



Menu | Help | Log Out

Back | Print | Add | Delete | Edit | Save

Review

Application Details

Print to PDF | Review | Funding Opportunity

141588 - WIOA Local Service Plan

163312 - Workforce Innovation & Opportunity Act Region 7 Local Plan
Workforce Innovation and Opportunity Act

Status: Under Review
Signature: Christina Mason

Submitted Date: 2016-04-27 09:15:42
Submitted By: Christina Mary Mason

Applicant Information

Project Officer

AnA User Id: CHRISTI.MASON@IOWAID
First Name*: Christina
Middle Name: Mary
Last Name: Mason

Title:
Email*: christina.mason@jwd.iowa.gov

Address*: 3420 University Ave.

City*: Waterloo Iowa 50701
City State/Province Postal Code/Zip

Phone*: 319-291-2705 281
Phone Ext.

Program Area of Interest*: Workforce Innovation and Opportunity Act

Fax:
Agency

Organization Information

Organization Name*: Hawkeye Community College

Organization Type*: Community College

DUNS: 07-348-5716

Organization

Website Address: www.hawkeyecollege.edu
1501 E. Orange Road

Waterloo Iowa 50704
City State/Province Postal Code/Zip
Phone: 319-296-2320 Ext.

Fax:
Benefactor
Vendor
Number

Board Details

Board Chair Name*: Deborah Collett

Title*: Vice President
Provide current business title.

Business Name*: Bloom Manufacturing Inc.
Provide current business organization name.

Business address*: 1443 220th St., Independence, IA 50644
Provide current business address.

Business phone*: 319-827-1139

extension:

Board Chair business email*: dcollett@bloommfg.com

Identify counties served by Region*: Black Hawk County, Bremer County, Buchanan County, Butler County, Grundy 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*: Harlyn Riekema
Provide current Local Area's Chief Elected Official Chair.

Elected Title*: Grundy County Supervisor
Provide current title.

Local Government Affiliation*: Grundy County Board of Supervisors

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

Address:*

11589 1085th St., Wellsburg, IA 50680

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

Phone:*

319-231-2410

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

extension:

Email:*

hkriekena@aol.com

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

Core Partners**Workforce Development**

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

Christi Mason

Organization Name:*

Cedar Valley IowaWorks

Address:*

3420 University Ave. Waterloo, IA 50701

Phone:*

319-291-2705

281

extension:

Email:*

christina.mason@iwd.iowa.gov

WIOA (Title I) Director - Youth Services:*

Christi Mason

Organization Name:*

Cedar Valley IowaWorks

Phone:*

319-291-2705

281

extension:

Email:*

christina.mason@iwd.iowa.gov

Wagner-Peyser Manager:*

Ronee Slagle

Address:*

3420 University Ave. Waterloo, IA 50701

Phone:*

319-235-2123

317

extension:

Email:*

ronee.slagle@iwd.iowa.gov

Rehabilitation Services

Vocational Rehabilitation Supervisor:*

Mike Howell

Address:*

3420 University Ave. Waterloo, IA 50701

Phone:*

319-234-0319

extension:

Email:*

Michael.Howell@iowa.gov

Department for the Blind Supervisor:*

Joe Weigel

Address:*

Rehabilitation Counselor

Phone:*

515-971-7049

extension:

Email:*

joe.weigel@blind.state.ia.us

Adult Education and Literacy

Adult Education and Literacy Services Coordinator:*

Sandra Jensen

Title:*

Director, Urban Centers & Adult Literacy

Organization:*

Hawkeye Community College

Address:*

844 W. 4th St. Waterloo, IA 50702

Phone:*

319-234-5745

extension:

Email:*

sandra.jensen@hawkeyecollege.edu

One-Stop System

One-Stop System Center Name:* Cedar Valley IowaWorks
 Street Address:* 3420 University Ave.
 City:* Waterloo
 Zip Code:* 50701
 Phone:* 319-291-2705
 Fax:* 319-235-1068
 Office Hours:* M,T,Th,F 8:30-4:30 W 9:00-4:00
One-Stop Center Operator
 One-Stop Center Operator Name:* Christi Mason
 One-Stop Center Operator Title:* Workforce Development Director
 One-Stop Center Operator Organization:* IowaWorks - Hawkeye Community College
 Attach a spreadsheet of all one-stop service locations:* Region7ServiceLocationOne-StopSystem(Jan2016) (2).xlsx

Fiscal Agent

Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds:* Daniel Bogart
Provide contact name as the fiscal agent.
 Fiscal Agent Title:* Business Office Accountant
 Fiscal Agent Organization:* Hawkeye Community College
Provide the name of the associated organization.
 Fiscal Agent DUNS:* 73485716
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

Economic Analysis

Industry Sectors and Occupations

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

As of 2014, Iowa Workforce Development's (IWD) Region 7's largest private industry was Manufacturing, representing 19.8 percent (19,788) of the region's total covered employment of 99,709 (IWD LMI Division). The region's total employment increased by 0.4 percent since 2013, while the average annual wage increased by 2.6 percent to \$41,812 for all industries. The Agricultural industry posted the largest employment percentage increase of 8.4 percent during 2014.

Industry sectors such as construction, manufacturing, health care and transportation have large concentrations of jobs in Region 7. According to Iowa LMI data (www.iowalmi.gov), the greatest number of worksites in 2014 in Region 7 was:

Trade - 1,146
Professional and Business Services - 728
Education and Health Services -659

According to EMSI data as of November, 2015, the 10 top posted occupations in Region 7 are 1) heavy and tractor-trailer truck drivers 2) registered nurses 3) first-line supervisors of retail sales workers 4) retail salespersons 5) cashiers 6) industrial engineers 7) insurance sales agents 8) accountants 9) customer service representatives, and 10) first line supervisors of food preparation and serving workers.

Refer to question B-3.

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

According to Middle Skill Jobs in Iowa, released November 2015, middle skill jobs account for over half of Region 7's economy. It is projected that in 2022, 55% of employment in Iowa will be in middle skill jobs. Middle skills jobs pay family-sustaining wages and provide pathways to advancement. Emerging opportunities in Region 7 are in the following sectors: information technology, healthcare, utilities, and manufacturing (IHUM). These industries provide viable jobs that are in high demand.

According to IWD's LMI Division, Region 7's top eleven occupations expected to have the largest employment growth for 2012-2022 will account for 3,030 (or 26%) of the projected 11,550 new jobs. The major occupational groups of healthcare; food prep and serving; sales; and transportation and material moving will account for 1,965 (or 65%) of the 3,030 new jobs.

Refer to question B-3.

Knowledge and Skills Needed

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

According to a 2014 Workforce Needs Assessment compiled by Iowa Workforce Development:

- * 22.3% of employers in Region 7 are in need of workers with basic skills such as literacy, numeracy and the ability to locate and read for information
- * 30% of employers in Region 7 are in need of workers with soft skills such as timeliness, responsibility, interpersonal skills, and customer service skills.
- * 38.6% of employers in Region 7 are in need of workers with hard skills or occupational skills including analytical, managerial ability, physical ability, knowledge and experience.

Specific credentials and licenses needed for middle skills jobs in healthcare include CNA certification, LPN and RN degree/license. In advanced manufacturing, specific credentials needed include CDL A, heavy equipment operator, welding certificate, CNC certificate, and industrial maintenance certificate.

Workforce Development Needs of Employers

A concern of employers has been the recruitment of people to live in the area as well as the readiness of the available labor force to enter employment. The Region 7 skilled labor force population is decreasing and local employers cannot find skilled workers to fill open positions. Basic skills which include literacy, numeracy, basic computer skills and organization skills, in addition to many of the soft skills necessary to be successful, were described as lacking. Included in these soft skills needs, employers identified social skills such basic work ethic, dependability and retention as necessary skills. Also noted by employers was a lack of availability of occupational skills including, specific occupational knowledge and experience in particular middle skill occupations in the areas of healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.

According to IWD's Workforce Needs Assessment, skills gaps of Region 7's

workforce includes analytical thinking, business communication, machine operation, basic computer literacy, project management, general office software, and computer software.

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:

WNA Skills - IWD Region 7.pdf

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

Workforce Analysis

Employment and Unemployment

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

The unemployment rate is higher than the State unemployment rate in two of Region 7's counties: Black Hawk at 3.8% and Butler at 3.6%.

