (SOC) system. Each broad category includes detailed occupations requiring similar job duties, skills, education or experience.

Among the employers that responded to the survey, 2,984 (31.0%) reported having one or more current or anticipated job vacancy, while 6,643 respondents (69.0%) reported having no job vacancies. There is an average of 34,378 job vacancies per day reported by employers throughout Iowa.

Figure 2
Current Vacancies by Occupational Category

	Percent of Total Vacancies	Average Vacancies per Day
Sales & Related	11.6%	3,994
Office & Administrative Support	11.0%	3,779
Transportation & Material Moving	10.6%	3,643
Healthcare Practitioner & Technical	8.3%	2,847
Production	7.5%	2,593
Food Preparation & Serving Related	6.8%	2,333
Computer & Mathematical Science	5.5%	1,887
Building & Grounds Cleaning & Maintenance	4.9%	1,696
Management	4.8%	1,640
Installation, Maintenance & Repair	4.3%	1,480
Business & Financial Operations	3.7%	1,287
Construction & Extraction	3.6%	1,221
Healthcare Support	3.5%	1,205
Architecture & Engineering	3.0%	1,047
Community & Social Science	2.1%	720
Farming, Fishing & Forestry	2.0%	683
Education, Training & Library	1.9%	639
Arts, Design, Entertainment, Sports & Related	1.5%	504
Protective Service	1.1%	386
Personal Care & Service	1.1%	366
Life, Physical & Social Science	1.0%	355
Legal	0.1%	45
Military Specific	0.1%	28
Total	100%	34,378

*Iowa Workforce Development's Job Bank
Totals may vary due to rounding methods*

Figure 3
Reported Job Vacancies by Workplace Size

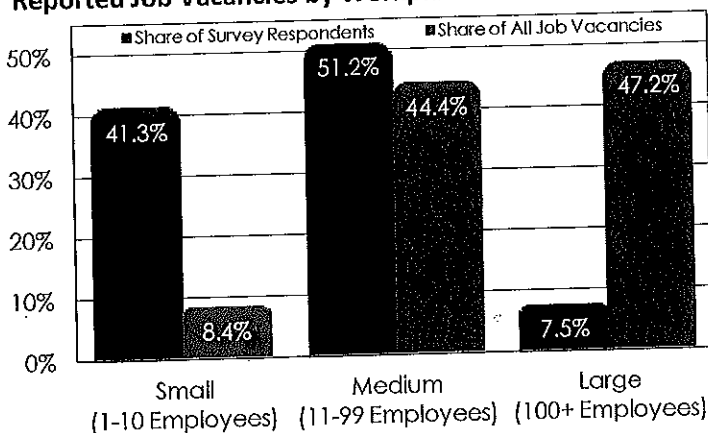


Figure 3 shows the breakdown of job vacancies by employer size. Of employers that responded with job vacancies, 41.3 percent were businesses with 10 or fewer employees, 51.2 percent had between 11 and 99 employees and 7.5 percent had 100 employees or more. The share of all survey responses for each employer size category is shown next to the respective percentage share of reported job vacancies. While large employers only accounted for 7.5 percent of the survey responses, they reported nearly half (47.2%) of the total job vacancies in the state.



Figure 4
Number of Unemployed Persons per Job Vacancy

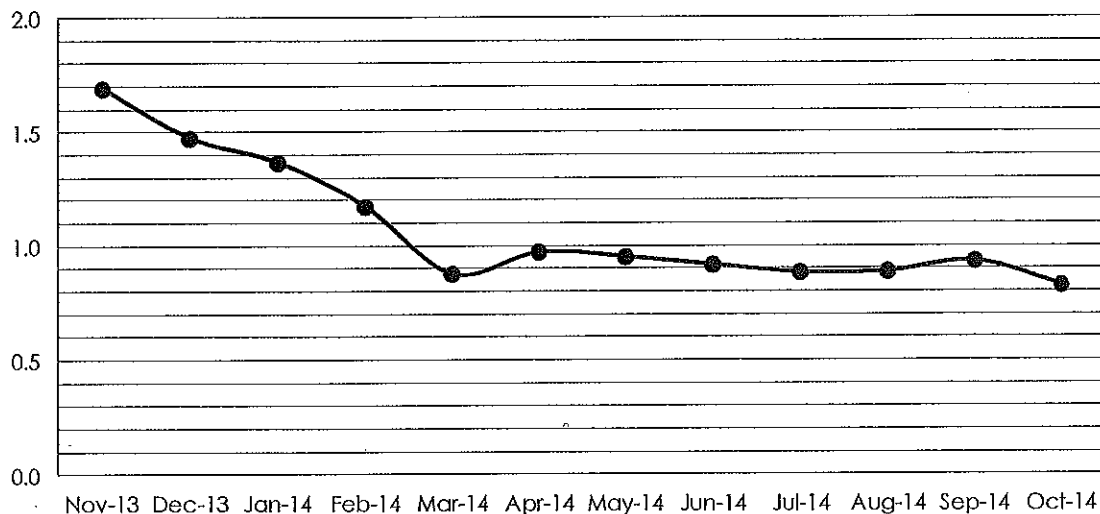


Figure 4 shows the average number of vacancies in the state per unemployed person by month. In November 2013, there were an estimated 44,472 total job vacancies and a total of 75,270 unemployed persons¹. Therefore, the ratio was 1.7 unemployed persons for every vacant position.

Bureau of Labor Statistics and Iowa Workforce Development Job Bank

Figure 5 shows the vacancy rate, or how many jobs are available per 100 filled positions by industry. The industries within the state with the highest vacancy rates are management (8.6%); accommodation & food services (5.5%); arts, entertainment & recreation (4.8%); construction (4.1%); healthcare & social services (4.1%) and transportation & warehousing (4.1%). These industries currently have relatively more vacant positions when compared to the size of their workforce. When looking at vacancy rates, it is important to note the difference between the number of vacant positions and the vacancy rate. An industry may have a low vacancy rate but have many vacant positions. This is because, when compared to their total workforce, the number of vacant positions is small.

Figure 5
Vacancy Rate by Industry

Industry	State Employment	Vacancy Rate
Management	17,656	8.6%
Accommodation & Food Services	112,163	5.5%
Arts, Entertainment & Recreation	15,841	4.8%
Construction	66,159	4.1%
Healthcare & Social Services	205,165	4.1%
Transportation & Warehousing	53,646	4.1%
Administrative & Waste Services	66,898	3.3%
Manufacturing	216,074	2.9%
Professional & Technical Services	45,986	2.9%
Public Administration	58,803	2.4%
Personal Services	41,442	2.3%
Wholesale & Retail Trade	231,248	2.3%
Information	25,459	1.8%
Finance, Insurance & Real Estate	97,678	1.7%
Agriculture & Mining	18,759	1.4%
Educational Services	143,639	1.3%
Utilities	7,654	0.7%

Annual 2014 total regional employment data from MD
 Totals may vary due to rounding methods

Figure 6, on the next page, breaks down the vacancy rate by occupational category. The categories with the highest vacancy rates are farming, fishing & forestry (12.2%); computer & mathematical science (6.0%); and architecture & engineering (5.7%). Total employment by occupational category may differ from total employment by industry because of confidentiality issues in employer surveys.

¹Bureau of Labor Statistics, Local Area Unemployment Statistics



Figure 6

Vacancy Rate by Occupational Category

	State Employment	Vacancy Rate
Farming, Fishing & Forestry	5,610	12.2%
Computer & Mathematical Science	31,650	6.0%
Architecture & Engineering	18,320	5.7%
Building & Grounds Cleaning & Maintenance	46,320	3.7%
Healthcare Practitioner & Technical	83,660	3.4%
Community & Social Science	23,060	3.1%
Life, Physical & Social Science	12,290	2.9%
Transportation & Material Moving	125,940	2.9%
Arts, Design, Entertainment, Sports & Related	18,790	2.7%
Healthcare Support	45,180	2.7%
Sales & Related	152,990	2.6%
Installation, Maintenance & Repair	64,600	2.3%
Management	74,010	2.2%
Business & Financial Operations	62,200	2.1%
Construction & Extraction	58,510	2.1%
Food Preparation & Serving Related	127,070	1.8%
Office & Administrative Support	215,720	1.8%
Protective Service	21,470	1.8%
Production	154,370	1.7%
Personal Care & Service	43,030	0.9%
Education, Training & Library	98,470	0.6%
Legal	7,580	0.6%

Totals may vary due to rounding methods

Iowa Local Employment Dynamics

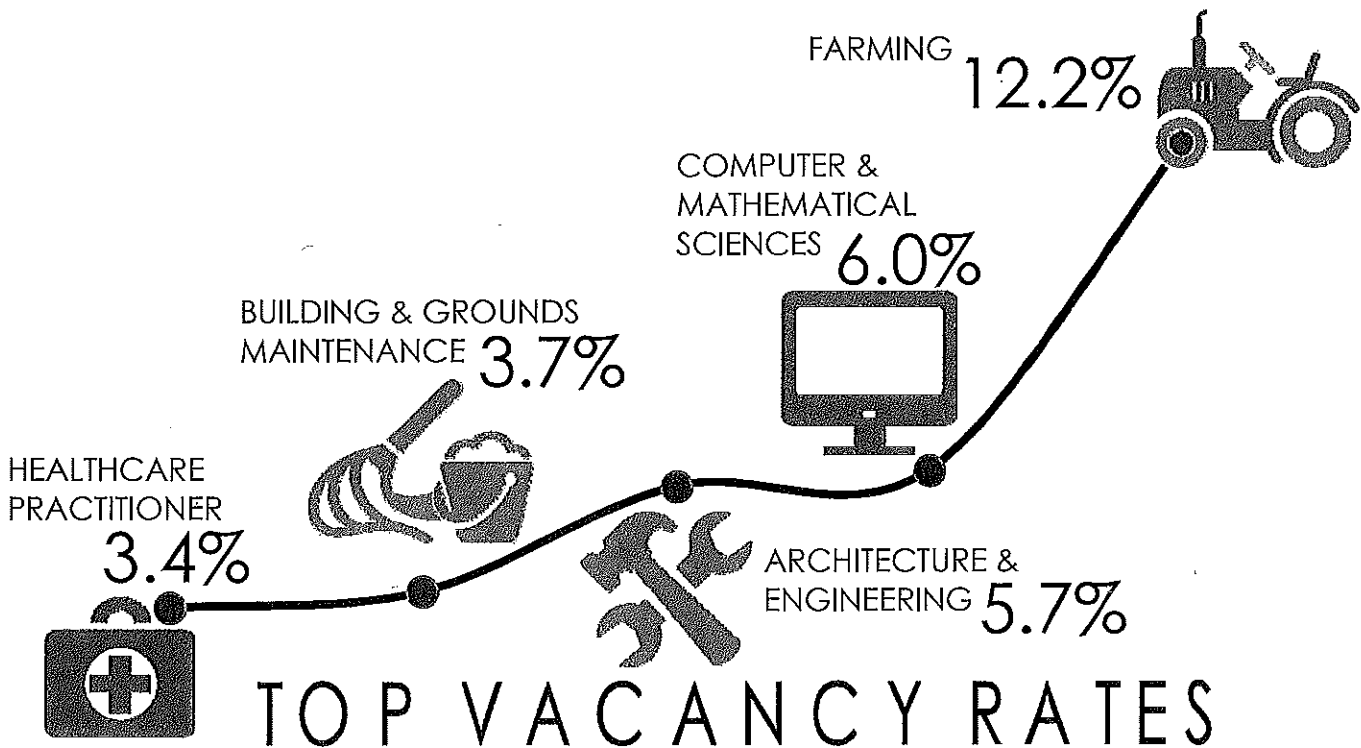




Figure 7 presents the top vacancies in the state by occupation. Truck drivers, heavy & tractor-trailer are in the greatest demand in the state with 1,442 average daily vacancies. This is followed by registered nurses (1,343) customer service representatives (1,213), retail salespersons (973), and drivers/sales workers (966). A complete listing of estimated vacancies as reported by the Iowa Workforce Development job bank within the state can be found in the Appendix beginning on page 20 of this report.

Figure 7
Top Occupations by Vacancies and Average Entry Level Wage

Occupation	SOC Code	Average Daily Vacancies	Entry-Level Hourly Wage
Heavy and Tractor-Trailer Truck Drivers	53-3032	1,442	\$ 13.03
Registered Nurses	29-1111	1,343	\$ 19.69
Customer Service Representatives	43-4051	1,213	\$ 10.49
Retail Salespersons	41-2031	973	\$ 8.14
Driver/Sales Workers	53-3031	966	\$ 8.10
Stock Clerks and Order Fillers	43-5081	951	\$ 8.14
Landscaping and Groundskeeping Workers	37-3011	930	\$ 8.16
Helpers—Production Workers	51-9198	735	\$ 8.62
First-Line Supervisors of Retail Sales Workers	41-1011	687	\$ 11.54
Nursing Assistants	31-1012	574	\$ 9.90
Combined Food Preparation and Serving Workers, Including Fast Food	35-3021	549	\$ 8.07
Cashiers	41-2011	519	\$ 8.13
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	45-2092	464	\$ 8.11
First-Line Supervisors of Food Preparation and Serving Workers	35-1012	417	\$ 9.19
Sales Representatives, Services, All Other	41-3099	405	\$ 12.94
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	37-2011	392	\$ 8.14
Maintenance and Repair Workers, General	49-9042	369	\$ 11.63
Not Classified	99-9999	368	*
Accountants and Auditors	13-2011	367	\$ 19.22
Production Workers, All Other	51-9199	351	\$ 9.65
Laborers and Freight, Stock, and Material Movers, Hand	53-7062	332	\$ 9.39
Food Preparation Workers	35-2021	322	\$ 8.06

Iowa Workforce Development's job bank
2014 Iowa Wage Survey estimates



HIGH DEMAND OCCUPATIONS



REQUIREMENTS, SKILLS & TRAINING

EDUCATION & EXPERIENCE

Figures 8 and 9 break out the education and experience levels required by current vacancies within the lowa Workforce Development job bank. These requirements are based on the typical levels needed to enter an occupation according to data reported by the Bureau of Labor Statistics. This data does not reflect expected levels indicated by survey respondents, it does reflect the vacancies within the IWD job bank.

Figure 8
Education Required - Current Vacancies

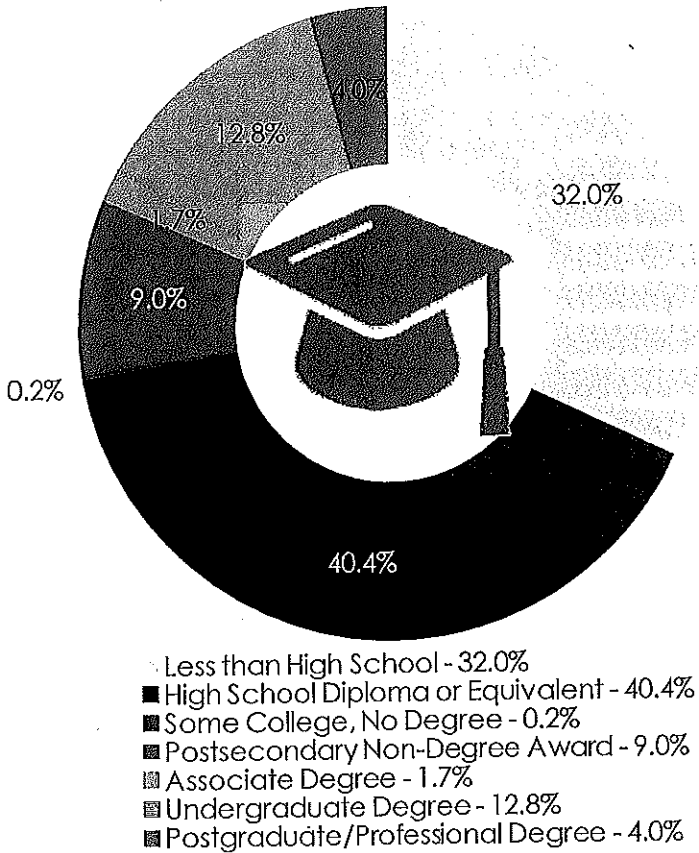
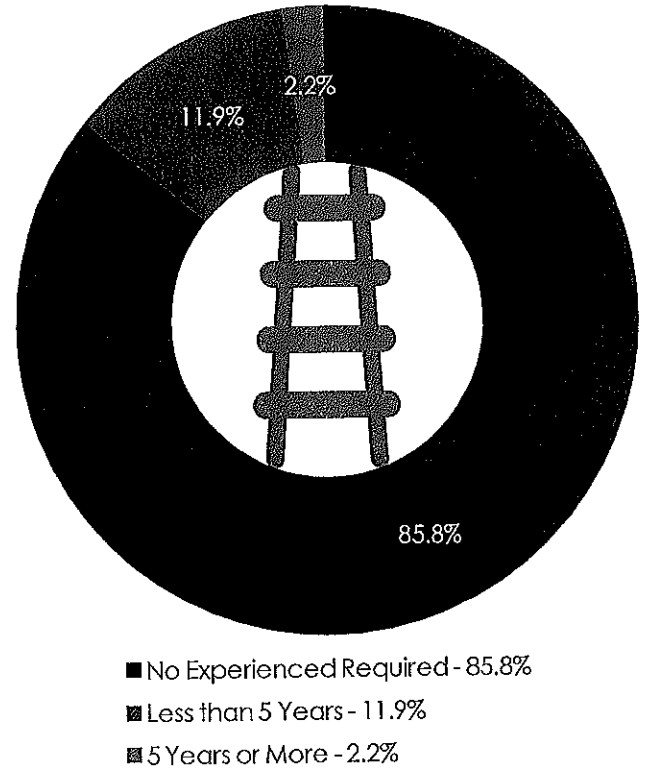


Figure 9

Experience Required - Current Vacancies



SKILL LEVEL

Employers that responded to the survey were asked their perceptions on the degree to which job applicants possessed soft, basic and occupational skills. In addition, employers were asked if applicants, who may or may not possess the necessary skills for the job vacancy, were being disqualified due to the results of controlled substance testing or background checks. The results for all employers are shown below in **Figure 10**.