According to Iowa's Workforce and the Economy (2015), minorities and youth continued to experience the highest rates of unemployment: Blacks or African Americans (14.1 percent), youth 16 to 19 years of age (12.0 percent), and Hispanics (8.5 percent). Workers with less education also continued to experience a higher unemployment rate than better educated individuals: those with less than a high school diploma (10.9 percent), high school graduates with no college (5.8 percent), those with some college or associate's degree (4.6 percent), and those with a Bachelor's degree or higher (2.1 percent).

Those who experience unemployment typically have multiple barriers such as a physical or mental disability, English Language Learners, ex-offenders, lack of transportation or childcare, basic skills deficiencies or those on public assistance.

As to individuals with disabilities, individuals who are blind or visually impaired, the most current report from the State Data Center of Iowa shows the number of people in Iowa in 2013 who have some kind of disability is 357,730. The unemployment report in 2013 for Iowans with a disability was 11.0%. The unemployment rate in Iowa at that time was 4.8% making the disparity obvious.

Refer to question B-4.

Labor Market Trends

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

Industry sectors such as construction, manufacturing, health care and transportation have large concentrations of these jobs in Region 7. Examples of middle skill jobs in each of these industries are carpenter, machinist, surgical technologist and truck driver. These jobs pay approximately \$770 a week. There is a critical need for workers to fill these jobs, but there is a severe shortage of workers with the desired skills and training to reach them.

Refer to question B-4.

Educational Skill Levels of the Workforce

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

The population of Region 7 has increased slightly by 589 in 2015 from 2014 per EMSI data. For those 25 and older, 10% have less than a high school diploma, 36% have at least a high school diploma or equivalency, 19% have some college, 11% have an Associate's degree, 17% have a Bachelor's degree, and 7% have a graduate degree or higher.

As previously noted from the 2014 Workforce Needs Assessment, Region 7 has a lack of educational and occupational skills in middle skill occupations in the areas of healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.

Refer to question B-4.

Skill Gaps

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

Region 7 faces 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, 34% of available workers possess low skills, while workers with middle skills represent 32% of the workforce. Only 12% of available jobs seek workers with low skill-sets; numerous middle skill jobs remain unfilled. In fact, 55% of jobs require at least mid-level skills or some training beyond high school. By 2018, it is predicted that three out of five Iowa jobs (62%, up from 56%) are expected to require some training beyond high school.

Refer to question B-4.

Activities Analysis

Accomplishments in Past Year

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

Cedar Valley IowaWORKS accomplishments:

* We assisted with the transition of over 1,000 workers affected in a large layoff

with John Deere. Through a national dislocated worker grant, we were able to open a Transition Center to assist them with training and employment. In a collaborative effort we have been able to hire 3 case management staff and 2 local union staff. The local union personnel were actually dislocated workers and will be tasked with outreach and recruitment of other dislocated workers. This innovative approach will engage and educate the John Deere workers on the different options and services that are available through Cedar Valley IowaWORKS Center and the John Deere Transition Center.

* Region 7 served 8,177 new members through Integrated Service Delivery System in FY 2015.

* Region 7 was able to make 766 new in person business contacts and provided an additional 5,175 services to businesses throughout the region.

* In WIOA Youth, nine students were placed in paid work experiences in PY2014 and 9 students graduated from high school in May, 2015. In addition, several students completed their post-secondary education and graduated from college.

* A half time FTE was placed at the Department of Corrections, both men's and women's facilities, and the probation office, working with ex-offenders on the re-entry process.

* The DEI grant purchased 5 iPads with assistive technology for people with disabilities to utilize.

Iowa Vocational Rehabilitation Services accomplishments:

* In 2014, Waterloo Area Office (WAT) IVRS successfully placed 256 persons with disabilities in competitive, integrated jobs.

* Approximately 96% of successful WAT clients remain in Iowa; working, paying taxes, and contributing to their communities.

* The increase in annual income between application and closure was 600% for WAT Job Candidates.

* Six new Iowa businesses were started or expanded in 2014 through Iowa Self-Employment Program in the Waterloo Area Office.

* Waterloo Area Office had 496 individuals referred for services at Iowa Vocational Rehabilitation Services in 2014.

* Iowans with disabilities service by IVRS WAT in 2014 have an income that is an estimated \$5.13 million annually.

* In 2014, students who were successfully placed into employment in the Waterloo area office, worked an average of 33 hours a week with average earnings of \$11.42 per hour.

* More than \$635 thousand was spent on tuition assistance for Waterloo Area Office students in post-secondary training to obtain educational or occupational skills training to help compete in today's labor market.

* In 2014, 42.5% of Waterloo area office referrals were students, resulting in 114 employment outcomes.

* In 2014, of the Waterloo area office Job Candidates that completed post-secondary training, 68% successfully obtained employment

HCC Adult Education & Literacy's accomplishments:

* 2014-15 was a turning point for Adult Education and Literacy at Hawkeye Community College. It was a year in which we embraced new models for adult education and parted ways with some of our long used traditional approaches.

* We piloted the first I-BEST CNC class at Hawkeye Community College during the spring of 2015. We were able to make use of braided funds (state adult education, federal adult education, state college funds, and college grant funds) in a large-scale effort for the first time. Adult education students learned basic reading, basic math, and English language acquisition skills contextually while also learning CNC machining skills and earning five college credits. Two sections of students totaling 31 altogether completed the I-BEST pilot in June 2015. Retention was nearly 100% and results were exemplary, leading to the decision to offer a second class in spring semester 2016. Additionally, planning was begun to offer an I-BEST course in Certified Nurse Aide (CNA) in fall of 2016. CNC and CNA were chosen due to local labor market needs.

* We served over 1,025 students during the program year. Sixty-seven students earned High School Equivalency Diplomas and three students earned Hawkeye Adult High School diplomas. Hawkeye's AEL program attained all but one benchmark last year. It is a hallmark of the Hawkeye AEL program to make all or almost all benchmarks annually.

* 2014-15 was the first full year of utilizing the new HiSET exam rather than the GED. Assessment staff learned new protocols in order to proctor the HiSET tests. Instructional staff received training on changes with the HiSET that affect curriculum and teaching. Instructors, in turn, began preparing students for the more rigorous HiSET. The new math test, especially, has proven to be a challenge for students with its increased level of difficulty.

* Work on a new orientation system was begun for students wishing to enroll in a HiSET prep class. We wanted a longer orientation that will allow students time to learn skills needed for school success such as goal setting and career exploration. Our old orientation was simply pretesting, information about the HiSET, and school rules. The vision for the new orientation is that students will start classes more able to succeed and with more motivation to complete. Research and design on the new orientation was begun in 2014 and staff training took place. Piloting of the new orientation was begun in 2015.

* Over 400 ELL (English Language Learning) students were served in our ELL

Program during 2014-15. We piloted a hybrid ELL class utilizing Burlington English, an online curriculum for ELL. Student interest in these hybrid classes is strong and more ELL hybrid classes are scheduled for 2015-16. We piloted an ELL Student Ambassador program with much success. Peer ELLs are able to assist staff and fellow ELL students in many aspects of the program from interpreting to program evaluation while also learning leadership and workplace skills. We piloted an ELL summer bridge to college class that we hope to expand upon this coming year.

* The biggest challenge that our ELL program currently faces is the growing number of preliterate students. These are adults who have never attended school in any language anywhere in their lives due to factors in their home countries. This means they must learn school skills in addition to learning a language. Preparing adults to be literate is somewhat the same and in other ways quite different from preparing children to be literate. Two years ago, we had several preliterate students enroll in Low Beginning classes only to quit in frustration after a short time. Teachers realized they did not have the skills to design curriculum or lessons appropriate for these adults. Textbooks are not appropriate for students who cannot read. Curricular materials appropriate for adult preliterate are not abundantly available. We sought out specific professional development on this emerging topic in language instruction. Staff committed to long-term training. As teachers learned new research based teaching methods for preliterate adults, word of mouth spread and students began signing up for these new special classes. Just two years later, we are currently running five full classes at the preliteracy level.

* A new full time staff member providing transition assistance for students wanting to enroll in post-secondary training has been a much needed program improvement. Our Transition Specialist assists students with goal setting and making individualized career training plans. She has helped increase the number of AEL students entering post-secondary training. Additionally, she aids in retention by spending one day per week on main campus checking in with AEL grads who are currently in credit classes.

* Contextualized computer and financial literacy skills are taught at all levels of ELL and ABE instruction. They are embedded in our curriculum and align with College and Career Readiness Standards as well as Employability Skills.

* Our Family Literacy Program celebrated its 10th anniversary this year. Begun in 2005 with federal funds, it is now entirely locally funded. We serve 85 families annually and are looking to increase that number by hiring a full time parent educator in 2016.

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

Mandatory and Other Partners

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

One-Stop System Partner Contact List.docx

Strengths and Weaknesses of Workforce Development Activities

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

Existing workforce development activities of the Core Partners include:

1. Work in partnership with economic developers from the counties and cities in Region 7 to expand the knowledge of training opportunities available to new and expanding businesses.
2. Enhance the relationship between training providers and business employers in the region.
3. Identify and expand means to share information about training opportunities to entry-level workers - especially in tune with the preparation for under-utilized populations such as veterans, ex-offenders, disabled, non-English speaking minorities, older workers, youth and families on Temporary Assistance (TANF) in the region.
4. Increase the knowledge of employers in services that can prepare them in employing people in under-utilized populations.
5. Increase the availability of workers trained and certified in technical areas, including healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.
6. Identify those who do not have a high school diploma and encourage completion of HSED through referral to AEL. Depending upon eligibility, IWD may be able to assist with testing expenses and supportive services such as transportation and childcare.
7. Encourage and expand ways to identify businesses that can be assisted by the workforce system.
8. Reduce the occupational skills gap with computer literacy classes and tuition assistance for credential attainment.

Many job seekers are not aware of the products and services of workforce partners within their region. Jobseekers may need additional services beyond what they are able to access themselves.

Local/regional newspapers & media, regional IowaWORKS offices, internet, social media and college/university career centers are the predominant means for job recruitment. Ten percent of Region 7 workforce does not have a high school diploma or equivalency. Only 30% of our workforce has some education less than a Bachelor's degree, yet 56% of our job openings fall in the middle skills gap. Therefore, Region 7 jobseekers may need additional services to qualify for and fill the middle skills jobs available in the region.

Recommendations to address the workforce needs of area jobseekers:

1. Continue to work on marketing the availability of workforce products and services throughout the communities in the region.
2. Make a variety of workforce development partner services information available throughout the region in all partner locations.
3. Continue to work with communities to find ways to address the needs of an ever growing diversity of workforce, including veterans, ex-offenders, disabled, non-English speaking minorities, older workers, those on Temporary Assistance, and youth.
4. Continue to work to develop and market a greater variety and number of skill upgrade and short term training programs to jobseekers.
5. Continue to promote the use of the National Career Readiness Certificate as an assessment to better define job employment skills levels to the employer.
6. Continue to promote the Skilled Iowa initiative as a means of connecting validated skilled Iowa workers to current and future jobs.

Refer to question E-2.

Current Level of Integration and Alignment

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

Workforce development and economic development have always complimented and supported one another in the State of Iowa, but the partnership has been particularly strong in the Cedar Valley Region. In recent years, having a qualified labor pool became even more critical as a component for business expansion, and the challenge presented opportunities to strengthen current workforce development relationships and to develop new partnerships. The Core Partners strategies of integration and alignment to coordinate workforce development and economic development activities include:

- * A Greater Cedar Valley Alliance & Chamber (GCVA&C) staff person regularly attends RWIB and provides an economic development update
- * The Core partners collaborate with GCVA&C on job fairs and employer related events
- * GCVA&C are invited to all Rapid Response meetings
- * Region 7 works hand in hand with all economic developers in the region in the pursuit of Skilled Iowa community designations and Home Based Iowa designation
- * Advanced Manufacturing Sector board meets every other month
- * HealthCare Sector board meets every other month
- * The Integrated Business Services Team includes a representative from Voc Rehab to improve employer communications and assessment of needs

There are plans to provide education and training among core partners. We will continue to have a yearly Professional Development Day. IowaWORKS Business Services Reps and IVRS staff meets weekly. IowaWORKS DEI Rep attends IVRS staff meetings. IowaWORKS staff, WIOA staff, IVRS, Iowa Department for the Blind (IDB) and AEL staff will meet monthly to coordinate and provide shared clients education and vocational services. This collaborative work among core partners will expand knowledge for serving individuals with barriers.

IDB, IVRS and Dept. of Civil Rights will work with each region to perform an accessibility study to include facilities, materials and workshops to ensure that individuals with barriers to employment have access to services.

Refer to question B-5.

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:*

Post-secondary educational institutions that have campuses located in Region 7 include Allen College, Kaplan University, Hawkeye Community College, University of Northern Iowa, Upper Iowa University, and Wartburg College. Other educational opportunities exist by means of extended campuses, on-line courses, vocational training, and apprenticeships.

- * On December 2, 2015, Region 7 held an Education Resources Expo at IowaWORKS to include all area colleges and universities.
- * The Educational Opportunity Center is a regular speaker at our monthly Discovered Resources panel during our Six Steps workshop, as well as at Rapid Response meetings.
- * We work hand-in-hand with all secondary education entities in the Region presenting LMI information to students, proctoring and giving NCRC assessments, and WIOA Youth classroom presentations.

- * Region 7 coordinates with Allen College to provide training opportunities for Employer Council of Iowa. They also host a VAP site for us.
- * Region 7 partners with Hawkeye Community College with the Dislocated Worker Transition Center, the Wal-Mart Foundation grant, the GAP/PACE program, DEI Grant,
- * We partner with Upper Iowa University, Wartburg College, Kaplan, Hawkeye Community College, University of Northern Iowa and Allen College for ongoing Job Fairs.
- * Vocational Rehabilitation Counselors are located on site at UNI and Hawkeye Community College full time.
- * WIOA Youth staff speaks to all HSED classes at HCC's Adult Education & Literacy Center to promote co-enrollment and are available on site during registration week.
- * WIOA Youth staff speaks to all iJAG classes at Region 7's high schools to promote co-enrollment, encourage high school completion and work readiness activities.
- * The region coordinates with IDB's vocational training program in Des Moines which provides training for use of assistive technology and dealing with vision loss.
- * The region coordinates with AEL for High School Completion and English Language Learning classes. Occupational skills are embedded within all levels of curriculum for HSED and ELL classes. Examples of soft skills or transferrable skills addressed include teamwork on class assignments and attention to attendance and punctuality as class requirement. Computer literacy is contextualized within HSED and ELL classes. Pre-literate ELLs will learn to use tablets while practicing literacy and numeracy skills; Students studying for the writing portion of the HiSET test practice keyboarding and formatting skills while writing the required essay.

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:*

Region 7's Core Partners have adopted the vision statement and goals of Iowa's Unified State Plan:

Region 7's Workforce delivery system 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 plan will ensure individuals are prepared for dynamic careers through an emphasis on lifelong learning while meeting the needs of employers. Future Ready Iowa will help more Iowans attain the "new minimum" of high-quality education, training, and work readiness by bringing together education, 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.

Description of Regional Strategic Vision

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

GOAL 1: Iowa's workforce will represent the most advanced, skilled, and Future Ready workers in the nation.

Strategy #1: Provide workers with the skills, work based learning opportunities, resources, and supports needed to secure and maintain self-sustaining employment.

- * Develop a needs assessment for businesses and share results with the system partners in order to develop meaningful training opportunities throughout the system.
- * Voc Rehab counselors will be trained to teach IowaWORKS workshops to offer in the field.
- * Adult Education & Literacy will provide contextualized adult education classes on an on-going basis.

Strategy #2: Create affordable options for workers to obtain education, training, skills, including personal and soft skills, necessary to entering and maintaining self-sustaining employment.

- The system partners will provide soft skills training at every entry point.
- * Develop a Region 7 System marketing plan to increase public awareness of system wide training options.
- * Increase collaboration with core and required partners to create affordable training options for skills upgrading.
- * Connect system customers to GAP and PACE programs.

Strategy #3: Ensure all Iowans have full access and direct connection to programs that work to address essential components of reading instruction and literacy.