Workforce gaps can be determined by comparing the inventory of skills needed by employers (via the Workforce Needs Assessment Survey) and those skills held by the population of workers as presented in a Laborshed analysis. This gap can then be analyzed and the necessary training and education programs can be formalized through a Skillshed analysis.

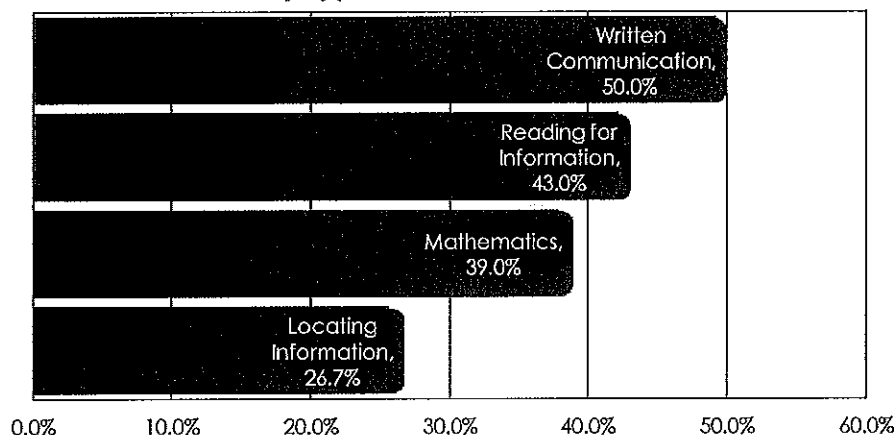
Figure 10
Perception of Applicants

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Applicants fulfill all necessary requirements for the job	8.8%	23.5%	32.9%	28.3%	6.5%
Applicants possess the basic skills required for the job	4.1%	16.8%	32.1%	36.0%	11.0%
Applicants possess the soft skills required for the job	6.9%	23.0%	38.3%	26.0%	5.8%
Applicants possess the occupational skills required for the job	11.7%	25.4%	34.5%	22.3%	6.1%
Applicants are often disqualified due to controlled substance testing	44.7%	18.1%	27.9%	6.5%	2.8%
Applicants are often disqualified for failure to pass a background check	32.7%	20.2%	25.9%	14.3%	6.9%



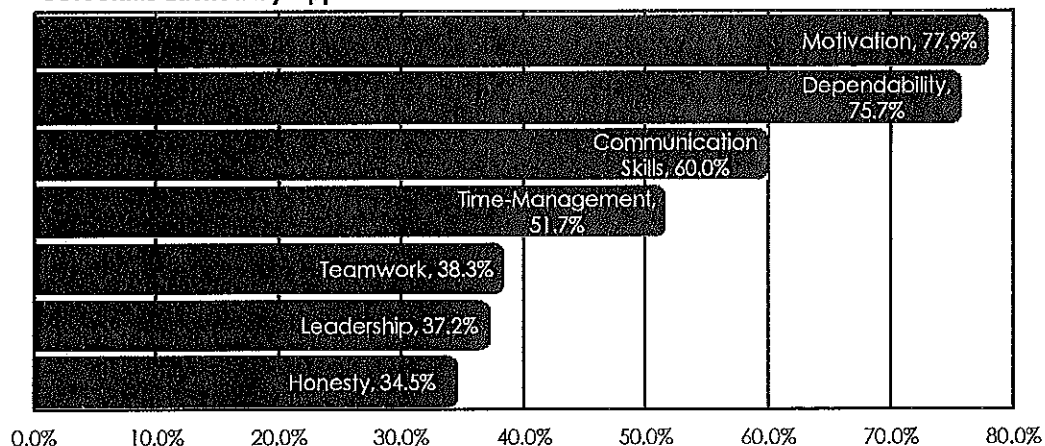
Figures 11, 12 and 13 break down the basic, soft and occupational (or hard) skills that employers reported were lacking by applicants for open positions.

Figure 11
Basic Skills Lacked by Applicants



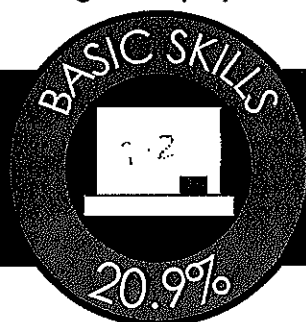
Basic skills are those skills developed during the elementary and middle part of an individual's education. These skills include literacy, numeracy (the ability to do arithmetic and reason with numbers), and the abilities to locate and read for information. More than one-fifth (20.9%) of employers surveyed feel that applicants lack basic skills needed for the job. 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.

Figure 12
Soft Skills Lacked by Applicants



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. Less than one-third (29.9%) of employers surveyed feel that applicants lack soft skills needed for the job.

Percentage of Employers That Perceive A Lack of Skills Among Applicants Across All Categories





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. Nearly two-fifths (37.1%) of employers surveyed feel that applicants lack occupational skills needed for the job.

Figure 13
Occupational Skills Lacked by Applicants

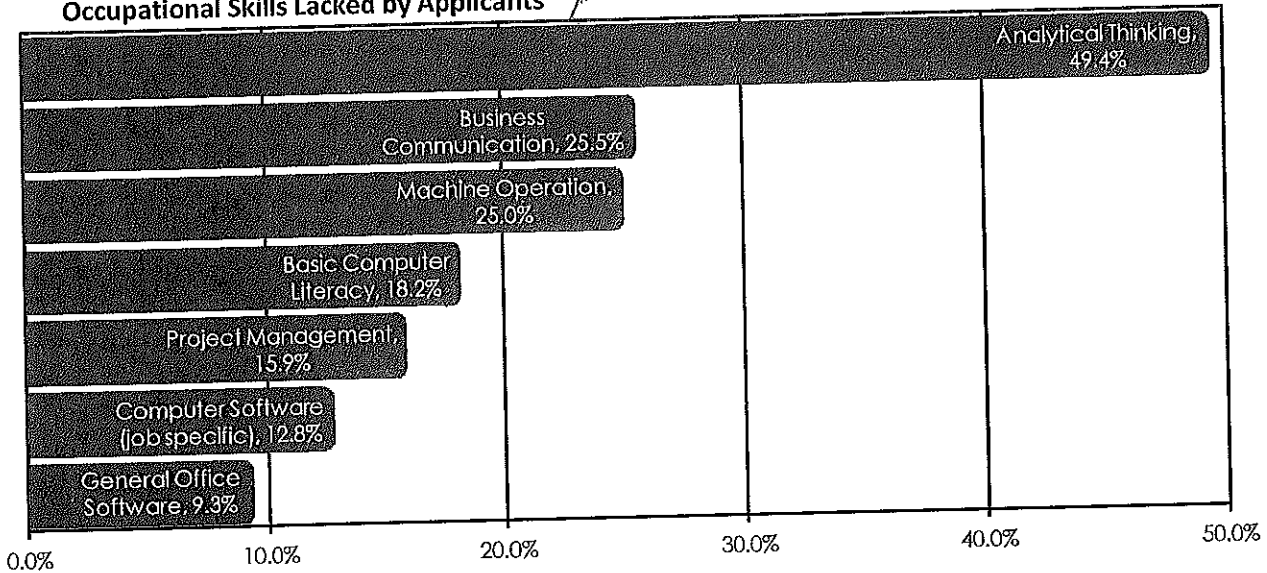
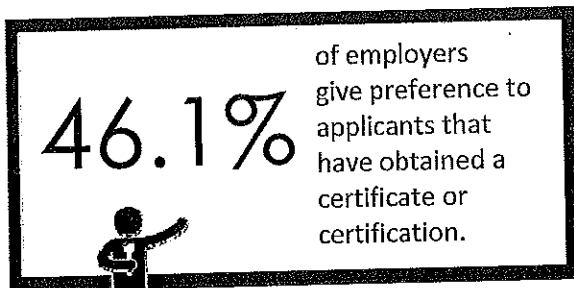


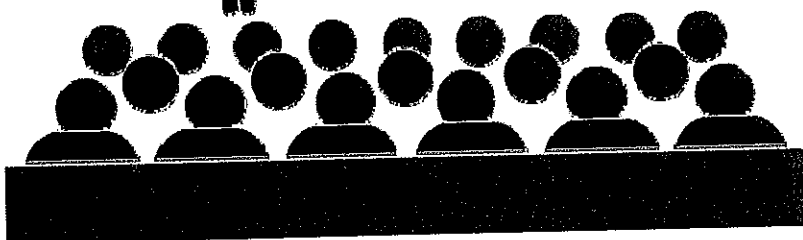
Figure 14
Where Additional Training is Offered

In the event that current or newly hired employees are lacking the soft, basic and occupational skills necessary to fill current job vacancies, employers were asked where they send employees to upgrade these skills. **Figure 14** indicates where employers are sending their employees for training to satisfy job requirements.

Training Method	Percent Offered
In-House Training	82.4%
Online	38.4%
Employee Self-Directed Training	28.5%
Commercial Training Provider	23.6%
College/University	11.6%
No Training Provided	10.2%
Trade School	9.8%
Other	7.8%



of employers give preference to applicants that have obtained a certificate or certification.



When training is provided, most employers are currently using in-house training or online training.

In regards to their hiring processes, nearly half (46.1%) of the employers reported giving preference to applicants that had obtained certifications for the vacant position. In addition, 38.7 percent of respondents indicated that they give applicants with veteran status preference during the hiring process.

RECRUITMENT

Figure 15

AVAILABILITY & ADVERTISING

The time span from when a job posting opens to when it closes is referred to as the recruitment period. **Figure 15** details the length of time between when a job order is opened in IWD's job bank and when it is closed.

response from survey →

Employers who have a clear understanding of the job search resources used by workers in their respective industry will maximize their effectiveness and efficiency in attracting qualified applicants. Understanding and utilizing traditional and non-traditional job search resources will provide employers with a more focused and effective recruitment tool. Residents living in the region are exposed to numerous sources by which employers communicate job openings and new hiring. Therefore, it is important to understand what sources potential workers rely on when looking for jobs in the area.

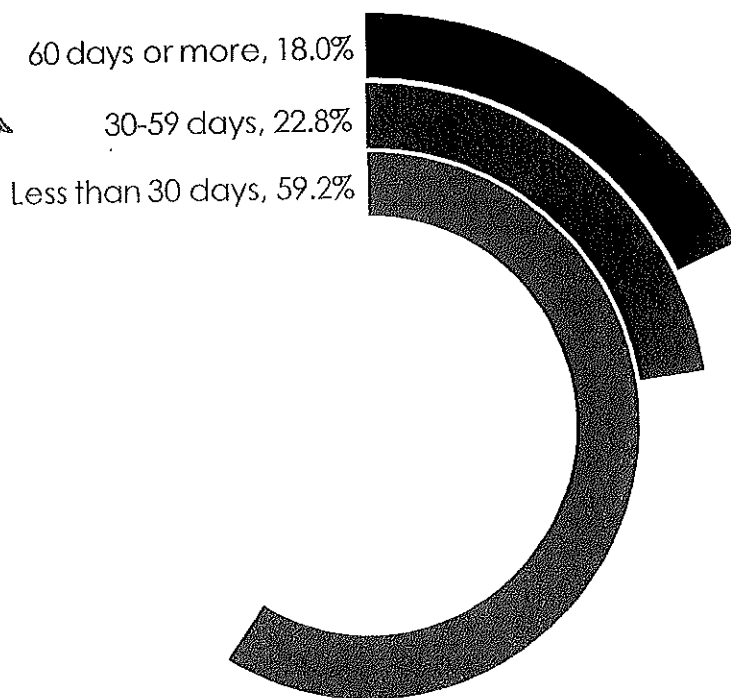
Figure 16 details employer use of job advertising outlets for recruitment purposes.

Employers utilized a variety of outlets to recruit potential employees. Respondents indicated that the most used resource was networking, followed by the internet, print editions of newspapers, electronic editions of newspapers, college/university career centers, IowaWORKS centers and social media.

Potential employees, on the other hand, were most likely to go first to the internet, followed by newspapers, networking, IowaWORKS centers and private employment agencies when looking for job opportunities.

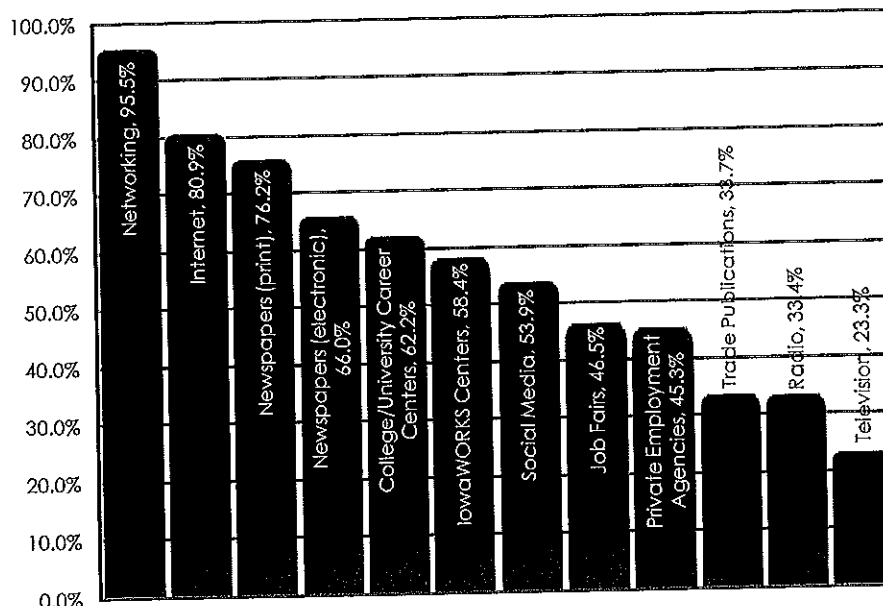
These mismatches in advertising outlets versus job search usage can increase recruitment time periods and cost. More information on employee job search resource usage can be found in the Statewide Laborshed report which can be found here: www.iowaworkforcedevelopment.gov/laborshed-studies.

Recruitment Period for Job Openings



Iowa Workforce Development's job bank

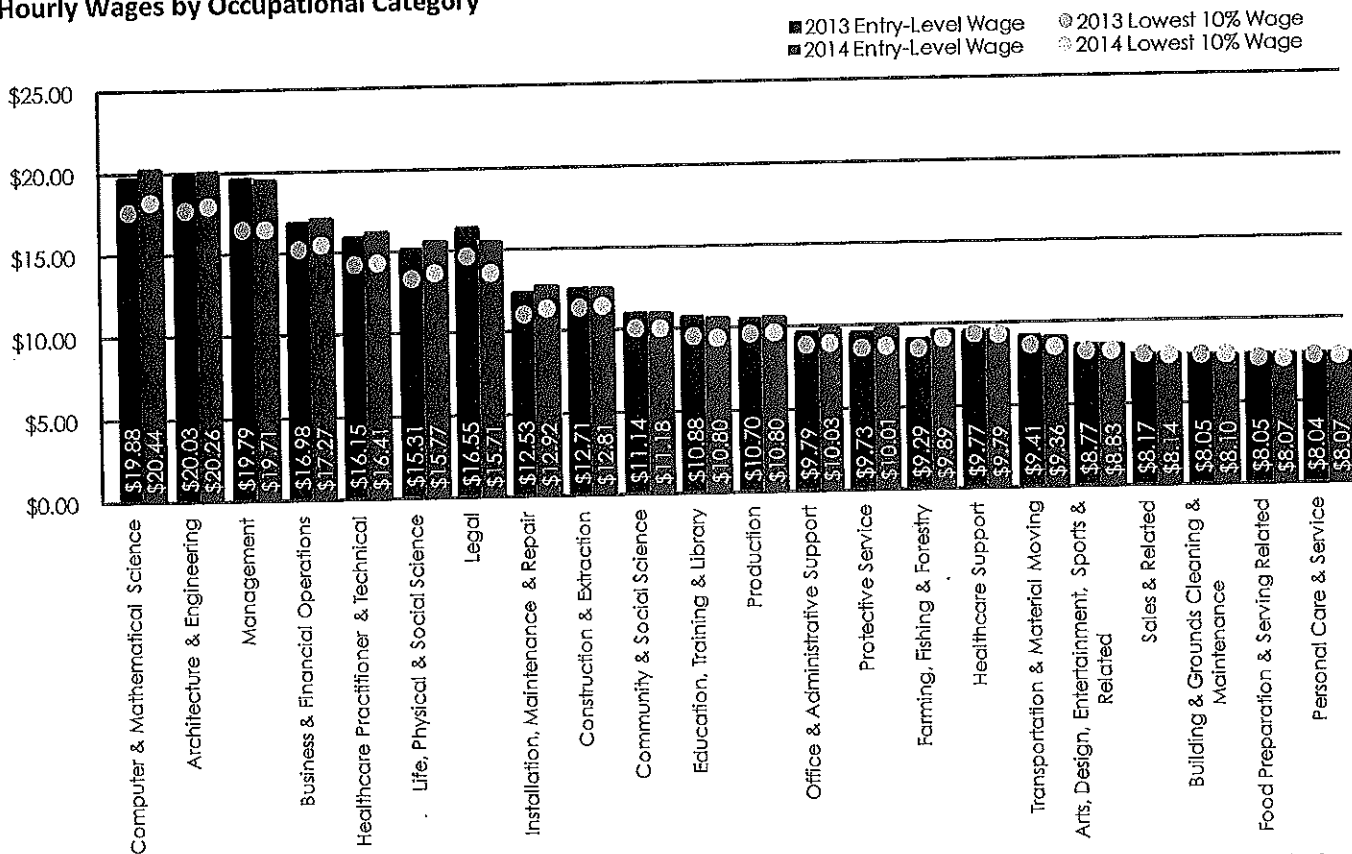
Figure 16
Job Advertising Utilization





WAGES

Figure 17
Hourly Wages by Occupational Category



Iowa Wage Survey estimates

Figure 17 shows the 2013 and 2014 entry-level hourly wages by occupational category for the state as reported by the Iowa Wage Survey. The chart also indicates the hourly wage of the lowest 10.0 percent by occupational category for each year. From the chart, we see that the computer & mathematical science; architecture & engineering; management; and business & financial operations occupational categories pay the highest entry-level wages in the state. Conversely, the lowest entry-level wages in the state are found in the personal care & social services; food preparation & serving related; and sales and related occupational categories. **Figure 18**, on the next page, provides more wage information, including a statewide entry-level, average and average experienced wages.

Top 3 Occupational Fields by 2014 Entry-Level Hourly Wage

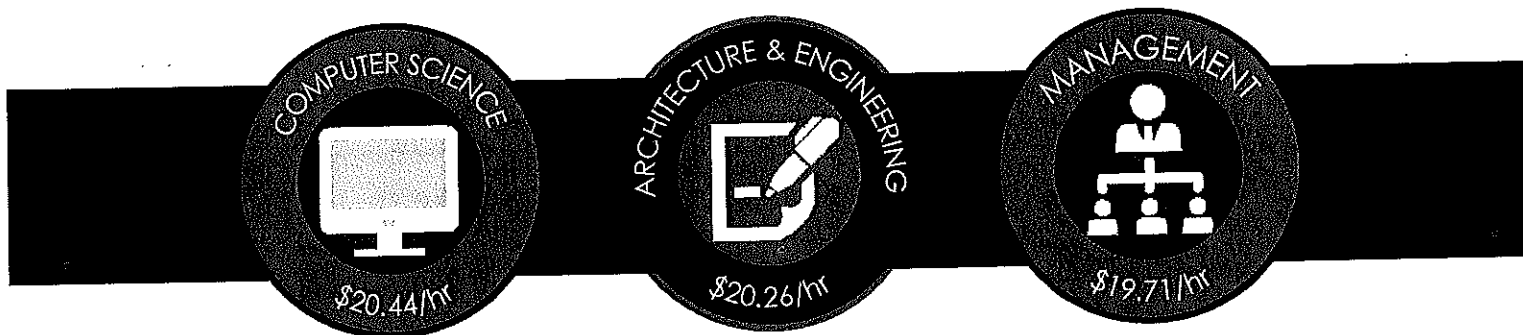
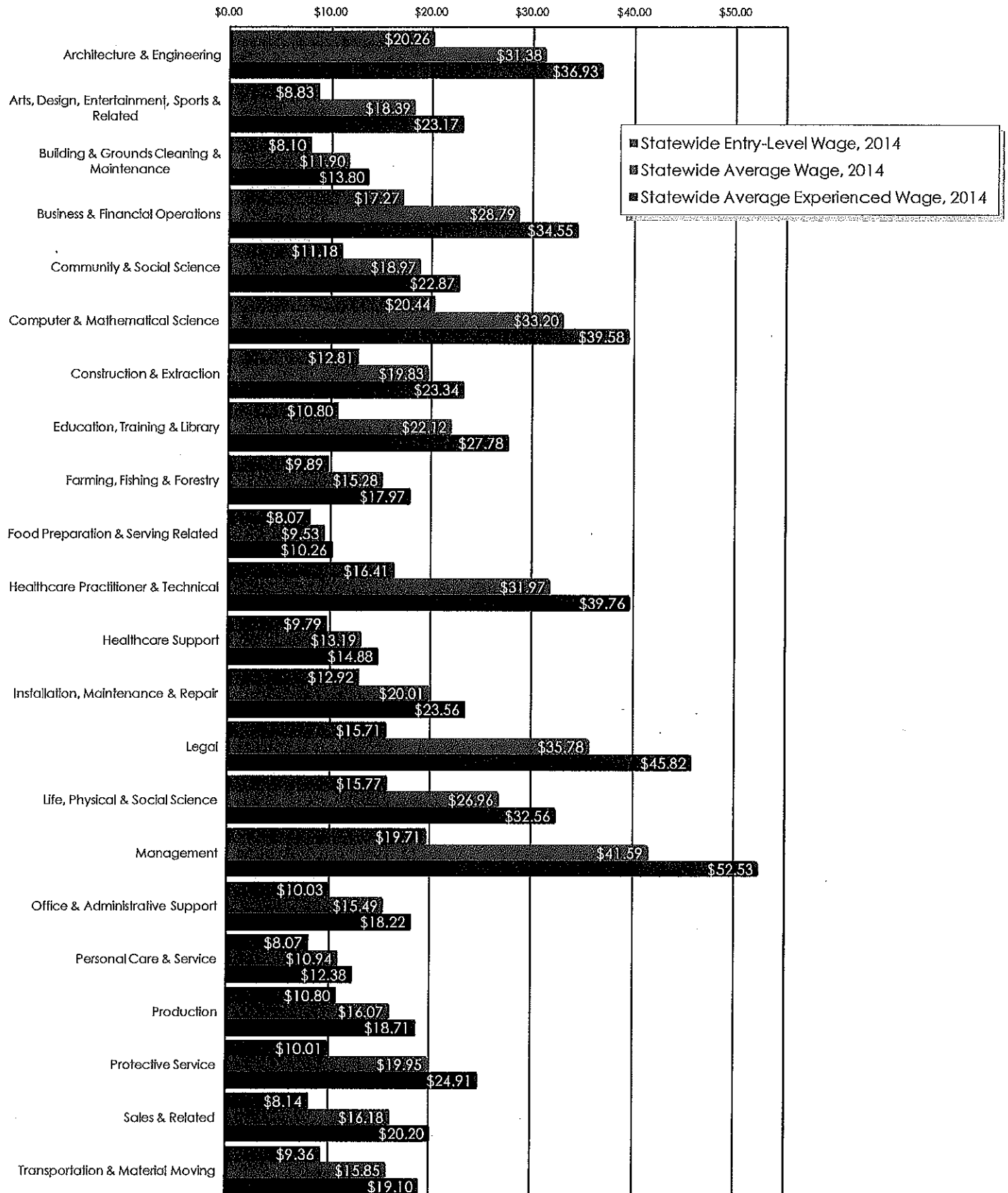




Figure 18
Comparison of Statewide Wages by Occupational Category



FUTURE PLANS

Employers were asked a series of questions about their plans for future payroll changes. They were asked whether they planned on increasing or decreasing the number of workers on payroll or if they planned to keep their workforce at its current strength. Questions regarding timeframe for any change, the reasons for change and jobs that would be affected by the change were also asked.

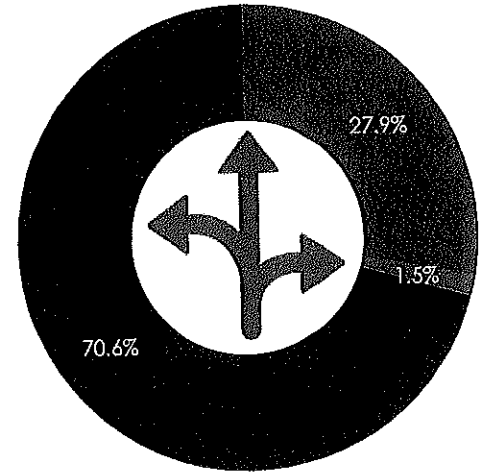
When analyzing reported workforce changes, it is important to note not only the specific reasons provided by employers but also the business and economic environment during which the employers were surveyed.

Figure 19 shows the proportion of employers planning to expand, reduce or maintain the size of their workforce. Over two-thirds (70.6%) of employers are planning to keep the size of their workforce steady while 27.9 percent of employers plan to expand their workforce. Only 1.5 percent plan to reduce their workforce.

Figure 20 shows the net planned payroll change per 1,000 employees in each county in terms of total jobs to be created or reduced. Only Montgomery and Butler counties show a net planned job reduction. Fayette, Floyd, Hancock, Henry, Monroe and Muscatine counties reported no net change in planned payroll.

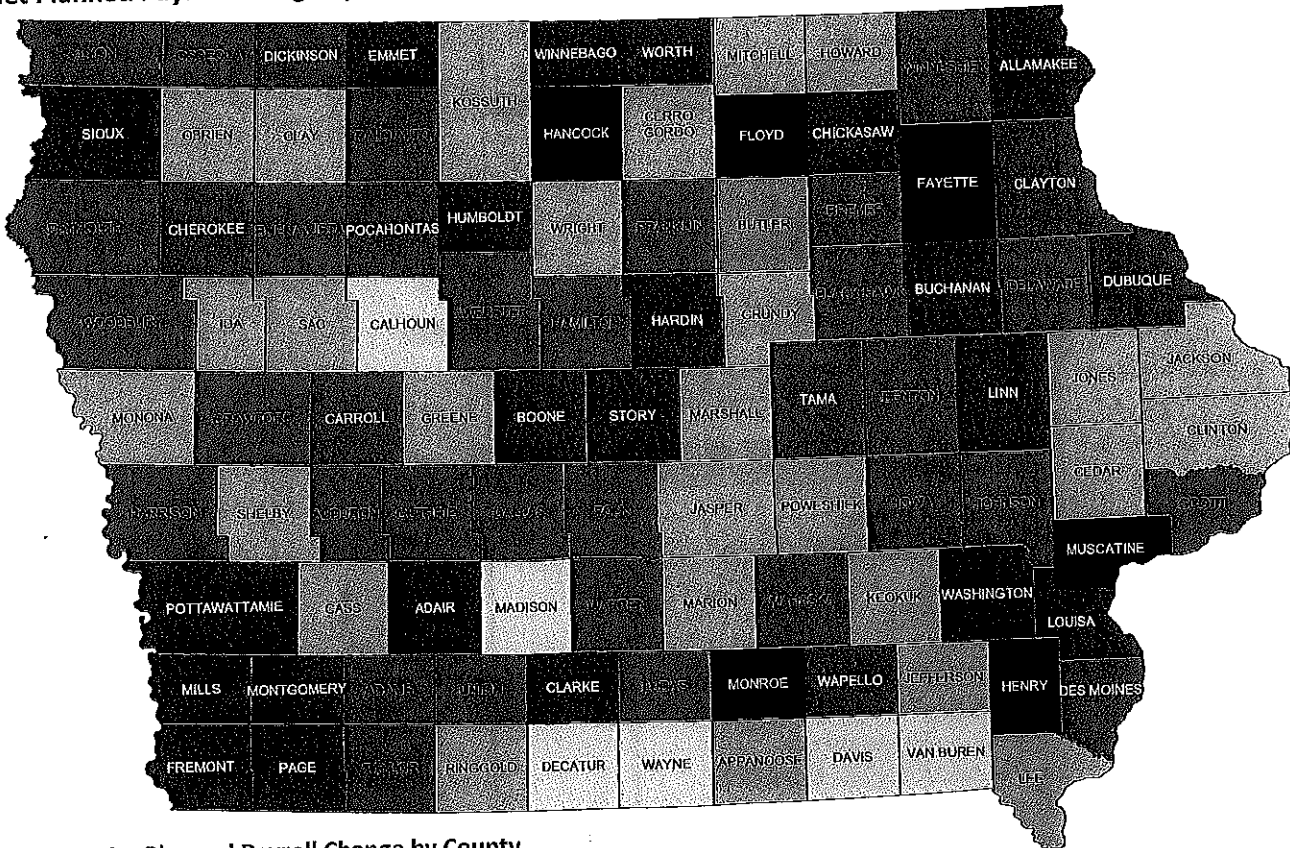
Figure 19

Future Workforce Plans



■ Expand - 27.9% ■ Downsize - 1.5% ■ Remain Stable - 70.6%

Figure 20
Net Planned Payroll Change by County (per 1,000 Employees)



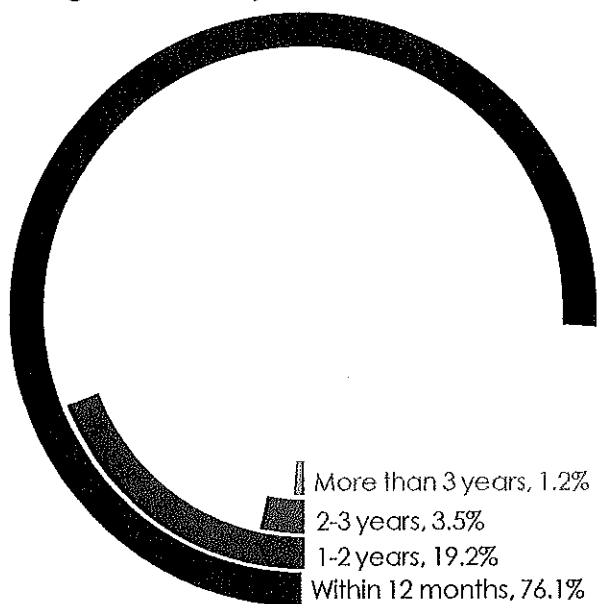
Net Planned Payroll Change by County (per 1,000 Employees)

Legend for Figure 20: -7.0 to -5.0, -4.9 to -0.1, 0.0, 0.1 to 2.0, 2.1 to 4.0, 4.1 to 6.0, 6.1 to 8.0, 8.1 to 15.0, 15.1 to 29.0



PLANNED WORKFORCE EXPANSION

Figure 21
Timing of Planned Expansion



Over one-fourth (27.9%) of the employers surveyed plan to expand their workforce in the future. Of those, 76.1 percent plan to do so within the next 12 months followed by 19.2 percent that have plans for expansion within the next 1-2 years (Figure 21).

Respondents were asked to rank, in order of significance, possible reasons for expanding the size of their workforce as well as constraints that may prevent expansion.