- * Develop a Region 7 System outreach plan to reach customers in outlying counties, offering system wide services.
 - * Offer training programs via virtual technology in all Region 7 counties.
 - * Increase collaboration with core partners to enhance reading instruction and literacy opportunities.

Strategy #4: Create affordable options for workers to obtain education, training, and skills, including personal and soft skills, necessary to secure and maintain self-sustaining employment. (Same as statement #1)

Strategy #5: Implement a data collection effort that streamlines data collection aids in accurate performance measurement.

- * Follow State leadership's lead in implementing common intake system/member profile in order to increase efficiency and accuracy of data collection.
- * Utilize Region 7 Core Partners Referral Form and follow up with core partners at monthly meetings concerning customer follow through and shared services.
- * Share data collected at job fairs and Rapid Response meetings with entire system to improve the workforce delivery system.
- * Core partners will continue and enhance current data collection systems in place.

Strategy #6: Identify duplication of services and gaps within the current workforce delivery system and draft policies and collaborative agreements that foster a more unified and consistent approach to the provision of workforce delivery services.

- * Region 7 workforce partners will meet bi-monthly to discuss new products/services to increase collaboration, reduce duplication of services, and offer a consistent approach.
- * Continue to emphasize shared customers, shared services, and use of Region 7 shared referral form.
- * Core partners present One-Stop services in orientations.

Strategy #7: Identify and quantify employers' education, training, and workforce needs and capture those needs in a Talent Supply & Demand Dashboard to be driven by a public-private collaborative.

- * Utilize existing and develop new sector boards to be the driving force in developing workforce training and education in high demand fields.
- * Develop an integrated business service team and work collaboratively with economic development agencies throughout the region.
- * IowaWorks Business Services Team will include members of IVRS so individuals with barriers to employment will be included in the employment pool for consideration as qualified job candidates.

Strategy #8: Provide individuals and small businesses with guidance in the start-up, operation and effective management of entrepreneurial pursuits.

- * Iowa Vocational Rehabilitation Services (IVRS) Business Development Specialist will present to customers on Small Business startup and resources available.

Strategy #9: Introduce Iowans to entrepreneurial skills, concepts, and provide opportunities for connection with Iowa's business leaders.

- * Partner with UNI Small Business & Development for training opportunities.
 - * Partner with Employer Council of Iowa (ECI) to provide a variety of employer targeted workshops (i.e. writing a business plan, Unemployment Insurance for employers, etc.)
 - * IVRS will offer an Introductory to Small Business Startup workshop in collaboration with the core partners.

GOAL 2: Iowa youth will be afforded the best educational and career opportunities in the nation.

Strategy #1: Cultivate, develop and align work-based learning opportunities through public-private partnerships that provide learners with a combined approach to learning which infuses experiential learning into classroom instruction.

- * Partner with local employers to create work experience and classroom training opportunities in high demand short term training, such as C.N.A. training.
- * Create a job fair with employers who offer apprenticeships or internships to provide work experience for youth.
- * Adult Education & Literacy (AEL) will provide I-BEST classes that include tours, employers as guest speakers, and job shadowing.
- * Provide opportunities for disabled youth to transition from school to work-placed learning opportunities, such as job shadowing, on-the-job training, and supported employment.
- * IVRS will provide Pre-Employment Training Service to all eligible and potentially eligible enrolled High School students with disabilities in Region 7.
- * IVRS will provide the Transition Alliance Program Services along with Waterloo and Cedar Falls High School staff to students receiving special education services in West Waterloo, East Waterloo, and Cedar Falls High Schools.

Strategy #2: Increase availability of high quality Career and Technical Education (CTE) programs to all youth, including disconnected youth.

- * Partner with all CTE programs to offer more training locations throughout Region 7 to increase availability and accessibility.
- * Co-enroll youth who have not completed high school into WIOA Young Adult Program for case management purposes and to provide incentives for completion of High School Equivalency Diploma and post-secondary education.
- * IVRS will provide career counseling and guidance, career pathways information, and employment and training services to eligible youth with disabilities.

Strategy #3: Create a communication and information dissemination strategy targeting Iowa's workforce and various stakeholders including youth, parents, employers and others.

- * Increase use of social media efforts to boost communication about all system training opportunities available to the public.
- * Increase our presence in all media outlets and public presentations to disseminate system products and services.
- * Create a youth center or area designated for the Youth Program for participants to gather to get more information and/or be involved with the program.
- * Voc Rehab counselors will meet with parents, students, and school staff at IEP meetings and provide a system orientation.

Strategy #4: Align CTE programs for youth with current labor market needs.

- * Create an integrated business services representative team involving core partners to develop appropriate training programs for youth based on LMI needs.

Strategy #5: Introduce youth to entrepreneurial skills development and concepts, while providing opportunities for connection with Iowa business leaders.

- * Host an entrepreneur panel for young adults to educate them on business and start up strategies.
- * Partner with Voc Rehab to offer entrepreneur skills development training.

Strategy #6: Identify and conduct appropriate assessments for use in assisting youth in identifying their career goals, aspirations and the development of a career path.

- * Train staff on development of career pathways throughout the system.
- * Identify the best career assessment tools to be utilized within the system and make these available to Core Partners and those in outlying counties.
- * Career exploration and goal-setting will be a component of adult education and literacy classes.

Strategy #7: Incorporate financial literacy education and experiential learning opportunities as standard components of youth services.

- * Offer Money Smart classes within the system through virtual technology and incorporate guest speakers from the financial and credit counseling industry.
- * IVRS will work with high schools to provide Financial Literacy information into high school curriculum.
- * Financial Literacy will be included in curriculum for adult education and literacy classes.

GOAL 3: Iowa will improve the structure and administration of workforce delivery systems across the state.

Strategy #1: Create a service delivery model which is business driven, user-friendly, and meets the evolving needs of employers.

- * Provide feedback on business needs regularly received by the Business Services Representative (BSR) team to system partners in monthly meetings.
- * Develop annual training for businesses, i.e. Employer Summit, as well as center trainings based on business needs, such as Dress for Success workshops.
- * Lesson plans in adult education and literacy classes must align to 21st Century Employability Skills and College and Career Readiness State Standards.

Strategy #2: Offer a variety of innovative options designed to meet the wide array of talents and needs represented among Iowa's current and future workers. Apprenticeships, earn-while-you-learn and other programs will engage and support Iowans in moving towards self-sustaining career goals.

- * Increase use of social media to reach customers more efficiently and to maximize learning potential.
- * Provide recognized credentials for clients upon completion of training.
- * Connect customers with businesses offering training to provide them with a pool of workers to hire from.
- * Create a partner list of services in order to promote referrals and remove duplication of services.
- * Develop a skill transfer guide to create customer awareness of the benefits of transferrable skills, including military skills.

- * Connect IowaWorks workshops via technology to outlying county offices and customers.

Strategy #3: Bring a Diversity of stakeholders together to review and create effective polices, programs, and opportunities for Iowa's current and future workforce.

- * Provide opportunities for businesses to be stakeholders, such as Sector Board members and Employer Summits, to assess their needs and engage in the workforce system.
- * Host an annual discussion between Core Partners, RWDB and ECI to identify needs and create opportunities.
- * Provide updates from Core Partners at RWDB meetings.

Strategy #4: Support current and future workers in their efforts to enter into self-sustaining employment.

- * Develop career pathway plans not just employment plans and utilize labor market information (LMI) to help direct customers towards growing career fields.
- * Utilize new and existing grants to assist customers in overcoming barriers specific to job attainment process, including interview clothing, transportation assistance, etc.)

Strategy #5: Develop a referral process that allows for direct connections by and between key agency staff, which includes holding agencies accountable for assisting workers in achieving success.

- * Meet monthly with core partner agencies to review referrals and report on services provided, in order to hold the customer and agencies accountable.
- * Co-enroll individuals in partner programs and collaborate to share data and track progress to ensure customer success.

Strategy #6: Create advanced training certification programs for One-Stop Center staff to ensure all One-Stop centers are operating consistently and that staff have access to the same knowledge, resources, and supports across the state.

- * Implement One Stop standards to ensure high quality customer service to job seekers, workers, and businesses.
- * Host joint professional development days with core partner staff.

Strategy #7: Create demand-driven labor market responsive strategy for the investment of workforce development resources.