Figure 22 compares employers' stated reasons for planning to increase the size of their workforce. The reasons indicated as being of the greatest importance in deciding to expand include meeting current market demands, plans to increase their share of existing markets and entering new markets.

Figure 23 compares employers' stated constraints to increasing the size of their workforce. The reasons indicated as being of the greatest importance in preventing expansion include cost of additional labor, lack of available skilled workforce and expense related to benefits.

Figure 22
Reasons for Payroll Expansion
Ranked by Relative Importance



Figure 23
Constraints Preventing Payroll Expansion
Ranked by Relative Importance

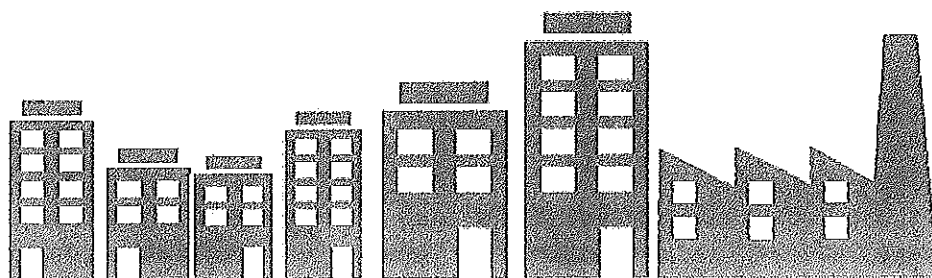
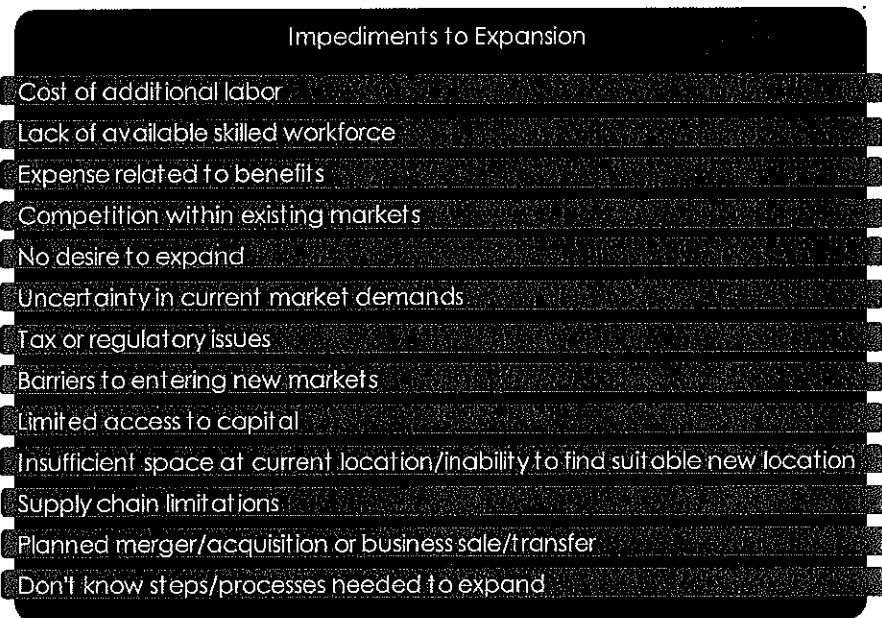




Figure 24
Percent within Each Industry with Planned Payroll Expansion

Industry	Percent of Each Industry
Administrative & Waste Services	18.2%
Management	16.3%
Manufacturing	15.6%
Professional & Technical Services	13.5%
Transportation & Warehousing	11.2%
Construction	10.6%
Healthcare & Social Services	10.5%
Wholesale & Retail Trade	6.7%
Accommodation & Food Services	6.5%
Agriculture & Mining	5.8%
Personal Services	5.6%
Information	5.0%
Finance, Insurance & Real Estate	4.7%
Educational Services	4.3%
Public Administration	1.5%
Arts, Entertainment & Recreation	1.2%
Utilities	*

- Insufficient data reported

Figure 25
Percent of Total Planned Expansion by Industry

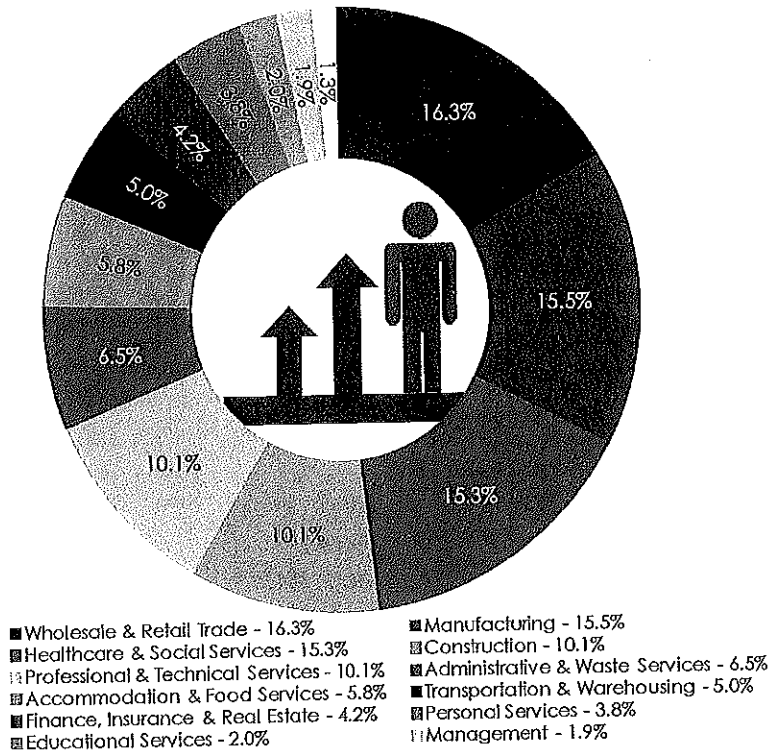


Figure 24 shows those employers who are planning to expand by industry. The "Percent of Each Industry" column shows what percentage of employers in each industry are planning to expand their payroll. Figure 25 shows what percentage of all businesses planning to expand their payroll is accounted for by each industry. For example, 6.7 percent of all businesses planning to expand their payroll in the future. Those businesses within the wholesale & retail trade industry make up 16.3 percent of all the businesses in the survey that are planning to expand their payrolls.

Figure 26, on the next page, shows the percent of planned expansion by occupational category. Office & administrative support represents one of the largest categories among average daily vacancies (Figure 2, page 2) while the category accounts for just 4.5 percent of the planned payroll expansion positions. Production occupations, on the other hand, represent only 7.5 percent of average daily vacancies but employers planning to expand their payrolls indicated they plan on increasing payroll most frequently within this category. The occupational categories that will be most affected by expansion are: production; food preparation & serving related; healthcare support; sales & related; construction & extraction; and transportation & material moving.

Top 3 Industries by Percentage of Total Planned Expansion





Figure 26
Planned Payroll Expansion by Occupational Category

Occupational Category	Percent of Planned Expansion
Production	21.7%
Food Preparation & Serving Related	12.5%
Healthcare Support	10.1%
Sales & Related	9.3%
Construction & Extraction	6.0%
Transportation & Material Moving	5.2%
Office & Administrative Support	4.5%
Installation, Maintenance & Repair	3.7%
Healthcare Practitioner & Technical	3.4%
Architecture & Engineering	3.2%
Management	3.1%
Building & Grounds Cleaning & Maintenance	2.9%
Business & Financial Operations	2.6%
Computer & Mathematical Science	2.6%
Personal Care & Service	2.6%
Education, Training & Library	2.1%
Community & Social Science	1.7%
Farming, Fishing & Forestry	1.0%
Arts, Design, Entertainment, Sports & Related	0.6%
Protective Service	0.5%
Legal	0.3%
Life, Physical & Social Science	0.3%

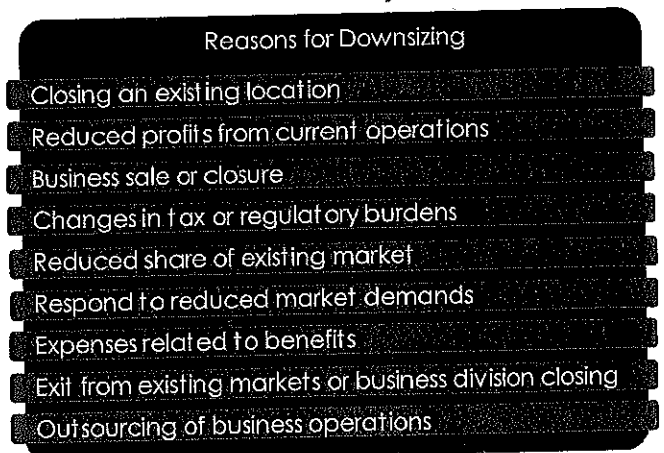


PLANNED WORKFORCE REDUCTION

Very few (1.5%) of the employers surveyed are planning to reduce their workforce in the future. Of those employers planning on reducing their workforce, nearly three-fourths (71.0%) indicated they were planning to do so within 12 months, 19.4 percent are planning to do reduce their workforce within 1-2 years, and 9.7 percent plan to do so within 2-3 years.

Respondents were asked to rank, in order of significance, possible reasons for reducing the size of their workforce. **Figure 27** compares employers' stated reasons for planning to reduce the size of their workforce. The reasons indicated as being of greatest importance in deciding to reduce the size of workforces include closing of an existing location, reduced profits from current operations, business sale or closure, changes in tax or regulatory burdens and reduced shares of existing markets.

Figure 27
Reasons for Workforce Reduction
Ranked by Relative Importance





The "Percent of Each Industry" column in **Figure 28** shows what percentage of each industry is planning to reduce their payroll in the future. **Figure 29** shows what percentage of all businesses planning to reduce their payroll is accounted for by each industry. For example, 0.5 percent of all businesses in the wholesale & retail industry are planning to reduce their payroll in the future. Those businesses within the wholesale & retail industry make up 22.2 percent of all the businesses in the survey that are planning to reduce their payrolls.

Figure 28
Percent within Each Industry with Planned Payroll Reduction

Industry	Percent of Each Industry
Transportation & Warehousing	1.9%
Educational Services	1.3%
Management	1.0%
Recreation	0.6%
Personal Services	0.5%
Public Administration	0.5%
Information	0.5%
Wholesale & Retail Trade	0.5%
Manufacturing	0.5%
Construction	0.4%
Professional & Technical Services	0.3%
Services	0.3%
Healthcare & Social Services	0.2%
Finance, Insurance & Real Estate	0.1%
Administrative & Waste Services	*
Agriculture & Mining	*
Utilities	*

- Insufficient data reported

Figure 29
Percent of Total Planned Reduction by Industry

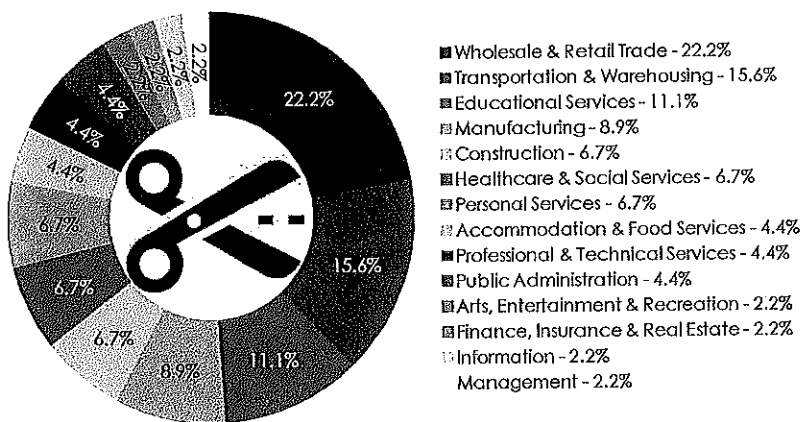


Figure 30
Planned Payroll Reduction by Occupational Category

Occupational Category	Percent Planning to Downsize
Production	38.7%
Construction & Extraction	22.7%
Food Preparation & Serving Related	5.1%
Sales & Related	4.7%
Farming, Fishing & Forestry	4.3%
Healthcare Support	3.9%
Building & Grounds Cleaning & Maintenance	3.5%
Management	3.1%
Office & Administrative Support	3.1%
Personal Care & Service	3.1%
Education, Training & Library	2.0%
Installation, Maintenance & Repair	1.6%
Transportation & Material Moving	1.6%
Architecture & Engineering	0.7%
Business & Financial Operations	0.7%
Arts, Design, Entertainment, Sports & Related	0.4%
Computer & Mathematical Science	0.4%
Healthcare Practitioner & Technical	0.4%
Community & Social Science	*
Legal	*
Life, Physical & Social Science	*
Military Specific	*

- Insufficient data reported

Figure 30 shows the percent of planned payroll reduction by occupational category. The sales & related category represents the largest occupational category among average daily vacancies (**Figure 2**, page 2) and as might be expected a small portion (4.7%) of the employers plan on downsizing their payroll in the category in the near future. Production occupations currently represent 7.5 percent of average daily vacancies and employers planning to reduce their payrolls indicated that they plan on doing so most frequently within this category. The occupational categories that will be most affected are: production; and construction & extraction.

RETIREMENTS



ELIGIBILITY

The 2014 Iowa Local Employment Dynamics data reported 80,569 individuals over the age of 64 working throughout the state. They represent approximately 5.7 percent of the total workforce. The educational services (8.8%); agriculture & mining (8.0%); arts, entertainment & recreation (7.9%); and personal services (7.9%) industries have the highest percentage of their workforce over the age of 64. There are more males than females in this portion of the workforce, with 51.1 and 48.9 percent respectively.

Of those employees eligible to retire, almost all (94.2%) of them meet the current skill requirements of the positions they occupy.



While the number of retirees can be somewhat hard for employers to gauge as they look toward the future, **Figure 31** presents the annual estimated number of eligible retirees through 2018. Recognizing that some employees will not retire the year that they first become eligible, employers were asked not to double count employees

who were eligible to retire in subsequent years.

Figure 31

Estimate of Those Newly Eligible to Retire

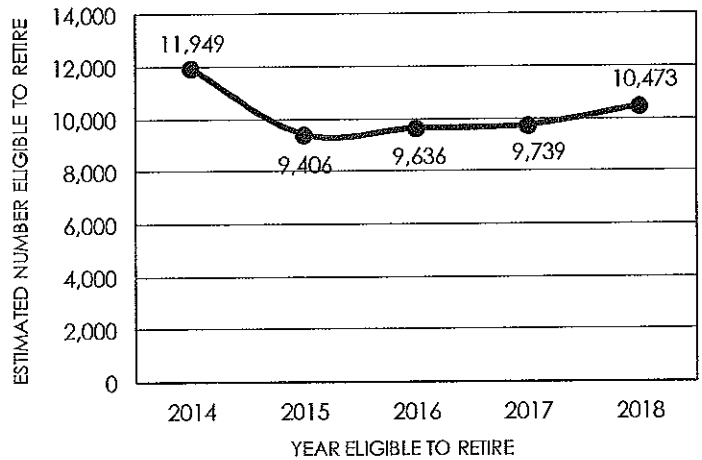


Figure 32
Retirement Eligibility by Industry

Industry	Percent of Expected Retirements
Manufacturing	23.2%
Healthcare & Social Services	22.3%
Wholesale & Retail Trade	11.7%
Educational Services	8.2%
Public Administration	6.3%
Transportation & Warehousing	4.7%
Finance, Insurance & Real Estate	4.6%
Management	4.5%
Professional & Technical Services	3.6%
Construction	3.1%
Administrative & Waste Services	1.9%
Personal Services	1.9%
Information	1.1%
Accommodation & Food Services	1.0%
Agriculture & Mining	1.0%
Arts, Entertainment & Recreation	0.4%
Utilities	0.4%

There are an estimated 11,949 employees already eligible to retire within the state.

These retirement-eligible employees may be choosing to remain in the workforce due to their employer's retention efforts or due to personal reasons. According to the survey, an average of 1.2 percent of the state's workforce becomes eligible for retirement each year (465 divided by total employment of about 39,147 workers). Future analysis of trend data will help us understand how many retirement eligible workers are remaining in the workforce and for how long.

The future year estimates in subsequent reports will reflect employees who did not retire in the year they actually were eligible as they may choose to continue their employment.

Figure 32 shows the estimated percentage of potential worker loss due to retirement by industry. In the next five years, there will be a significant number of workers eligible for retirement from the manufacturing;



healthcare & social services; wholesale & retail trade; education; and public administration industries.



Figure 33 shows the percent of those eligible to retire within each occupational category. Production positions represent the fifth largest occupational category among current vacancies (7.5%) (Figure 2, page 2) and is the largest occupational category among jobs potentially affected by retiring workers. While food preparation & serving related occupations make up 6.8 percent of the state's current vacancies (Figure 2, page 2), they are not significantly affected by workers potentially retiring (3.7%). The occupational categories that will potentially be the most affected are: production; management; office & administrative support; transportation & material moving; healthcare practitioner & technical; and education, training & library.

RETENTION EFFORTS

Nearly two-thirds (66.4%) of employers indicated that they are engaged in retiree retention efforts. Figure 34 details employer responses regarding the strategies used to retain retirees. Nearly two-fifths (37.3%) of the employers are offering retirees flexible work schedules; followed by a change in duties/responsibilities; increasing wages and/or benefits; more recognition for work done; benefits to part-time employees; other efforts; additional training to upgrade their skills; benefits to retirees; hiring back on contract basis; and seasonal work schedules.

Figure 34
Retiree Retention Efforts by Employers

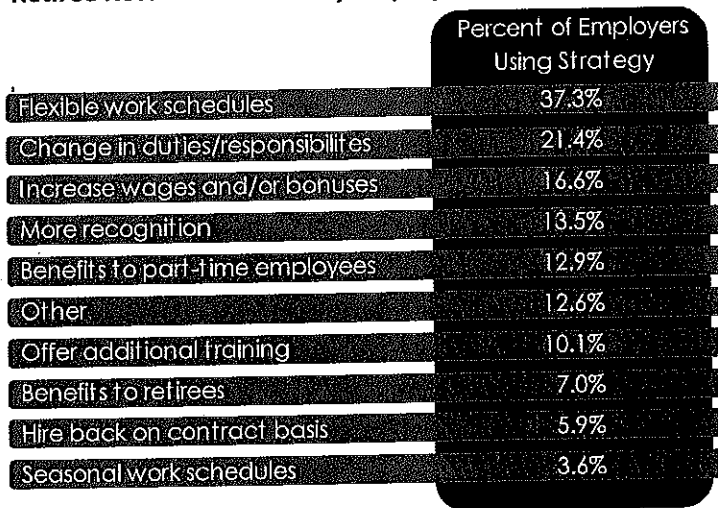
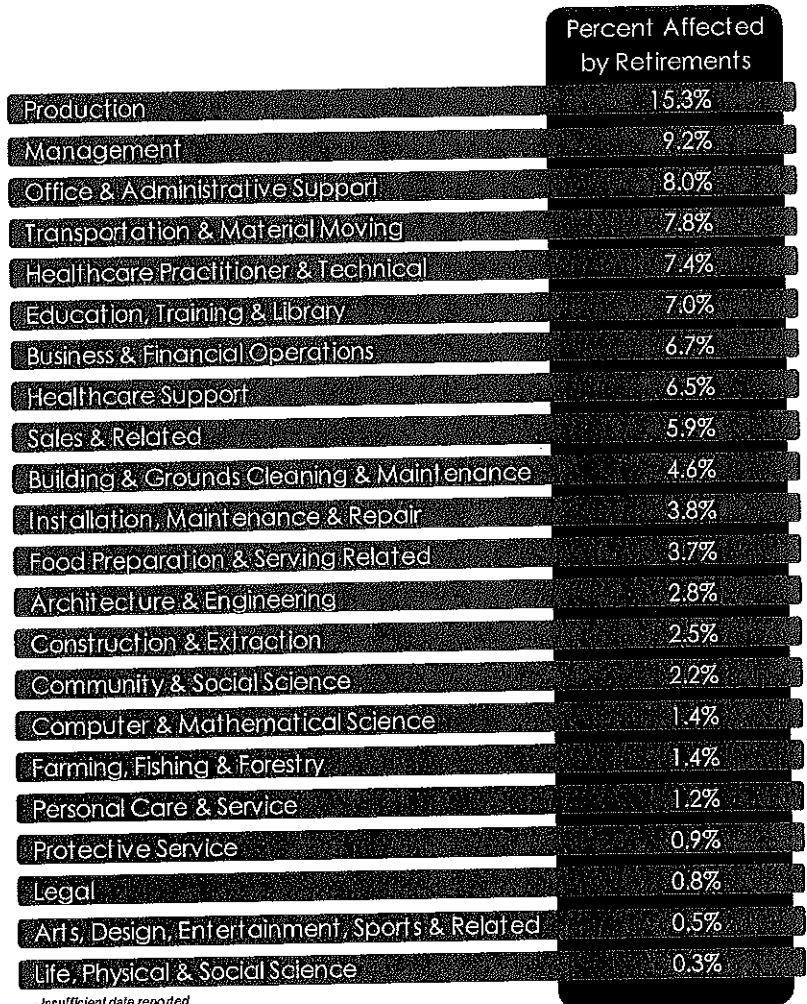


Figure 33
Retirement Eligibility within Each Occupational Category



- Insufficient data reported

Figure 35
How Companies Plan to Replace Those Who Retire

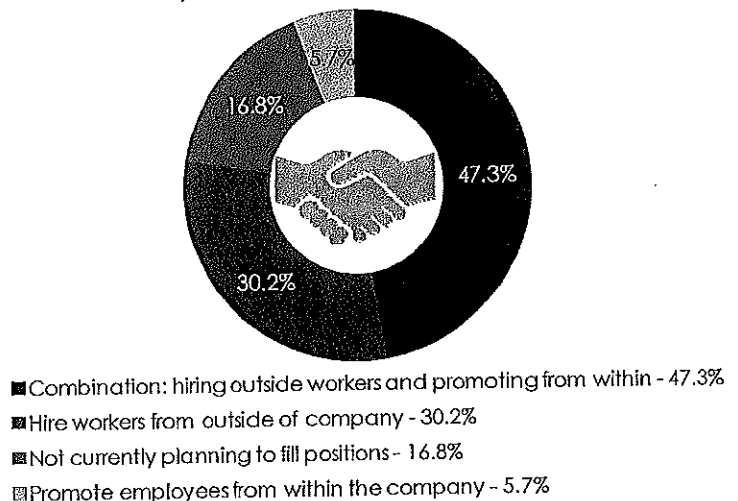


Figure 35 shows how companies plan to fill vacant positions left behind from those who have retired. Of those who reported, 47.3 percent plan to use a combination of hiring outside workers along with promoting from within the company, 30.2 percent plan only to hire workers from outside the company, 16.8 percent do not currently plan on filling these positions and 5.7 percent plan on only promoting from within the company.

METHODOLOGY



The job openings data in this report comes from Iowa Workforce Development's IowaJobs bank (www.iowajobs.org). Job orders on IowaJobs are either entered directly by IWD staff or employers on the site or brought in from one of over 1,100 indexed employer websites. The job orders pulled for this report are those that were open sometime between November 1, 2013 and October 31, 2014.

While there are many postings for jobs outside of Iowa within the IowaJobs bank, those are removed from the data for the purposes of this report. This is accomplished by filtering out all postings with a non-Iowa ZIP code. For those postings that did not have a valid ZIP code, the city and state fields were used to remove those that were clearly for jobs outside of Iowa.

In order to remove duplicate job postings, orders with identical job titles and employer names that were entered on the same day for the same ZIP code were identified. Of those, all duplicate postings that listed more than one opening were removed from the data. Postings that list only one opening are only removed if there are more than five duplicates (duplicates are removed until only five duplicated postings remain). The reasoning behind leaving any duplicate postings with one opening in the data is that it is possible the employer had more than one position open and they chose to make more than one posting instead of one posting with multiple openings listed.

Throughout the report, job openings are reported in two different methods:

- **Total Openings** - This measure should be interpreted as the total number of openings that were active at some point within the specified period of time (either monthly or annual). Note this is the number of openings, so if a job order lists more than one opening, all openings are counted. If an employer posts an order for a job, closes the order, and then opens another order for the same job in the same period of time, both of those openings will be counted, as well.
- **Average Daily Openings** - This measure should be interpreted as the number of openings that should be expected to be active at any given time during the year. For each day, the number of active openings was counted, and the Average Daily Openings is simply the average of those counts.

The crosswalk used to classify each job opening into a Career Cluster (O*NET code to Career Cluster) was obtained from O*NET Online¹. The occupational codes within the IowaJobs bank are outdated (they follow the 2000 guidelines instead of the 2010 guidelines), though, so another crosswalk (2000 occupational codes to 2010 occupational codes) had to be used. This crosswalk was obtained from the Bureau of Labor Statistics². If an occupational code split into multiple codes in the 2010 guidelines, the Career Cluster of the first code was used for the purposes of this report (with the logic that new codes stemming from the same original code would rarely be in separate Career Clusters). Also, note that since occupational codes can be in multiple Career Clusters, job openings in those codes will be counted in all related Career Clusters (and therefore be counted more than once in that portion of the analysis).

¹ <http://www.onetonline.org/find/career?c=0&g=Go>

² <http://www.bls.gov/soc/soccrosswalks.htm>



JOB VACANCIES

The following section shows estimated vacancies for each reported job title utilizing data from Iowa Workforce Development's job bank: www.iowajobs.org.

For more information use O*Net (www.onetonline.org), which provides information on the following for each job title:

- Abilities
- Education
- Interests
- Job Tasks
- Job Zone
- Knowledge
- Related Occupations
- Skills
- Tools & Technology Used
- Wages & Employment - State/National
- Work Activities
- Work Context
- Work Styles
- Work Values

Job Title	SOC Code	Estimated Employment	Average Vacancies per Day	Entry-Level Wage
Truck Drivers, Heavy and Tractor-Trailer	53-3032	37,610	1,442	\$ 13.03
Registered Nurses	29-1111	32,100	1,343	\$ 19.69
Customer Service Representatives	43-4051	23,190	1,213	\$ 10.49
Retail Salespersons	41-2031	46,150	973	\$ 8.14
Driver/Sales Workers	53-3031	3,720	966	\$ 8.10
Stock Clerks and Order Fillers	43-5081	18,190	951	\$ 8.14
Landscaping and Groundskeeping Workers	37-3011	7,210	930	\$ 8.16
Helpers-- Production Workers	51-9198	3,550	735	\$ 8.62
First-Line Supervisors/Managers of Retail Sales Workers	41-1011	13,050	687	\$ 11.54
Nursing Aides, Orderlies, and Attendants	31-1012	23,680	574	\$ 9.90
Combined Food Preparation and Serving Workers, Including Fast Food	35-3021	37,570	549	\$ 8.07
Cashiers	41-2011	41,190	519	\$ 8.13
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	45-2092	990	464	\$ 8.11
First-Line Supervisors/Managers of Food Preparation and Serving Workers	35-1012	7,950	417	\$ 9.19
Sales Representatives, Services, All Other	41-3099	5,090	405	\$ 12.94
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	37-2011	24,220	392	\$ 8.14
Maintenance and Repair Workers, General	49-9042	14,140	369	\$ 11.63
Not Classified	99-9999	*	368	*
Accountants and Auditors	13-2011	9,530	367	\$ 19.22
Production Workers, All Other	51-9199	9,140	351	\$ 9.65
Laborers and Freight, Stock, and Material Movers, Hand	53-7062	26,240	332	\$ 9.39
Food Preparation Workers	35-2021	6,340	322	\$ 8.08
Computer Specialists, All Other	15-1099	*	307	*
Construction Laborers	47-2061	11,940	307	\$ 10.84
Computer Software Engineers, Applications	15-1031	6,790	304	\$ 27.37
Computer Systems Analysts	15-1051	5,760	302	\$ 25.91
Social and Human Service Assistants	21-1093	4,560	300	\$ 9.63
Industrial Engineers	17-2112	2,530	292	\$ 25.63
First-Line Supervisors/Managers of Production and Operating Workers	51-1011	8,370	286	\$ 16.88
Computer Support Specialists	15-1041	3,840	271	\$ 11.41
Network and Computer Systems Administrators	15-1071	3,820	257	\$ 22.23
Security Guards	33-9032	5,970	249	\$ 9.29
Licensed Practical and Licensed Vocational Nurses	29-2061	6,500	237	\$ 15.35
Computer Programmers	15-1021	1,840	225	\$ 20.51
Managers, All Other	11-9199	2,570	223	\$ 20.84
First-Line Supervisors/Managers of Office and Administrative Support Workers	43-1011	9,500	222	\$ 14.75
Maids and Housekeeping Cleaners	37-2012	10,570	218	\$ 8.08
Merchandise Displayers and Window Trimmers	27-1026	1,100	213	\$ 9.19
Assemblers and Fabricators, All Other	51-2099	6,260	209	\$ 9.45
Welders, Cutters, Solderers and Brazers	51-4121	8,570	206	\$ 12.92
Truck Drivers, Light or Delivery Services	53-3033	8,600	194	\$ 8.86
Waiters and Waitresses	35-3031	24,720	194	\$ 8.06
Automotive Service Technicians and Mechanics	49-3023	7,190	193	\$ 11.62

Table continued Next Page

APPENDIX

Job Title	SOC Code	Estimated Employment	Average Vacancies per Day	Entry-Level Wage
Medical Assistants	31-9092	4,780	193	\$ 11.27
Medical and Health Services Managers	11-9111	4,980	186	\$ 24.26
Carpenters	47-2031	5,960	184	\$ 13.17
Insurance Sales Agents	41-3021	5,810	180	\$ 12.08
Securities, Commodities, and Financial Services Sales Agents	41-3031	2,530	178	\$ 14.82
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	41-4012	16,940	171	\$ 15.39
Food Preparation and Serving Related Workers, All Other	35-9099	170	170	\$ 8.09
Food Service Managers	11-9051	3,370	169	\$ 12.97
Cooks, Restaurant	35-2044	12,110	166	\$ 8.07
Home Health Aides	31-1011	6,360	162	\$ 9.04
Industrial Truck and Tractor Operators	53-7051	8,400	158	\$ 11.45
Electricians	47-2111	6,590	157	\$ 16.25
Tellers	43-3071	8,370	153	\$ 9.75
Bus and Truck Mechanics and Diesel Engine Specialists	49-3031	3,630	149	\$ 12.99
Counselors, All Other	21-1019	270	149	\$ 11.22
Financial Managers	11-3031	6,470	149	\$ 28.37
First-Line Supervisors/Managers of Non-Retail Sales Workers	41-1012	2,130	147	\$ 18.34
Healthcare Support Workers, All Other	31-9099	840	146	\$ 9.91
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	41-4011	2,370	144	\$ 20.21
Sales Managers	11-2022	2,940	141	\$ 28.75
General and Operations Managers	11-1021	19,790	133	\$ 19.88
Office Clerks, General	43-9061	27,160	131	\$ 9.91
Management Analysts	13-1111	3,230	127	\$ 22.04
Business Operations Specialists, All Other	13-1199	10,640	121	\$ 16.44
Marketing Managers	11-2021	1,420	120	\$ 28.27
Mechanical Engineers	17-2141	2,350	118	\$ 23.78
Packers and Packagers, Hand	53-7064	12,400	118	\$ 8.07
First-Line Supervisors/Managers of Mechanics, Installers, and Repairers	49-1011	4,340	115	\$ 18.82
Industrial Engineering Technicians	17-3026	950	111	\$ 16.54
Bookkeeping, Accounting, and Auditing Clerks	43-3031	19,280	105	\$ 10.39
Physical Therapists	29-1123	1,920	105	\$ 30.31
Market Research Analysts	19-3021	3,280	100	\$ 15.09
Secretaries, Except Legal, Medical, and Executive	43-6014	20,950	100	\$ 9.93
Tax Preparers	13-2082	490	98	\$ 8.74
Machinists	51-4041	4,540	97	\$ 13.53
Real Estate Sales Agents	41-9022	970	96	\$ 10.67
Pharmacy Technicians	29-2052	4,440	95	\$ 10.75
Cement Masons and Concrete Finishers	47-2051	2,760	94	\$ 11.86
Personal and Home Care Aides	39-9021	12,270	94	\$ 8.58
Demonstrators and Product Promoters	41-9011	950	93	\$ 9.31
Engineers, All Other	17-2199	1,390	91	\$ 22.31
Telemarketers	41-9041	5,200	90	\$ 8.49
Electrical Engineers	17-2071	1,120	86	\$ 26.75
Medical Secretaries	43-6013	5,180	85	\$ 11.32
Bill and Account Collectors	43-3011	3,190	83	\$ 11.89
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	49-9021	3,080	82	\$ 14.95
Plumbers, Pipefitters, and Steamfitters	47-2152	4,490	81	\$ 14.26
Inspectors, Testers, Sorters, Samplers, and Weighers	47-2152	4,490	80	\$ 11.39
Bartenders	51-9061	6,620	80	\$ 8.05
Cooks, Institution and Cafeteria	35-3011	7,440	79	\$ 8.48
First-Line Supervisors/Managers of Transportation and Material-Moving Machine and Vehicle Operators	35-2012	8,440	79	\$ 14.55
Mail Clerks and Mail Machine Operators, Except Postal Service	53-1031	2,530	79	\$ 8.64
Occupational Therapists	43-9051	1,940	79	\$ 27.62
Sales and Related Workers, All Other	29-1122	970	79	\$ 8.43
Executive Secretaries and Administrative Assistants	41-9099	970	79	\$ 14.28
Health Specialties Teachers, Postsecondary	43-6011	10,490	74	\$ 49,473.00
Dining Room and Cafeteria Attendants and Bartender Helpers	25-1071	3,030	74	\$ 8.10
Pharmacists	35-9011	2,470	73	\$ 35.97
Dishwashers	29-1051	3,730	72	\$ 8.08
Loan Officers	35-9021	3,480	71	\$ 17.96
Therapists, All Other	13-2072	5,090	70	\$ 18.65
Training and Development Specialists	29-1129	50	70	\$ 16.04
Civil Engineers	13-1073	2,500	70	\$ 25.06
First-Line Supervisors/Managers of Construction Trades and Extraction Workers	17-2051	2,020	69	\$ 17.35
Agricultural Equipment Operators	47-1011	4,510	69	\$ 12.02
	45-2091	2,070	68	\$