- * Monthly meetings of core partners, RWDB members, and integrated BSR team for improved responsiveness to business needs.
- * Bring Rapid Response survey information to core partners to develop training strategies.
- * Provide Core Partner Referral Form at Rapid Response meetings.

Strategy #8: Minimize the participatory burden to system users through the creation of and implementation of a common intake and reporting system among core partners and relevant agencies

- * Utilize the new software system developed by the State for common intake and reporting among core partners.

Refer to question C-1.

Vision Alignment to State Vision and Goals

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

Cedar Valley IowaWORKS regional vision aligns with the Governor's Future Ready Iowa Initiative, in that our workforce delivery system will collaborate to build a pipeline of skilled workers to meet the workforce needs of Iowa's current and emerging industries.

Region 7 is adopting the State Unified Plan's three goals. During Wednesday morning all staff meetings, IowaWORKS staff broke into three WIOA Transition Committees each responsible for one of the goals and developed local strategies that will be implemented to align with the strategies of the State Unified Plan. Our core partners, IVRS & AEL, also involved their staff in the creation of local strategies. During an implementation committee meeting, we discussed the local strategies our staff developed and agreed upon the ones to implement as part of Region 7's local plan.

Refer to question B-2.

Regional Strategies

Strategic Alignment of Resources

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:*

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

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

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

- * Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
- * Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
- * Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- * Assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English; mathematics skills; and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

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

- * 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.

Strategies to align resources among programs:

- * 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.
- * The Workforce, Vocational Rehabilitation, and Youth Employment intake process collects educational needs of clients. Students are referred to Adult Literacy classes on a regular basis. Workforce provides funding for educational barriers including daycare, transportation, and testing fees.
- * The Adult Education/Literacy program provides student progress and completion information to Workforce and Promise Job staff.
- * The Adult Education/Literacy Services assesses student barriers and refers students to Region 7 Workforce classes, Youth Employment services, and Vocational Rehabilitation services.
- * Career Ready 101 online study is offered to Adult Literacy students in preparation for the National Career Readiness Certificate assessment. The assessment is at no cost to students who are enrolled in Region 7 workforce and is administered at the Region 7 Iowa Works One-Stop.

* HSED and ELL students are referred to GAP/PACE and participate in classes such as C.N.A. training.

Refer to question C-2.

Expanded Access

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

Workforce Development system can be accessed through any core partner program within the region.

Multiple points of access will be established, both physical and through electronic means, throughout the region. Region-developed referral and verification forms will assist to document access to services. Orientation sessions that describe the workforce development system will be developed and available at any partner location within the region at a future date. All core partners are focused on ensuring services are delivered and available to all eligible individuals, including eligible individuals with barriers to employment.

Expanded access to AEL services includes:

* Annually increasing number of hybrid and online classes offered to allow students in High School Completion and English Language Learning classes access to studying 24/7 without need for transportation.

* Additional summer and short-term HSED and ELL class offerings.

* Number and times of ELL classes offered has increased annually since 2012.

Refer to question C-4.

Facilitate Career Pathways and Co-Enrollment

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

Through community partners and working with Hawkeye Community college, Region 7 RDWB has developed Career Pathways in advanced manufacturing and healthcare. Sector Boards for both these career fields meet regularly to gain business input and assess employers' needs for ongoing curriculum development.

Core partners will utilize career pathways in career development activities and counsel clients to consider short term training and skill certificates in pathways that are portable and stackable, in order to attain a family sustaining income. Staff development efforts will be provided to review the pathways and to encourage co-enrollment in order to leverage funding and to encourage credential attainment.

Region 7 will continue to develop and expand career pathways in various industry sectors, particularly in high demand areas based on local labor market needs and trends. Input from business experts serving on Sector Boards will be factored into the development of curriculum and desired industry recognized credentials. Communication and collaboration to include and utilize current information will be incorporated into core programs and activities. Some Board members may serve a dual role or be called upon as a resource person to assure communication is shared in a timely manner.

Coenrollment in multiple programs, such as AEL & WIOA Youth, GAP & Promise Jobs, is already occurring due to the established Core Partner joint application and referral process. As a result, participants have greater access to services and effective case management to ensure follow through of credential attainment.

IVRS is in support of continuing to develop and provide STEM and career pathways experiences to students with disabilities in transition. 21st Century Work Skills are a core value of the coordinated services and co-location between IVRS and IWD, and this allows for the exchange of labor maker information for in-demand industries, occupations, skills and knowledge.

AEL will provide I-BEST classes in CNC and CNA for contextualized learning to assist ELL and those with basic skills deficiencies to progress in their career pathway. I-BEST participants are co-enrolled in AEL and postsecondary education.

Refer to question C-4, Part B.

Additional Regional Board Strategies

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

Strategy Alignment to State Strategies

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

After the Greg Newton training in September, 2015, in Des Moines, the core partners began meeting monthly and then every two weeks to discuss ways to collaborate and align strategies and vision. A joint application was created that allows customers to access the system from any of the partner locations. The application includes a release that allows for the sharing of personal information

including name, contact information, SSN and date of birth, between the core partners. The core partners are working on creating a system orientation so that regardless of which door the customer enters, they will have access to all system programs and services.

Region 7 is adopting the State Unified Plan's three goals. During Wednesday morning all staff meetings, IowaWORKS staff broke into three WIOA Transition Committees each responsible for one of the goals and developed local strategies that will be implemented to align with the strategies of the State Unified Plan. Our core partners, IVRS & AEL, also involved their staff in the creation of local strategies. During an implementation committee meeting, we discussed the local strategies our staff developed and agreed upon the ones to implement as part of Region 7's local plan.

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:*

Required performance measures are primarily focused on job seeker customers. Iowa Workforce Development and Region 7 are committed to achieve and exceed our negotiated performance indicators.

The Partners will collaborate to develop policies, procedures, guidance, and proven and promising practices with respect to staff training. The Partners shall train One-Stop Center Region 7 Staff as part of an ongoing learning process that will develop the knowledge, skills, and motivation necessary to provide superior service to workers and job seekers, including those with disabilities, and businesses in an integrated, regionally focused framework of service delivery. Cross-training allows staff from differing programs to understand every program and to share their expertise about the needs of specific populations so that all staff can better serve all customers. One-Stop Center staff will be routinely trained and keenly aware as to how their particular function supports and contributes to the overall vision of the local board.

Core partners will contribute towards the State's expected level of performance through co-enrollment. When participants receive wrap-around services from multiple partners it only enhances their outcomes and success in credential attainment and measurable skill gains.

Refer to question E-10.

Assessment for Continuous Improvement

Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT

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

The following methods will be used to track performance measures and for continuous improvement of performance:

- * Membership process is tracked through Business Objects
- * Quarterly performance reports are shared with the RWDB
- * Statewide data system IWorks - tracked by region
- * Better data sharing between core partners, co-enrollment of participants for increased communication and case management for goal attainment

The RWDB and the CEO boards will receive performance and fiscal data on a quarterly basis and as requested. The boards will use that information and public comment to evaluate performance and to determine the need for continuous improvement activities.

IowaWorks staff has developed and implemented performance tracking documents that helps to ensure that the region will meet the negotiated performance standards. In addition, the Core Partners will conduct ongoing training for staff relative to good enrollment decisions and WIOA performance. Performance reports will be run to monitor progress toward meeting the negotiated standards.

Region 7 has a long history of working collaboratively with various partners within the region. Ongoing partner meetings have been held with multiple providers to determine what services are currently being offered through various programs and identify gaps within the current service structure. In this way, partners are able to maximize services and funding levels and the participants benefit by having a more complete, comprehensive service plan to reach self-sufficiency. In turn, the region is more likely to meet performance goals.

The Performance Oversight policies of the CEO and RWDB include: HCC will provide quarterly reports to the CEO and RWDB, updating the boards on the region's performance and progress towards meeting performance standards.

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

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

Region 7 will implement changes as part of the statewide data management system restructuring. The information received through this statewide system will be reviewed and tracked by the region.

Finally, the Core Partners will utilize the Standards developed by the State to create a baseline for workforce services for one-stop certification.

Refer to question C-13.