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APPENDIX

Job Title	SOC Code	Estimated Employment	Average Vacancies per Day	Entry-Level Wage
Hotel, Motel, and Resort Desk Clerks	43-4081	3,180	67	\$ 8.13
Maintenance Workers, Machinery	49-9043	730	67	\$ 14.01
Team Assemblers	51-2092	18,120	67	\$ 10.62
Child Care Workers	39-9011	8,060	66	\$ 8.07
Advertising Sales Agents	41-3011	1,720	65	\$ 11.77
Medical Records and Health Information Technicians	29-2071	1,700	64	\$ 12.24
Medical Scientists, Except Epidemiologists	19-1042	1,280	63	\$ 20.16
Family and General Practitioners	29-1062	1,700	62	\$ 65.33
Operating Engineers and Other Construction Equipment Operators	47-2073	4,970	62	\$ 14.64
Counter and Rental Clerks	41-2021	3,350	61	\$ 8.18
Financial Analysts	13-2061	1,940	61	\$ 23.01
Industrial Machinery Mechanics	49-9041	7,150	61	\$ 15.20
Computer Software Engineers, Systems Software	15-1032	2,280	60	\$ 31.06
Farmworkers, Farm and Ranch Animals	45-2093	1,050	60	\$ 9.14
Vocational Education Teachers Postsecondary	25-1194	1,690	60	\$ 13.29
Emergency Medical Technicians and Paramedics	29-2041	2,320	59	\$ 10.95
Material Moving Workers, All Other	53-7199	70	58	\$ 9.66
Database Administrators	15-1061	1,050	57	\$ 21.54
Employment, Recruitment, and Placement Specialists	13-1071	3,860	57	\$ 16.75
Installation, Maintenance, and Repair Workers, All Other	49-9099	1,560	56	\$ 11.23
Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	35-3022	3,850	55	\$ 8.09
Healthcare Practitioners and Technical Workers, All Other	29-9099	510	54	\$ 12.33
Telecommunications Equipment Installers and Repairers, Except Line Installers	49-2022	1,020	54	\$ 16.46
Food Servers, Nonrestaurant	35-3041	3,530	53	\$ 8.09
Teacher Assistants	25-9041	17,810	52	\$ 16,956.00
First-Line Supervisors/Managers of Housekeeping and Janitorial Workers	37-1011	1,820	50	\$ 10.23
Human Resources Managers	11-3040	1,190	50	\$ 27.18
Physician Assistants	29-1071	920	50	\$ 33.77
Receptionists and Information Clerks	43-4171	8,710	50	\$ 9.32
Taxi Drivers and Chauffeurs	53-3041	1,600	49	\$ 8.13
Construction and Related Workers, All Other	47-4099	340	47	\$ 11.62
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	35-9031	3,020	47	\$ 8.08
Millwrights	49-9044	1,060	47	\$ 16.00
Public Relations Specialists	27-3031	1,730	47	\$ 17.10
Industrial Production Managers	11-3051	2,990	46	\$ 25.67
Surgical Technologists	29-2055	700	46	\$ 15.15
Computer and Information Systems Managers	11-3021	3,070	45	\$ 37.82
Construction Managers	11-9021	2,940	44	\$ 19.03
Educational, Vocational, and School Counselors	21-1012	2,700	44	\$ 16.68
Electrical and Electronic Engineering Technicians	17-3023	980	44	\$ 20.38
Speech-Language Pathologists	29-1127	1,180	44	\$ 23.91
Agricultural Workers, All Other	45-2099	290	43	\$ 10.01
Claims Adjusters, Examiners, and Investigators	13-1031	3,360	43	\$ 17.24
Fitness Trainers and Aerobics Instructors	39-9031	2,810	43	\$ 8.09
Office and Administrative Support Workers, All Other	43-9199	2,010	43	\$ 10.26
Packaging and Filling Machine Operators and Tenders	51-9111	7,870	43	\$ 9.79
Shipping, Receiving, and Traffic Clerks	43-5071	5,190	42	\$ 10.67
Building Cleaning Workers, All Other	37-2019	220	41	\$ 8.52
Bus Drivers, Transit and Intercity	53-3021	1,610	41	\$ 10.02
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	17-2111	140	41	\$ 21.09
Medical and Clinical Laboratory Technicians	29-2012	1,500	41	\$ 14.28
Production, Planning, and Expediting Clerks	43-5061	2,880	41	\$ 14.09
Coaches and Scouts	27-2022	3,810	40	\$ 16,915.00
Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	33-9092	1,650	40	\$ 8.08
Cleaners of Vehicles and Equipment	53-7061	4,290	39	\$ 8.09
Community and Social Service Specialists, All Other	21-1099	1,250	39	\$ 7.78
Electrical and Electronics Repairers, Commercial and Industrial Equipment	49-2094	610	39	\$ 18.16
Mental Health and Substance Abuse Social Workers	21-1023	960	39	\$ 13.62
Personal Financial Advisors	13-2052	1,210	39	\$ 20.49
Physicians and Surgeons, All Other	29-1069	2,070	39	\$ 72.80
Preschool Teachers, Except Special Education	25-2011	3,610	39	\$ 9.28
Medical and Clinical Laboratory Technologists	29-2011	1,290	38	\$ 19.73
Purchasing Managers	11-3061	550	38	\$ 27.69
Operations Research Analysts	15-2031	450	37	\$ 23.57
Recreation Workers	39-9032	3,650	37	\$ 8.09

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Job Title	SOC Code	Estimated Employment	Average Vacancies per Day	Entry-Level Wage
Respiratory Therapists	29-1126	960	37	\$ 19.92
Door-To-Door Sales Workers, News and Street Vendors, and Related Workers	41-9091	*	36	*
Logisticians	13-1081	1,180	36	\$ 22.59
Purchasing Agents, Except Wholesale, Retail, and Farm Products	13-1023	2,360	36	\$ 17.87
Chief Executives	11-1011	2,590	35	\$ 33.13
Data Entry Keyers	43-9021	1,300	35	\$ 9.68
Photographic Process Workers	51-9131	*	35	*
Social and Community Service Managers	11-9151	2,250	35	\$ 16.71
Child, Family, and School Social Workers	21-1021	4,370	34	\$ 12.30
Computer-Controlled Machine Tool Operators, Metal and Plastic	51-4011	3,030	34	\$ 14.18
Helpers - Installation, Maintenance, and Repair Workers	49-9098	720	34	\$ 8.16
Actuaries	15-2011	390	33	\$ 28.33
Biological Technicians	19-4021	1,110	33	\$ 14.02
Bus Drivers, School	53-3022	5,990	33	\$ 9.41
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	51-4031	2,970	33	\$ 13.23
Producers and Directors	27-2012	520	33	\$ 12.95
Education Administrators, Postsecondary	11-9033	1,870	32	\$ 25.50
Interviewers, Except Eligibility and Loan	43-4111	1,700	32	\$ 10.50
Nursing Instructors and Teachers, Postsecondary	25-1072	650	32	\$ 42,515.00
Health Technologists and Technicians, All Other	29-2099	730	31	\$ 13.13
Farm Equipment Mechanics	49-3041	3,060	30	\$ 12.79
Postal Service Mail Carriers	43-5052	3,710	30	\$ 18.23
Bakers	51-3011	1,510	29	\$ 8.50
Internists, General	29-1063	290	28	\$ 59.62
Radiologic Technologists and Technicians	29-2034	2,360	29	\$ 17.90
Sales Engineers	41-9031	330	29	\$ 30.35
Loan Interviewers and Clerks	43-4131	3,740	28	\$ 12.79
Dental Assistants	31-9091	2,720	27	\$ 13.16
Roofers	47-2181	1,370	27	\$ 10.57
Occupational Therapist Assistants	31-2011	390	26	\$ 19.74
Agricultural and Food Science Technicians	19-4011	1,330	25	\$ 11.22
Electronics Engineers, Except Computer	17-2072	180	25	\$ 27.59
Engineering Managers	11-9041	1,710	25	\$ 42.03
Medical and Public Health Social Workers	21-1022	1,670	25	\$ 16.10
Medical Equipment Preparers	31-9093	590	25	\$ 12.12
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	51-4072	2,320	25	\$ 9.36
Physical Therapist Assistants	31-2021	970	25	\$ 17.18
Postsecondary Teachers, All Other	25-1199	3,020	25	\$ 29,166.00
Social Workers, All Other	21-1029	440	25	\$ 15.50
Mobile Heavy Equipment Mechanics, Except Engines	49-3042	1,120	24	\$ 15.70
Painters, Construction and Maintenance	47-2141	1,450	24	\$ 12.69
Printing Machine Operators	51-5023	2,380	24	\$ 10.64
Teachers and Instructors, All Other	25-3099	1,170	24	\$ 20,162.00
Transportation, Storage, and Distribution Managers	11-3071	1,280	24	\$ 22.39
Chefs and Head Cooks	35-1011	660	23	\$ 11.58
First-Line Supervisors/Managers of Farming, Fishing, and Forestry Workers	45-1011	350	23	\$ 15.60
Grounds Maintenance Workers, All Other	37-3019	60	23	\$ 8.55
Hairdressers, Hairstylists, and Cosmetologists	39-5012	4,070	23	\$ 8.08
Parts Salespersons	41-2022	3,280	23	\$ 10.59
Police and Sheriffs Patrol Officers	33-3051	4,960	23	\$ 18.39
Administrative Services Managers	11-3011	2,620	22	\$ 21.34
Automotive Body and Related Repairers	49-3021	1,990	22	\$ 11.92
Environmental Science and Protection Technicians, Including Health	19-4091	320	22	\$ 14.33
Human Resources Assistants, Except Payroll and Timekeeping	43-4161	1,270	22	\$ 12.60
Umpires, Referees, and Other Sports Officials	27-2023	200	22	\$ 16,880.00
Dietitians and Nutritionists	29-1031	590	21	\$ 19.14
Engineering Teachers, Postsecondary	25-1032	480	21	\$ 63,488.00
Human Resources, Training, and Labor Relations Specialists, All Other	13-1079	*	21	*
Property, Real Estate, and Community Association Managers	11-9141	1,760	21	\$ 11.12
Protective Service Workers, All Other	33-9098	340	21	\$ 9.73
Electrical and Electronic Equipment Assemblers	51-2022	2,550	20	\$ 12.17
Gaming Dealers	39-3011	1,400	20	\$ 8.05
Graphic Designers	27-1024	1,860	20	\$ 11.92
Health Diagnosing and Treating Practitioners, All Other	29-1199	510	20	\$ 24.52
Interpreters and Translators	27-3091	400	20	\$ 11.57

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Job Title	SOC Code	Estimated Employment	Average Vacancies per Day	Entry-Level Wage
Lawyers	23-1011	3,270	20	\$ 25.41
Network Systems and Data Communications Analysts	15-1081	890	20	\$ 27.46
Occupational Health and Safety Specialists	29-9011	590	20	\$ 21.41
Surgeons	29-1067	680	20	\$ 82.22
Tire Repairers and Changers	49-3093	1,180	20	\$ 9.03
Billing and Posting Clerks and Machine Operators	43-3021	4,120	19	\$ 12.46
Dispatchers, Except Police, Fire, and Ambulance	43-5032	1,720	19	\$ 12.25
Environmental Engineers	17-2081	160	19	\$ 29.94
Mechanical Drafters	17-3013	960	19	\$ 16.33
Service Station Attendants	53-6031	760	19	\$ 8.09
Art, Drama, and Music Teachers, Postsecondary	25-1121	850	18	\$ 39,421.00
Insurance Claims and Policy Processing Clerks	43-9041	3,840	18	\$ 13.50
Psychiatric Technicians	29-2053	680	18	\$ 12.31
Substance Abuse and Behavioral Disorder Counselors	21-1011	1,170	18	\$ 12.37
Agricultural Engineers	17-2021	370	17	\$ 28.15
Business Teachers, Postsecondary	25-1011	1,100	17	\$ 39,895.00
Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation	13-1041	1,700	17	\$ 21.36
Mental Health Counselors	21-1014	1,300	17	\$ 11.26
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	51-4122	1,320	17	\$ 14.36
Biological Science Teachers, Postsecondary	25-1042	640	16	\$ 45,971.00
Cooks, Short Order	35-2015	1,610	16	\$ 8.10
Credit Analysts	13-2041	860	16	\$ 20.26
Electrical Power-Line Installers and Repairers	49-9051	1,830	16	\$ 19.35
English Language and Literature Teachers, Postsecondary	25-1123	650	16	\$ 34,725.00
Financial Examiners	13-2061	760	16	\$ 21.17
Machine Feeders and Offbearers	53-7063	1,370	16	\$ 10.39
Meat, Poultry, and Fish Cutters and Trimmers	51-3022	5,730	16	\$ 10.63
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-4081	4,900	16	\$ 12.77
Parking Lot Attendants	53-6021	690	16	\$ 8.12
Pest Control Workers	37-2021	430	16	\$ 12.01
Public Relations Managers	11-2031	580	16	\$ 24.07
Structural Iron and Steel Workers	47-2221	570	16	\$ 19.25
Tool and Die Makers	51-4111	1,000	16	\$ 18.05
Civil Engineering Technicians	17-3022	860	15	\$ 17.22
Cost Estimators	13-1051	1,940	15	\$ 18.41
Financial Specialists, All Other	13-2099	1,440	15	\$ 16.75
Order Clerks	43-4151	2,290	15	\$ 9.74
Paralegals and Legal Assistants	23-2011	2,530	15	\$ 14.83
Purchasing Agents and Buyers, Farm Products	13-1021	370	15	\$ 14.82
Chemists	19-2031	580	14	\$ 22.56
Elementary School Teachers, Except Special Education	25-2021	16,220	14	\$ 35,280.00
Natural Sciences Managers	11-9121	290	14	\$ 35.61
Paving, Surfacing, and Tamping Equipment Operators	47-2071	600	14	\$ 13.15
Slaughterers and Meat Packers	51-3023	3,920	14	\$ 9.69
Technical Writers	27-3042	490	14	\$ 17.59
Aircraft Mechanics and Service Technicians	49-3011	410	13	\$ 20.14
Cardiovascular Technologists and Technicians	29-2031	340	13	\$ 14.40
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	51-9121	2,100	13	\$ 11.58
Cooks, Fast Food	35-2011	3,630	13	\$ 8.07
Diagnostic Medical Sonographers	29-2032	590	13	\$ 23.51
Environmental Scientists and Specialists, Including Health	19-2041	570	13	\$ 21.28
Excavating and Loading Machine and Dragline Operators	53-7032	860	13	\$ 12.18
First-Line Supervisors/Managers, Protective Service Workers, All Other	33-1099	390	13	\$ 12.44
Highway Maintenance Workers	47-4051	3,450	13	\$ 14.97
Infantry	55-3016	*	13	*
Laundry and Dry-Cleaning Workers	51-6011	2,070	13	\$ 8.12
Mathematical Science Teachers, Postsecondary	25-1022	540	13	\$ 42,590.00
Media and Communication Workers, All Other	27-3099	140	13	\$ 10.93
Railroad Conductors and Yardmasters	53-4031	730	13	\$ 22.69
Reporters and Correspondents	27-3022	1,330	13	\$ 8.59
Sewing Machine Operators	51-6031	1,090	13	\$ 8.82
Special Education Teachers, Preschool, Kindergarten, and Elementary School	25-2041	2,070	13	\$ 36,294.00
Artillery and Missile Crew Members	55-3014	*	12	*
Brickmasons and Blockmasons	47-2021	720	12	\$ 15.49
Crossing Guards	33-9091	360	12	\$ 9.60

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Job Title	SOC Code	Estimated Employment	Average Vacancies per Day	Entry-Level Wage
Gaming Service Workers, All Other	39-3019	*	12	*
Graduate Teaching Assistants	25-1191	550	12	\$ 21,430.00
Insurance Underwriters	13-2053	1,760	12	\$ 19.57
Sheet Metal Workers	47-2211	1,270	12	\$ 15.09
Transportation Workers, All Other	53-6099	100	12	\$ 8.60
Travel Agents	41-3041	380	12	\$ 9.96
Architectural and Civil Drafters	17-3011	760	11	\$ 15.80
Compensation, Benefits, and Job Analysis Specialists	13-1072	640	11	\$ 20.27
Economics Teachers, Postsecondary	25-1063	170	11	\$ 69,528.00
Electronic Home Entertainment Equipment Installers and Repairers	49-2097	470	11	\$ 11.77
Farm, Ranch, and Other Agricultural Managers	11-9011	260	11	\$ 21.78
Farmers and Ranchers	11-9012	*	11	*
First-Line Supervisors/Managers of Helpers, Laborers, and Material Movers, Hand	53-1021	1,740	11	\$ 14.28
Home Appliance Repairers	49-9031	530	11	\$ 11.07
Instructional Coordinators	25-9031	1,250	11	\$ 23.15
Librarians	25-4021	1,610	11	\$ 12.75
Medical Equipment Repairers	49-9062	470	11	\$ 15.46
Recreational Therapists	29-1125	330	11	\$ 16.42
Rehabilitation Counselors	21-1015	2,100	11	\$ 10.72
Training and Development Managers	11-3042	200	11	\$ 26.71
Tree Trimmers and Pruners	37-3013	140	11	\$ 11.22
Adult Literacy, Remedial Education, and GED Teachers and Instructors	25-3011	270	10	\$ 12.56
Chemical Technicians	19-4031	500	10	\$ 14.51
Clergy	21-2011	300	10	\$ 15.55
Clinical, Counseling, and School Psychologists	19-3031	730	10	\$ 21.91
Computer and Information Scientists, Research	15-1011	*	10	*
Computer Operators	43-9011	650	10	\$ 11.09
Computer Science Teachers, Postsecondary	25-1021	350	10	\$ 40,735.00
First-Line Supervisors/Managers of Landscaping, Lawn Service, and Groundskeeping Workers	37-1012	820	10	\$ 13.55
Graders and Sorters, Agricultural Products	45-2041	270	10	\$ 8.88
Mixing and Blending Machine Setters, Operators, and Tenders	51-9023	2,210	10	\$ 12.29
Opticians, Dispensing	29-2081	920	10	\$ 10.24
Painters, Transportation Equipment	51-9122	760	10	\$ 12.25
Plant and System Operators, All Other	51-8099	*	10	*
Psychiatrists	29-1066	200	10	\$ 52.94
Psychology Teachers, Postsecondary	25-1066	440	10	\$ 42,535.00
Aerospace Engineers	17-2011	*	9	*
Butchers and Meat Cutters	51-3021	2,720	9	\$ 8.44
Cargo and Freight Agents	43-5011	530	9	\$ 10.34
Computer Hardware Engineers	17-2061	170	9	\$ 28.64
Drywall and Ceiling Tile Installers	47-2081	650	9	\$ 12.59
Education Administrators, Preschool and Child Care Center/Program	11-9031	710	9	\$ 11.30
Engine and Other Machine Assemblers	51-2031	1,050	9	\$ 14.55
Engineering Technicians, Except Drafters, All Other	17-3029	710	9	\$ 17.49
Gaming Cage Workers	43-3041	280	9	\$ 9.81
Gaming Supervisors	39-1011	590	9	\$ 16.37
Interior Designers	27-1025	380	9	\$ 11.95
Legal Secretaries	43-6012	1,660	9	\$ 12.23
Life, Physical, and Social Science Technicians, All Other	19-4099	650	9	\$ 12.17
Metal Workers and Plastic Workers, All Other	51-4199	530	9	\$ 11.35
Residential Advisors	39-9041	520	9	\$ 9.48
Secondary School Teachers, Except Special and Vocational Education	25-2031	11,710	9	\$ 32,875.00
Self-Enrichment Education Teachers	25-3021	1,190	9	\$ 9.87
Ushers, Lobby Attendants, and Ticket Takers	39-3031	830	9	\$ 8.05
Audio and Video Equipment Technicians	27-4011	340	8	\$ 9.74
Chemical Plant and System Operators	51-8091	710	8	\$ 17.32
Communications Teachers, Postsecondary	25-1122	580	8	\$ 40,301.00
Dentists, General	29-1021	820	8	\$ 39.22
Detectives and Criminal Investigators	33-3021	360	8	\$ 24.29
Dietetic Technicians	29-2051	180	8	\$ 8.57
Foreign Language and Literature Teachers, Postsecondary	25-1124	240	8	\$ 44,950.00
Nonfarm Animal Caretakers	39-2021	1,780	8	\$ 8.05
Paper Goods Machine Setters, Operators, and Tenders	51-9196	1,030	8	\$ 10.80
Pharmacy Aides	31-9095	450	8	\$ 8.11
Photographers	27-4021	610	8	\$ 8.15

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Job Title	SOC Code	Estimated Employment	Average Vacancies per Day	Entry-Level Wage
Rail-Track Laying and Maintenance Equipment Operators	47-4061	90	8	\$ 19.33
Social Science Research Assistants	19-4061	130	8	\$ 11.67
Telecommunications Line Installers and Repairers	49-9052	1,120	8	\$ 15.17
Agricultural Inspectors	45-2011	330	7	\$ 17.58
Agricultural Sciences Teachers, Postsecondary	25-1041	*	7	*
Baggage Porters and Bellhops	39-6011	70	7	\$ 8.09
Broadcast Technicians	27-4012	250	7	\$ 8.68
Compensation and Benefits Managers	11-3041	*	7	*
Construction and Building Inspectors	47-4011	690	7	\$ 17.69
Cooks, All Other	35-2019	60	7	\$ 8.01
Crane and Tower Operators	53-7021	540	7	\$ 17.20
Dental Hygienists	29-2021	2,270	7	\$ 27.74
Editors	27-3041	1,380	7	\$ 12.59
Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	47-3011	280	7	\$ 10.82
Helpers--Electricians	47-3013	430	7	\$ 10.10
Insulation Workers, Mechanical	47-2132	270	7	\$ 14.21
Massage Therapists	31-9011	730	7	\$ 8.40
Materials Engineers	17-2131	90	7	\$ 25.19
Meter Readers, Utilities	43-5041	320	7	\$ 9.54
Middle School Teachers, Except Special and Vocational Education	25-2022	6,330	7	\$ 36,773.00
Payroll and Timekeeping Clerks	43-3051	1,430	7	\$ 12.37
Reservation and Transportation Ticket Agents and Travel Clerks	43-4181	250	7	\$ 8.09
Special Education Teachers, Secondary School	25-2043	1,120	7	\$ 38,446.00
Structural Metal Fabricators and Fitters	51-2041	1,410	7	\$ 13.56
Survey Researchers	19-3022	20	7	\$ 14.18
Water and Liquid Waste Treatment Plant and System Operators	51-8031	1,990	7	\$ 12.70
Wholesale and Retail Buyers, Except Farm Products	19-1022	870	7	\$ 13.70
Woodworkers, All Other	51-7099	*	7	*
Advertising and Promotions Managers	11-2011	180	6	\$ 18.63
Amusement and Recreation Attendants	39-3091	2,110	6	\$ 8.07
Athletic Trainers	29-9091	500	6	\$ 30,660.00
Correctional Officers and Jailers	33-3012	3,200	6	\$ 15.87
Couriers and Messengers	43-5021	540	6	\$ 9.39
Criminal Justice and Law Enforcement Teachers, Postsecondary	25-1111	160	6	\$ 45,219.00
Drafters, All Other	17-3019	190	6	\$ 14.21
Education Teachers, Postsecondary	25-1081	550	6	\$ 35,896.00
Gaming Change Persons and Booth Cashiers	41-2012	*	6	*
Meeting and Convention Planners	13-1121	460	6	\$ 13.80
New Accounts Clerks	43-4141	1,000	6	\$ 12.91
Outdoor Power Equipment and Other Small Engine Mechanics	49-3053	400	6	\$ 9.44
Pediatricians, General	29-1065	250	6	\$ 57.27
Pesticide Handlers, Sprayers, and Applicators, Vegetation	37-3012	820	6	\$ 12.21
Petroleum Engineers	17-2171	*	6	*
Physical Therapist Aides	31-2022	320	6	\$ 9.66
Physics Teachers, Postsecondary	25-1054	180	6	\$ 57,134.00
Postal Service Mail Sorters, Processors, and Processing Machine Operators	43-5053	1,560	6	\$ 13.80
Recreational Vehicle Service Technicians	49-3092	130	6	\$ 11.32
Soil and Plant Scientists	19-1013	1,900	6	\$ 22.66
Statisticians	15-2041	120	6	\$ 25.08
Architects, Except Landscape and Naval	17-1011	570	5	\$ 22.30
Audiologists	29-1121	170	5	\$ 25.19
Cabinetmakers and Bench Carpenters	51-7011	1,250	5	\$ 11.88
Chemistry Teachers, Postsecondary	25-1052	240	5	\$ 50,574.00
Coin, Vending, and Amusement Machine Servicers and Repairers	49-9091	420	5	\$ 10.79
Dental Laboratory Technicians	51-9081	400	5	\$ 11.34
Education Administrators, All Other	11-9039	310	5	\$ 22.41
Electro-Mechanical Technicians	17-3024	40	5	\$ 18.91
Emergency Management Specialists	13-1061	250	5	\$ 18.32
Environmental Science Teachers, Postsecondary	25-1053	90	5	\$ 46,876.00
Food Cooking Machine Operators and Tenders	51-3093	370	5	\$ 11.68
Food Scientists and Technologists	19-1012	420	5	\$ 16.72
Helpers, Construction Trades, All Other	47-3019	120	5	\$ 10.30
Helpers--Carpenters	47-3012	180	5	\$ 10.03
Library Assistants, Clerical	43-4121	1,480	5	\$ 8.13
Lodging Managers	11-9081	450	5	\$ 11.79

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Job Title	SOC Code	Estimated Employment	Average Vacancies per Day	Entry-Level Wage
Mechanical Engineering Technicians	17-3027	300	5	\$ 16.77
Painting, Coating, and Decorating Workers	51-9123	200	5	\$ 8.61
Pipelayers	47-2151	670	5	\$ 13.01
Postal Service Clerks	43-5051	1,110	5	\$ 11.91
Refuse and Recyclable Material Collectors	53-7081	1,470	5	\$ 9.10
Security and Fire Alarm Systems Installers	49-2098	340	5	\$ 14.57
Switchboard Operators, Including Answering Service	43-2011	760	5	\$ 9.44
Automotive Glass Installers and Repairers	49-3022	160	4	\$ 11.39
Broadcast News Analysts	27-3021	*	4	*
Camera Operators, Television, Video, and Motion Picture	27-4031	20	4	\$ 10.25
Chemical Engineers	17-2041	160	4	\$ 31.74
Chemical Equipment Operators and Tenders	51-9011	730	4	\$ 15.68
Computer, Automated Teller, and Office Machine Repairers	49-2011	1,260	4	\$ 11.38
Conservation Scientists	19-1031	280	4	\$ 18.32
Cutting and Slicing Machine Setters, Operators, and Tenders	51-9032	1,070	4	\$ 11.50
Earth Drillers, Except Oil and Gas	47-5021	140	4	\$ 13.90
Education Administrators, Elementary and Secondary School	11-9032	2,250	4	\$ 65,165.00
Electrical and Electronics Drafters	17-3012	140	4	\$ 14.89
Electromechanical Equipment Assemblers	51-2023	1,070	4	\$ 12.85
Environmental Engineering Technicians	17-3025	*	4	*
First-Line Supervisors/Managers of Personal Service Workers	39-1021	1,630	4	\$ 11.11
Floral Designers	27-1023	770	4	\$ 8.22
Gaming Surveillance Officers and Gaming Investigators	33-9031	*	4	*
Grinding and Polishing Workers, Hand	51-9022	140	4	\$ 11.33
Health Educators	21-1091	490	4	\$ 18.51
Insulation Workers, Floor, Ceiling, and Wall	47-2131	420	4	\$ 11.48
Mechanical Door Repairers	49-9011	*	4	*
Obstetricians and Gynecologists	29-1064	120	4	\$ 94.32
Personal Care and Service Workers, All Other	39-9099	860	4	\$ 8.08
Philosophy and Religion Teachers, Postsecondary	25-1126	300	4	\$ 44,483.00
Power Plant Operators	51-8013	680	4	\$ 24.12
Private Detectives and Investigators	33-9021	60	4	\$ 13.68
Radiation Therapists	29-1124	110	4	\$ 26.40
Sailors and Marine Oilers	53-5011	700	4	\$ 10.72
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	51-9012	870	4	\$ 12.46
Social Work Teachers, Postsecondary	25-1113	100	4	\$ 44,295.00
Sociology Teachers, Postsecondary	25-1067	240	4	\$ 43,462.00
Statistical Assistants	43-9111	110	4	\$ 17.40
Surveying and Mapping Technicians	17-3031	230	4	\$ 14.39
Surveyors	17-1022	310	4	\$ 15.02
Veterinarians	29-1131	1,060	4	\$ 25.65
Veterinary Technologists and Technicians	29-2056	780	4	\$ 11.13
Welders, Measurers, Checkers, and Samplers, Recordkeeping	43-5111	1,110	4	\$ 9.93
Word Processors and Typists	43-9022	660	4	\$ 11.93
Writers and Authors	27-3043	420	4	\$ 12.37
Anthropology and Archeology Teachers, Postsecondary	25-1061	60	3	\$ 52,957.00
Architecture Teachers, Postsecondary	25-1031	70	3	\$ 46,395.00
Bindery Workers	51-5011	1,000	3	\$ 11.14
Commercial Pilots	53-2012	200	3	\$ 44,418.00
Court Reporters	23-2091	220	3	\$ 21.41
Credit Authorizers, Checkers, and Clerks	43-4041	650	3	\$ 9.91
Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-4032	440	3	\$ 14.81
Education, Training, and Library Workers, All Other	25-9099	840	3	\$ 11.07
Elevator Installers and Repairers	47-4021	200	3	\$ 19.02
Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	51-9041	740	3	\$ 11.22
Farm Labor Contractors	45-2031	*	3	*
Fire Inspectors and Investigators	33-2021	30	3	\$ 22.25
Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders	51-3091	370	3	\$ 10.58
Foundry Mold and Coremakers	51-4071	380	3	\$ 13.27
Gaming Managers	11-9071	130	3	\$ 23.24
Glaziers	47-2121	380	3	\$ 13.42
Helpers--Extraction Workers	47-5081	90	3	\$ 11.73
Helpers--Pipefitters, Plumbers, Pipefitters, and Steamfitters	47-3015	220	3	\$ 11.23
Helpers--Roofers	47-3016	120	3	\$ 9.27
Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	51-4034	470	3	\$ 12.82