Implementation of Strategies

Regional Workforce Development Board

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

The State of Iowa is developing an integrated technology-enabled intake and service management information system for core programs carried out under WIOA and by IowaWORKS Center partners. This system will be utilized by the Region 7 IowaWORKS center and by the core partners as appropriate.

The following strategies will be implemented by the Core Partners collaborating together to deliver career services to the region by leveraging resources. Ongoing monthly meetings will allow partners to discuss services, challenges and find ways to avoid duplication among these activities.

The integrated case management system will help streamline service delivery and avoid redundancies. This will help to maximize resources so that they can be directed toward providing high-quality career services to job seekers, employees, and employers that are responsive to real-time and future labor market needs.

One redundancy Region 7 has been able to eliminate is requiring young adults co-enrolled in WIOA and HCC AEL Program to take both the TABE and CASAS basic skills test. HCC AEL has enabled WIOA Young Adult staff access to their computer system for sharing of data, specifically to eliminate duplication of services with basic skills tests.

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:*

Iowa works under the integrated service delivery model and Region 7 adopted this service delivery model in 2012. This model is designed to eliminate duplication of services and provide a more streamlined approach to serving customers. The partners in this model include Wagner-Peyser, Trade, Veterans, and WIOA Title 1 Adult and Dislocated Worker programs and are designed to remove silos and funding streams so that IowaWorks partner members work together in this functionally-organized service delivery model. This model includes an Integrated Customer Pool. All Center customers will move through a standardized process that co-enrolls individuals into multiple programs based on eligibility. This unified customer pool will be shared and served by multiple partners within a Center. Increased automation solutions and reductions in redundant processes are targeted, so that staff can spend more time serving customers.

Labor market information, job openings, job fairs, career readiness training, is shared with Core Partners on a monthly basis through electronic newsletters and Core Partner meetings to assist in job development and job placement.

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:*

The following 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 of efforts:

- * Joint Professional Development Days - Presidents Day & Columbus Day
- * AEL Spoke at Wednesday morning all staff meeting
- * AEL staff presents at Iowa WORKS orientations monthly
- * AEL orientations will incorporate information/staff from Iowa WORKS and IVRS
- * Young Adult Program staff on-site for quarterly AEL registrations
- * Core partners will continue to explore options for increased presence at each other's sites
- * AEL and Iowa WORKS will continue to explore options for shared delivery of workshops
- * AEL and Iowa WORKS will continue to partner on initiatives and trainings that involve GAP and PACE
- * Core partners attended Iowa 2015 AEL COABE Conference
- * AEL hosted RWDB in September to learn about their programs
- * AEL attended Mary Ann Lawrence Board Training
- * Region 7 will invite AEL to all continued training opportunities
- * AEL staff attend ongoing WIOA training opportunities at the state and regional level
- * Ongoing meetings of core partner group within region

- * Creation of Partner Referral form
- * Core partner development of local workforce plan
- * Core partners leading Memorandum of Understanding process

Comprehensive adult education services are offered in Region 7. High School Completion classes and English Language Learning classes are offered morning, afternoon, and evening five days a week which include access to online study materials that are available 24/7. Embedded in core standards-based HSC and ELL curriculum is training on financial literacy, digital literacy, US Civics, literacy, and numeracy. Classes are leveled to provide students the opportunity to progress at their individual ability and pace. Contextualized career training coupled with AEL is offered in the career pathways of manufacturing and health care. Additionally, Region 7 has a comprehensive Family Literacy Program available to those who access adult education services.

Individuals who access core partner services and are shown to need AEL services are informed how to access these. Cooperation during program recruitment by all core partners ensures that individuals needing AEL services are identified to AEL staff for subsequent enrollment into AEL classes. AEL incorporates computer literacy contextually within appropriate class curriculum as described earlier in the plan. AEL provides contextual learning opportunities such as CNC and CNA I-BEST classes. AEL provides 23 leveled ELL classes weekly ranging from pre-literacy class for those individuals who have never attended any schooling to advanced class for those individuals ready to enter HSC classes, post-secondary training, and/or the workforce. Partners work diligently at communication and collaboration to ensure those who need English Language Learning services are aware of services available through AEL.

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:*

The following efforts will 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:

- * Joint Professional Development Days - Presidents Day & Columbus Day
- * IVRS spoke at Wednesday morning all staff meeting
- * Attended 2015 Disability Conference
- * IVRS attended Mary Ann Lawrence Board Training
- * Region 7 will invite IVRS to all continued training opportunities
- * IVRS staff attend ongoing WIOA training opportunities at the state and regional level
- * Ongoing meetings of core partner group within region
- * Creation of Partner Referral form
- * Core partner development of local workforce plan
- * Core partners leading Memorandum of Understanding process
- * IVRS will provide training, consultation, and technical expertise to partner agencies on accommodations, accessibility, and understanding on how to effectively provide services to participants with disabilities
- * An IowaWORKS staff member will attend monthly IVRS staff meetings.
- * IVRS counselors are being trained to facilitate IowaWorks workshops to enhance service delivery in the region, such as schools in outlying counties.

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:*

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

1. Increase the number of participants in programs that result in credential attainment.
2. Enhance assessments for career development, upskilling with short term certificates, work-based learning opportunities (apprenticeships, OJTs and work experiences) referrals for wrap around services, job development/placement and follow-up to increase retention rates.
3. Develop and refer older workers to more retraining opportunities in an effort that will allow them to reenter the workforce.
4. Encourage the creation of industry-recognized training programs by local approved training providers which lead to credentials.
5. Build the capacity of frontline workforce staff to help customers seeking training to invest their time in programs that will lead to industry-recognized credentials for jobs in demand in the regional laborforce.
6. Continue linkages among WIOA, TAA, PROMISE JOBS, Vocational Rehabilitation, and Ticket to Work to facilitate access to workforce services and educational programs.
7. Collaborate with Core Partners at monthly meetings to communicate training and employment opportunities to enhance service delivery throughout the region and avoid duplication of services.

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:*

Region 7's Young Adult Program (ages 14-24) assists young people who face significant barriers in making a successful transition to self-sufficient adulthood by successfully entering and being retained in the workforce, higher education, or advanced training. WIOA Young Adult Program has an increased focus on serving out-of-school eligible youth. In addition, there is an increased emphasis on co-enrollment with AEL, IDB, Voc Rehab, Promise Jobs, iJAG, and GAP/PACE. Core Partners will identify clients for co-enrollment during monthly staff meetings and through on site visits, such as during HiSED registration week at HCC Metro's Center (AEL).

WIOA Young Adult Program seeks to provide young people with customer-centered, high quality services to enhance their skill sets and likelihood of gaining and retaining meaningful employment and attaining self-sufficiency. WIOA young adult programs are meant to provide participants with a continuum of services to help them navigate between the educational and workforce systems. Services are based on individual needs of each participant. It is also critical for the participant to be closely involved in the design and implantation of the services they participate in to ensure their voice is being heard and needs are being met.

The required fourteen program elements will be made available to youth by the following:

1. WIOA partners with UNICUE (University of Northern Iowa Center for Urban Education), the Educational Talent Search and Classic Upward Bound Programs, which helps high school students prepare for and acquire a college education. These programs are designed to empower program participants with the academic skills and motivation necessary to be successful in high school and to ultimately complete college. Both programs offer tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential. If a student has a disability, they are referred to our partner agency, Vocational Rehabilitation, for assistance with these services as well. For students that have either dropped out of high school or are enrolled in postsecondary education, they are referred to the Education Opportunity Center whose mission is expand awareness about educational opportunities and to assist eligible students to enroll in a high school equivalency program or post-secondary institution.

2. Alternative secondary school services and dropout recovery services are both provided within both the Waterloo and Cedar Falls Community School districts. The Waterloo Community School District offers multiple education programs or options that are available for students that would prefer or benefit from a non- traditional approach to taking high school courses. The Cedar Falls School District also offers an alternative high school within their district for students that need or desire a different environment for learning towards their high school completion. Our partner agency for AEL/ELL, Hawkeye CC Metro Center AEL Program, offers a high school completion program and services to provide dropout recovery. WIOA and AEL partner with UNICUE to provide dropout recovery services.

3. Region 7 WIOA Youth Program offers both paid and unpaid work experiences that have an academic and occupational education component. Pre-employment training for youth on basic employment skills are offered through workshops on leadership, ethics and values in the workplace, work readiness training, and development of goals specific to job position. These work experiences are offered to students with limited work histories along with having a need to enhance or upgrade their employability skills, develop successful work habits, and gaining knowledge and experience through hands-on learning. Such opportunities include both summer and year round employment, pre-apprenticeship programs, internships and job shadowing, and on the job training opportunities.

4. Occupational skills training which leads to an occupational specific credential is available to youth that need specific skills, experience, and training in an area to become employed in an in-demand career related industry.

5. Education is offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. Short term training for high demand jobs is being offered through the GAP program located with our local center. Additionally a variety of workshops including Customer Service and 30 hour Computer Basics Training are available for participants to attend. Pre-apprenticeships and apprenticeships are also offered to participants that need this training in order to secure employment in a career related industry.

6. Leadership opportunities including but not limited to bi-monthly leadership workshops are held at the local Region 7 Center specifically for the WIOA Youth participants. These events have included community service and volunteer opportunities for our participants as well as peer centered activities encouraging responsibility and other positive social and civic behaviors. There are also many

workshops offered through our local center that our participants are encouraged to attend that address these same topics.

7. Support services are available to WIOA Youth participants that are in need of additional assistance to address barriers to their educational or occupational goals.

8. Mentoring is encouraged especially for those participants that have little to no support system in place. The Waterloo Community Schools offers a mentoring program to students in need within the district. For participants outside of this district or who are no longer attending secondary school, we refer to other agencies that are able to provide this assistance if the youth is not already involved in any other social service agencies that can offer mentoring. Most often, many participants are already working with partner programs or agencies (Promise Jobs, Vocational Rehabilitation, Hawkeye Metro Center AEL Program, UNICUE, IJAG, Job Corps, FaDDS) when they are referred to the WIOA Youth Program however.

9. Follow up services will be provided for 12 months after the WIOA Youth participant has ended their program participation. Assistance with securing employment, retention, or skill upgrading are some of the issues that can be addressed during follow up services as well.

10. Referrals for comprehensive guidance and counseling, including substance abuse assessment and counseling, are available to participants that need this assistance. Pathways Behavioral Services is an agency that provides substance abuse assessment, counseling, and treatment to individuals in our community. There are many other agencies, offices, and clinics that can provide mental health counseling and crisis intervention that we refer participant to also.

11. Financial literacy education is being offered through workshops facilitated at our local center. The WIOA Youth program also has guest speakers that come in and share information on money management, budgeting, and using credit wisely.

12. Entrepreneurial skills training information is available to WIOA Youth participants. Tours of the University of Northern Iowa's Entrepreneurial office and guest speakers that work with the entrepreneurial industry share their knowledge and expertise with our youth.

13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area is provided both individually to WIOA Youth participants and in group settings (leadership workshops). We encourage participants to complete career assessments (My Next Move, Career Scope, I Have a Plan Iowa) in order to access their interests and aptitudes in helping them make an informed decision about in-demand industry sectors and occupations.

14. Event such as Experience Hawkeye, tours of local colleges, and workshops on transitioning to college are all activities that we offer to help youth prepare for and transition to postsecondary education and training. We also partner with other agencies like UNICUE to assist with financial

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.*

All center staff provide services to persons with disabilities. Those who need additional services such as benefits navigation or Ticket to Work are referred to the DEI Disability Resource Coordinator. The DEI grant enabled the purchase of iPads with assistive technology, such as Natural Reader TTS HD, which turns an iPad into a text to speech reader for those who are vision impaired. Anyone requiring more intensive services is connected to IVRS or the Department for the Blind (IDB), as needed, through our established referral process. Ongoing communication and collaboration occur in order to best meet the needs of our mutual customers.

IDB will collaborate with Core Partners in implementing the following strategies:

- * assist with an accessibility study with Region 7 clients who are blind or have visual impairments.
- * assist with staff development for the use of assistive devices and technology and provide a tour of the IDB
- * provide a week-long training for use of assistive technology and dealing with persons with vision loss.
- * provide Region 7 with electronic formats for use with individuals with disabilities. Can assist with digital literacy skills.
- * IDB staff/counselors can bring clients to the One-Stop center and provide assistance with job clubs/workshops, i.e. can assist with PowerPoint presentations and workshop materials into accessible formats. Will provide technical assistance to programs and classes (will provide training to workshop facilitators to ensure the presentations and materials are accessible).

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

Integrated Customer Service

Describe how the partners will coordinate activities and resources to provide comprehensive, high-quality customer-centered services, including supportive services to individuals in the workforce system.*

In the integrated center in Region 7 the customer flow will be as listed below:

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

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

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

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

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

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

Supportive Services that are needed to meet employment goals are available for dependent care, transportation, clothing, financial assistance, health care, counseling, miscellaneous services, and services for individuals with disabilities. Please see Region 7's attached supportive services policy.

The Core Partners will meet monthly to discuss clients who have been referred for services for follow up purposes. Each Core Partner will keep a spreadsheet for tracking those who are referred to provide feedback and progress reports as needed.

In addition, core partners maintain secure cloud based files in order to share safe information amongst partners for enhanced customer service.

Refer to question D-14.

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

The Core Partners will utilize the following strategies to meet the strategic needs of employers in the region and ensure that special populations such as persons with disabilities, ex-offenders, veterans and immigrants receive the services needed:

Persons with disabilities, including individuals who are blind or visually impaired. All center staff provide services to persons with disabilities. Those who need additional services such as benefits navigation or Ticket to Work are referred to the DEI DRC. Anyone requiring more intensive services is connected to IVRS or IDB through our established referral service process.

Returning veterans and skilled military retirees - All center staff provide services to veterans. Those who have significant barriers to employment are referred to our DVOP.

Temporary Assistance to Needy Families (TANF) recipients - Anyone receiving TANF is automatically enrolled in Promise Jobs which is integrated into our Center. PJ Orientation happens twice a week and case managers ensure that their clients become registered members and are following their Financial Investment Agreement (FIA) Plan.

Trade Adjustment Act (TAA) and Rapid Response Activities - All TAA and Dislocated Workers are made members upon their first visit and develop employment plans with team members. They are then co-enrolled in WIOA and Trade where applicable.

Individuals with other barriers to employment, including those that are basic skills deficient - The Center serves all individuals and gives priority of service to those who are basic skills deficient and follows the established referral process to connect them with more intensive services at Adult Education & Literacy (AEL).

Additional specific populations - The Center has two bilingual staff, both in Spanish and Croatian. In addition, we utilize the language line as needed. We have a migrant seasonal farm worker on staff to reach out to this population. We have a culturally diverse workforce in our Center similar to the demographics within our Region. Additionally, Region 7 is partnering with Embarc to provide services to the Burmese population in their language.

Ex-offenders - A half time FTE is placed at the Department of Corrections, both men's and women's facilities, and the probation office, to assist ex-offenders on the re-entry process.

Ex-offenders are accepted in all AEL programming and efforts are made to address the individual needs of this population. Regular AEL presentations to staff at area correctional agencies assists in appropriate referrals. Veterans are identified at AEL program intake in order to ensure appropriate services are provided by AEL. Awareness by the local immigrant community of ELL classes provided by AEL is promoted through AEL staff presentations at the following: area employers such as Tyson Fresh Meats, meetings of local groups who collaborate in refugee resettlement such as EMBARC, local K-12 schools, churches, hospitals, colleges, and community agencies such as Operation Threshold.

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:*

One Stop System Flow Chart.pptx

Coordination, Alignment and Provision of Services

Employer Focus

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

Skilled Iowa Initiative - This is a public-private initiative supported by the Governor's Office, Iowa Workforce Development, and the National Career Readiness Certification (NCRC) in partnership with ACT, the Iowa STEM Advisory Council, and numerous Iowa businesses. NCRC is 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.

* On-the-Job Training (OJT) provides opportunities for participants to train in an actual work situation that has career advancement potential in order to develop specific occupational skills or obtain specialized skills required by an individual employer.