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Job Title	SOC Code	Estimated Employment	Average Vacancies per Day	Entry-Level Wage
Legal Support Workers, All Other	23-2099	280	3	\$ 9.97
Locker Room, Coatroom, and Dressing Room Attendants	39-3093	100	3	\$ 8.07
Molders, Shapers, and Casters, Except Metal and Plastic	51-9195	450	3	\$ 8.94
Nuclear Engineers	17-2161	*	3	*
Occupational Health and Safety Technicians	29-9012	280	3	\$ 18.28
Optometrists	29-1041	440	3	\$ 33.63
Police, Fire, and Ambulance Dispatchers	43-5031	880	3	\$ 13.80
Political Science Teachers, Postsecondary	25-1065	170	3	\$ 45,554.00
Psychologists, All Other	19-3039	50	3	\$ 37.18
Septic Tank Services and Sewer Pipe Cleaners	47-4071	270	3	\$ 10.74
Special Education Teachers, Middle School	25-2042	1,030	3	\$ 36,437.00
Stationary Engineers and Boiler Operators	51-8021	440	3	\$ 18.34
Tile and Marble Setters	47-2044	270	3	\$ 12.45
Veterinary Assistants and Laboratory Animal Caretakers	31-9096	470	3	\$ 8.05
Woodworking Machine Setters, Operators, and Tenders, Except Sawing	51-7042	890	3	\$ 10.87
Ambulance Drivers and Attendants, Except Emergency Medical Technicians	53-3011	170	2	\$ 8.04
Area, Ethnic, and Cultural Studies Teachers, Postsecondary	25-1062	30	2	\$ 48,138.00
Atmospheric and Space Scientists	19-2021	100	2	\$ 25.22
Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary	25-1051	60	2	\$ 48,199.00
Biological Scientists	19-1020	*	2	*
Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders	51-9192	340	2	\$ 9.67
Commercial and Industrial Designers	27-1021	370	2	\$ 17.47
Communications Equipment Operators, All Other	43-2099	60	2	\$ 11.63
Cooling and Freezing Equipment Operators and Tenders	51-9193	530	2	\$ 12.28
Court, Municipal, and License Clerks	43-4031	1,720	2	\$ 13.35
Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	51-9021	1,020	2	\$ 12.26
Directors, Religious Activities and Education	21-2021	130	2	\$ 12.00
Electric Motor, Power Tool, and Related Repairers	49-2092	210	2	\$ 14.38
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	49-2095	180	2	\$ 21.88
Electronic Equipment Installers and Repairers, Motor Vehicles	49-2096	70	2	\$ 12.36
Entertainment Attendants and Related Workers, All Other	39-3099	*	2	*
Epidemiologists	19-1041	90	2	\$ 21.54
Fence Erectors	47-4031	430	2	\$ 11.27
File Clerks	43-4071	850	2	\$ 9.48
Fire Fighters	33-2011	1,790	2	\$ 9.39
Fishers and Related Fishing Workers	45-3011	*	2	*
Forest and Conservation Technicians	19-4093	470	2	\$ 14.31
Furniture Finishers	51-7021	260	2	\$ 10.56
Geological and Petroleum Technicians	19-4041	*	2	*
Hazardous Materials Removal Workers	47-4041	290	2	\$ 12.78
Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	51-4191	200	2	\$ 14.04
History Teachers, Postsecondary	25-1125	240	2	\$ 44,284.00
Human Resources Managers, All Other	11-3049	1,190	2	\$ 27.18
Information and Record Clerks, All Other	43-4199	920	2	\$ 12.44
Logging Equipment Operators	45-4022	*	2	*
Manicurists and Pedicurists	39-5092	170	2	\$ 9.43
Marriage and Family Therapists	21-1013	240	2	\$ 11.90
Medical Transcriptionists	31-9094	1,190	2	\$ 12.64
Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	51-4035	380	2	\$ 12.37
Multi-Media Artists and Animators	27-1014	50	2	\$ 17.51
Nuclear Medicine Technologists	29-2033	190	2	\$ 26.69
Numerical Tool and Process Control Programmers	51-4012	430	2	\$ 16.05
Ophthalmic Laboratory Technicians	51-9083	310	2	\$ 10.20
Petroleum Pump System Operators, Refinery Operators, and Gaugers	51-8093	100	2	\$ 28.43
Prepress Technicians and Workers	51-5022	570	2	\$ 10.38
Pressers, Textile, Garment, and Related Materials	51-6021	350	2	\$ 8.10
Probation Officers and Correctional Treatment Specialists	21-1092	540	2	\$ 22.49
Procurement Clerks	43-3061	480	2	\$ 13.33
Psychiatric Aides	31-1013	460	2	\$ 12.54
Radio and Television Announcers	27-3011	510	2	\$ 8.28
Rail Car Repairers	49-3043	200	2	\$ 16.99
Recreation and Fitness Studies Teachers, Postsecondary	25-1193	230	2	\$ 37,862.00
Sawing Machine Setters, Operators, and Tenders, Wood	51-7041	340	2	\$ 8.97
Skin Care Specialists	39-5094	170	2	\$ 8.28
Slot Key Persons	39-1012	220	2	\$ 10.56

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APPENDIX

Job Title	SOC Code	Estimated Employment	Average Vacancies per Day	Entry-Level Wage
Title Examiners, Abstractors, and Searchers	23-2093	860	2	\$ 11.38
Tour Guides and Escorts	39-6021	270	2	\$ 8.08
Urban and Regional Planners	19-3051	290	2	\$ 17.64
Vocational Education Teachers, Secondary School	25-2032	770	2	\$ 37,351.00
Aerospace Engineering and Operations Technicians	17-3021	*	1	*
Agents and Business Managers of Artists, Performers, and Athletes	13-1011	*	1	*
Aircraft Cargo Handling Supervisors	53-1011	30	1	\$ 15.98
Airfield Operations Specialists	53-2022	30	1	\$ 14.08
Airline Pilots, Copilots, and Flight Engineers	53-2011	40	1	\$ 78,366.00
Animal Breeders	45-2021	60	1	\$ 11.95
Animal Control Workers	33-9011	90	1	\$ 8.06
Anthropologists and Archeologists	19-3091	40	1	\$ 19.15
Appraisers and Assessors of Real Estate	13-2021	810	1	\$ 16.85
Archivists	25-4011	30	1	\$ 12.44
Art Directors	27-1011	120	1	\$ 19.12
Avionics Technicians	49-2091	*	1	*
Bicycle Repairers	49-3091	50	1	\$ 8.47
Biochemists and Biophysicists	19-1021	60	1	\$ 20.97
Biological Scientists, All Other	19-1029	230	1	\$ 11.27
Biomedical Engineers	17-2031	40	1	\$ 26.38
Boilermakers	47-2011	110	1	\$ 23.87
Budget Analysts	13-2031	270	1	\$ 24.15
Carpet Installers	47-2041	210	1	\$ 11.74
Cementing and Gluing Machine Operators and Tenders	51-9191	90	1	\$ 13.13
Command and Control Center Specialists	55-3015	*	1	*
Concierges	39-6012	40	1	\$ 9.14
Control and Valve Installers and Repairers, Except Mechanical Door	49-9012	470	1	\$ 17.53
Craft Artists	27-1012	*	1	*
Curators	25-4012	100	1	\$ 12.86
Dentists, All Other Specialists	29-1029	*	1	*
Designers, All Other	27-1029	70	1	\$ 11.59
Desktop Publishers	43-9031	190	1	\$ 10.09
Economists	19-3011	70	1	\$ 25.11
Electrical and Electronics Installers and Repairers, Transportation Equipment	49-2093	160	1	\$ 16.61
Eligibility Interviewers, Government Programs	43-4061	1,220	1	\$ 18.14
Explosives Workers, Ordnance Handling Experts, and Blasters	47-5031	140	1	\$ 16.98
Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	51-4021	490	1	\$ 11.06
Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers	51-6091	*	1	*
Farm and Home Management Advisors	25-9021	260	1	\$ 13.00
First-Line Supervisors/Managers of Fire Fighting and Prevention Workers	33-1021	410	1	\$ 23.52
First-Line Supervisors/Managers of Police and Detectives	33-1012	690	1	\$ 23.35
Floor Sanders and Finishers	47-2043	60	1	\$ 11.59
Food Batchmakers	51-3092	3,270	1	\$ 10.88
Forestry and Conservation Science Teachers, Postsecondary	25-1043	*	1	*
Gas Compressor and Gas Pumping Station Operators	53-7071	30	1	\$ 27.36
Gas Plant Operators	51-8092	200	1	\$ 24.11
Geography Teachers, Postsecondary	25-1064	30	1	\$ 47,637.00
Geoscientists, Except Hydrologists and Geographers	19-2042	50	1	\$ 22.31
Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and	51-4033	1,740	1	\$ 10.47
Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	47-3014	50	1	\$ 11.60
Home Economics Teachers, Postsecondary	25-1192	70	1	\$ 43,711.00
Industrial-Organizational Psychologists	19-3032	*	1	*
Insurance Appraisers, Auto Damage	13-1032	30	1	\$ 26.26
Landscape Architects	17-1012	160	1	\$ 16.42
Law Teachers, Postsecondary	25-1112	90	1	\$ 85,672.00
Library Science Teachers, Postsecondary	25-1082	50	1	\$ 53,461.00
Library Technicians	25-4031	1,630	1	\$ 8.46
Life Scientists, All Other	19-1099	*	1	*
Loading Machine Operators, Underground Mining	53-7033	*	1	*
Loan Counselors	13-2071	300	1	\$ 12.25
Locksmiths and Safe Repairers	49-9094	110	1	\$ 9.39
Locomotive Engineers	53-4011	*	1	*
Manufactured Building and Mobile Home Installers	49-9095	60	1	\$ 12.76
Materials Scientists	19-2032	*	1	*
Media and Communication Equipment Workers, All Other	27-4099	*	1	*

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APPENDIX

Job Title	SOC Code	Estimated Employment	Average Vacancies per Day	Entry-Level Wage
Microbiologists	19-1022	190	1	\$ 24.90
Military Enlisted Tactical Operations and Air Weapons Specialists and Crew Members, All Other	55-3019	*	1	*
Mine Cutting and Channeling Machine Operators	47-5042	*	1	*
Mining Machine Operators, All Other	47-5049	*	1	*
Motor Vehicle Operators, All Other	53-3099	530	1	\$ 8.10
Museum Technicians and Conservators	25-4013	110	1	\$ 9.09
Music Directors and Composers	27-2041	550	1	\$ 14.24
Musical Instrument Repairers and Tuners	49-9063	180	1	\$ 10.12
Musicians and Singers	27-2042	*	1	*
Nuclear Technicians	19-4051	*	1	*
Office Machine Operators, Except Computer	43-9071	1,030	1	\$ 9.78
Physicists	19-2012	50	1	\$ 27.15
Pourers and Casters, Metal	51-4052	300	1	\$ 11.65
Precision Instrument and Equipment Repairers, All Other	49-9069	300	1	\$ 13.48
Proofreaders and Copy Markers	43-9081	220	1	\$ 11.18
Rail Transportation Workers, All Other	53-4099	*	1	*
Railroad Brake, Signal, and Switch Operators	53-4021	760	1	\$ 24.90
Reinforcing Iron and Rebar Workers	47-2171	130	1	\$ 21.28
Respiratory Therapy Technicians	29-2054	100	1	\$ 15.56
Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	51-4023	490	1	\$ 13.32
Service Unit Operators, Oil, Gas, and Mining	47-5013	*	1	*
Social Sciences Teachers, Postsecondary, All Other	25-1069	60	1	\$ 41,669.00
Sound Engineering Technicians	27-4014	50	1	\$ 14.62
Tailors, Dressmakers, and Custom Sewers	51-6052	330	1	\$ 8.82
Tank Car, Truck, and Ship Loaders	53-7121	*	1	*
Telephone Operators	43-2021	130	1	\$ 12.69
Textile, Apparel, and Furnishings Workers, All Other	51-6099	130	1	\$ 8.22
Tire Builders	51-9197	*	1	*
Tool Grinders, Filers, and Sharpeners	51-4194	200	1	\$ 11.55
Traffic Technicians	53-6041	60	1	\$ 14.58
Transportation Attendants, Except Flight Attendants and Baggage Porters	39-6032	*	1	*
Transportation Inspectors	53-6051	160	1	\$ 24.99
Upholsterers	51-6093	40	1	\$ 8.08
Estimated Totals		144,300	34,752	

Totals may vary due to rounding methods

* Insufficient data to report

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RECRUITMENT

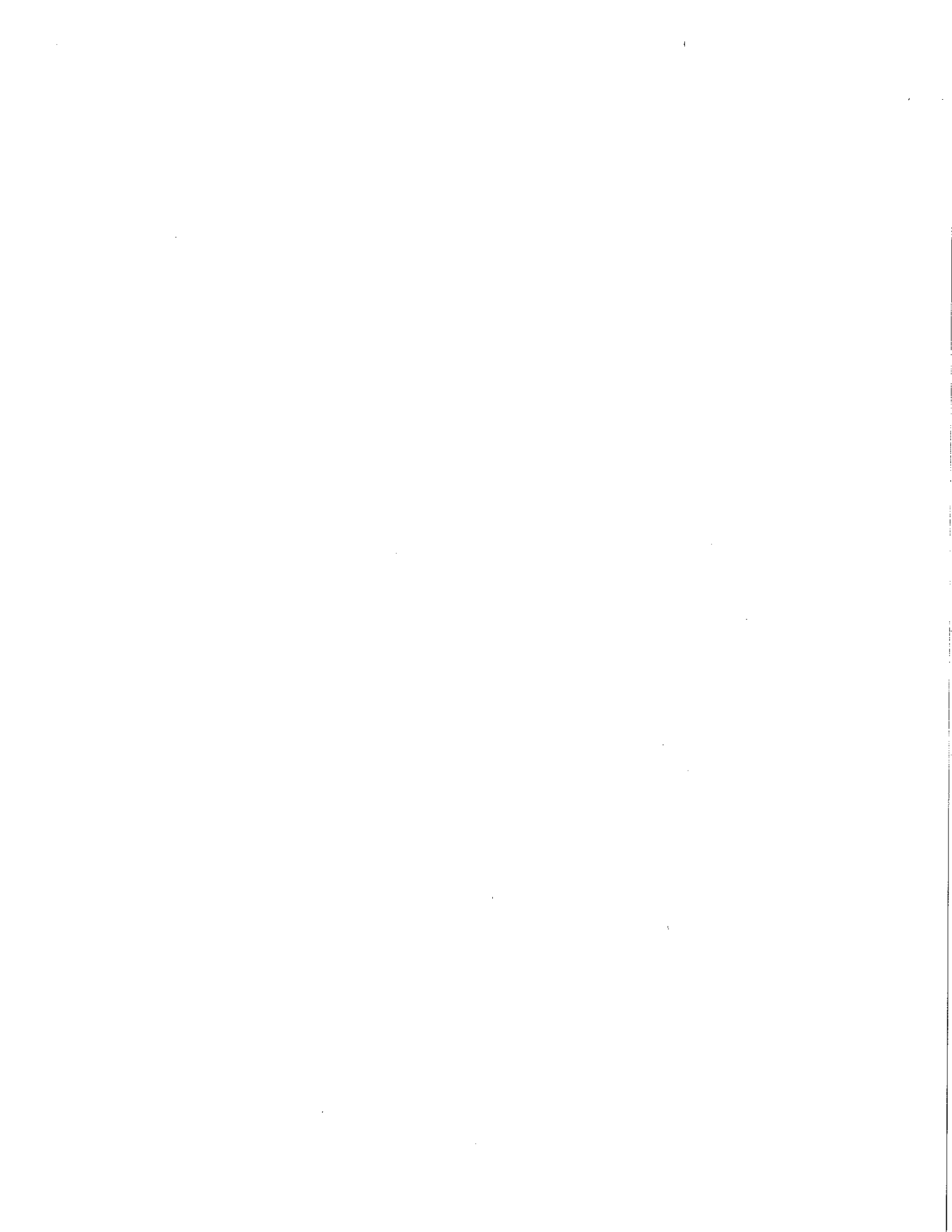
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Certification Regarding Debarment, Suspension, and Other Responsibility Matters Primary Covered Transactions

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

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

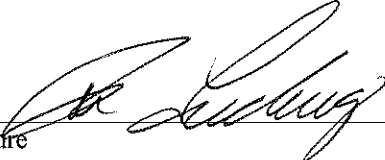
1. By signing and submitting the certification signature page with this proposal, the prospective primary participant is providing the certification set out below.
2. The inability of a person to provide the certification required below will not necessarily result in denial of participation in this covered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

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

Ron Ludwig Executive Director

Printed Name and Title of Authorized Administrative Entity Signatory Official

Signature



Date

1/22/16

Workforce Innovation and Opportunity Act

Region 14

Local Area Plan
July 1, 2016- June 30, 2020

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

_____ 5/16/16 _____
Submission Date

Workforce Development Board Chair

Chief Elected Official

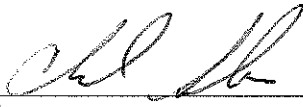
_____ Jolene Griffith _____
Typed or Printed Name

_____ Charles Ambrose _____
Typed or Printed Name

_____ WDB14 Chair _____
Typed or Printed Title

_____ Chief Elected Official, Region 14 _____
Typed or Printed Title

_____  _____
Signature

_____  _____
Signature

_____ 5/16/16 _____
Date

_____ 5/16/16 _____
Date