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

* 260 E&F- Hawkeye Community College's Contract Training department strives to identify new businesses entering the region as well as existing businesses experiencing growth and may benefit from the New Jobs Training Program (260E) and/or the Iowa Jobs Training Program (260F). For 260E eligibility we work with county Economic Developers and closely with an existing portfolio of businesses to identify opportunities to provide training funds for the businesses to recoup some initial on-the-job training as well as developing a training plan to ensure skill development. For 260F eligibility we work to identify businesses with existing workforces committed to designing a training plan to eliminate skills gaps and improve safe operating practices on the job. The department is exploring ways to incorporate Department of Labor recognized apprenticeship training into training plans and is working with one 260E eligible company to design and submit for approval a new Apprenticeship for their niche industry. All trainings focus on ensuring Iowa employees are gaining valuable skills to increase their earning potential.

* Career Pathways - WIOA incorporates career pathways as part of both the objective assessment and development of the individual service strategy. When

WIOA Title 1 funds are expended, clients will be referred to GAP and Pathways for Academic Career and Employment (PACE) for funding assistance for upskilling and credential attainment as they progress in their career pathway.

* Sector Boards - Hawkeye Community College created sector boards in Advanced Manufacturing and Healthcare. Key stakeholders and industry partners meet regularly with a focus on employers' needs for skills, recruitment and retention to support their sector's economic vitality. Core Partners are invited to attend Sector Boards.

* Future Ready Iowa Initiative - Cedar Valley IowaWORKS regional vision aligns with the Governor's Initiative in that our workforce delivery system will collaborate to build a pipeline of skilled workers to meet the workforce needs of Iowa's current and emerging industries.

* Integrated Business Services Team - Under WIOA, the new integrated Business Services Team includes staff from Vocational Rehabilitation and the program coordinator from the Apprenticeship program.

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)

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

* The small business development center provides ongoing entrepreneurial training and assistance throughout the region.

* Iowa Vocational Rehabilitation provides ongoing entrepreneurial training through Iowa Self Employment program.

* IowaWORKS promotes and explores opportunities for center customers to establish selfemployment.

* WIOA Title 1 Adult/DW offers tuition assistance for customers to obtain necessary business building skills for small business operation.

* Referrals to and engagement of the Small Business Development Center for one-stop customers.

Refer to question C-6.

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

The Integrated Business Services Team promotes and educates employers on the benefits of apprenticeships and serve as the liaison between the Department of Labor and employers. We offer bi-monthly orientations at IowaWORKS for anyone interested in an apprenticeship and direct job seekers to the Registered Apprenticeship worksite for available opportunities.

Registered Apprenticeship is a tried-and-true approach for preparing workers for jobs and meeting the business needs for a highly-skilled workforce that continues to innovate and adapt to meet the needs of the 21st century. Region 7 received a two year Job Driven NEG Apprenticeship grant in 2015. The grant originally focused on just the construction field but is now open to all fields with registered apprenticeships. The Workforce Development Specialist who administers the grant is a member of the Integrated Business Services Team.

The job-placement strategy for Region 7 is to match Dislocated Workers with registered apprenticeship opportunities. The strategy adopted serves two purposes. The first is to bridge the gap between unemployed workers in declining job markets with booming career fields in need of skilled employees. The second is to provide re-training opportunities for Program participants, which will ultimately lead to both the career security of a trade and a nationally recognized certification. To achieve this, the Program will provide:

- * Pre-screening of participants for specific occupations.
- * 50% reimbursement of wages to the employer for up to 6 months or 1,040 hours of On the Job (OJT) Training.
- * OA-approved classroom training for the life the Program.
- * Individualized skills-upgrading for participants (i.e., safety training, English as a Second Language classes, etc.), which will make the employee more successful on the job.
- * Certifications, as identified, which are either required or preferred to enter a specific apprenticeship program (i.e., National Career Readiness Certification @Bronze/Silver, Commercial Drivers' License-A, CPR).
- * Purchase of specialized tools or equipment for the participant as required by the employer.
- * Transportation allowances/reimbursements.
- * Dependent care allowances/reimbursements.
- * A Training Plan and step-increase salary schedule for the employee to follow.
- * Quarterly monitoring of the apprenticeship for the life of the Program, which follows the employee's progress and the employer's adherence to the Training Plan.

Registered apprenticeships are currently being offered in Region 7 in Plumbing,

HVAC, electrical, along with many other occupations.

For individuals with disabilities, including individuals who are blind or visually impaired, co-enrollment will occur with IVRS and IDB in order to ensure the appropriate accommodations and services are provided.

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

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

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 7 has a Rapid Response Team consisting of staff from Title 1 Adult/Dislocated Worker, Wagner-Peyser, Vocational Rehabilitation and Trade Adjustment Assistance (once the petition has been certified) and local service organizations that may provide other assistance to the dislocated worker and family, such as Operation Threshold, the Department of Human Services, Hawkeye Community College, Consumer Credit Counseling of Northeast Iowa and others.

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.

Effective January 1, 2012, Governor Branstad changed the participant enrollment policy under the older WIA legislation 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 Core Partners conduct and share 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 Title 1 Adult/DW 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 Title 1 Adult/DW. Because specific Wagner-Peyser or Title 1 Adult/DW 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 Title 1 Adult/DW counselors and Wagner-Peyser representatives. IowaWorks 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 program requirements. Ongoing communication is stressed among all partners Title 1 Adult/DW, 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, Title 1 Adult/DW 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, Title 1

Adult/DW 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

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:*

Post-secondary educational institutions that have campuses located in Region 7 include Allen College, Kaplan University, Hawkeye Community College, University of Northern Iowa, Upper Iowa University, and Wartburg College. Other educational opportunities exist by means of extended campuses, on-line courses, vocational training, and apprenticeships.

- * Region 7 hosts an Education Resources Expo at IowaWORKS to include all area colleges and universities.
- * The Educational Opportunity Center is a regular speaker at our monthly Discovered Resources panel during our Six Steps workshop, as well as at Rapid Response meetings.
- * We work hand-in-hand with all secondary education entities in the Region presenting LMI information to students, proctoring and giving NCRC assessments, and WIOA Youth classroom presentations.
- * Region 7 coordinates with Allen College to provide training opportunities for Employer Council of Iowa. They also host a VAP site for us.
- * Region 7 partners with Hawkeye Community College with the Dislocated Worker Transition Center, the Wal-Mart Foundation grant, the GAP/PACE program, and the DEI Grant.
- * Region 7 partners with Upper Iowa University, Wartburg College, Kaplan, Hawkeye Community College, University of Northern Iowa and Allen College for ongoing Job Fairs.
- * Vocational Rehabilitation Counselors are located on site at UNI and Hawkeye Community College full time.

Describe how the region's 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:*

Through RWDB's partnership with Hawkeye Community College, the core partners have enhanced access to workforce development programs for:

- * Persons with disabilities through the Disability Employment Initiative Round 6
- * Dislocated Workers through the Job-Driven Apprenticeships - registered apprenticeships are currently being offered in Plumbing, HVAC, Electrical, and a wide variety of other industries in Region 7.
- * Those who don't qualify for WIOA funding - persons whose incomes is 150% or above the FPL - can receive training assistance through GAP/PACE.

Additional State and Federal funds will be leveraged to enhance existing workforce development programs, such as the Iowa Food Assistance Employment & Training grant to provide additional funding for the GAP/PACE program. In addition, Region 7 will be meeting with Mayor Hart regarding the possibility of City funding to enhance the WIOA youth program, specifically for paid Work Experiences for youth during the summer months.

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

Hawkeye Community College is the fiscal agent for GAP and PACE funds, which provides three career navigators housed at IowaWORKS to assist those in selecting a career pathway and earning a recognized post-secondary credential. GAP recipients earn certificates in high growth occupations such as C.N.A., Medical Coding & Billing, CNC Machining, Production Welding, Industrial Maintenance, and CDL. Students advancing in their career pathways can go on to take credited courses through assistance from PACE career navigators. For instance, after earning a C.N.A. the individual can earn additional stackable and portable credentials such as LPN and RN. Participants can step and step off their career pathway as life circumstances dictate, but maintain an ongoing relationship with their career pathway navigator.

Hawkeye Community College is also the fiscal agent for the Job-Driven Apprenticeship program which provides dislocated workers with on-the-job training in conjunction with classroom training to earn an industry recognized credential.

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

Economic Development Focus

Describe how the activities identified will Workforce development and economic development have always complimented

be coordinated with economic development entities, strategies, and activities in the region:*

and supported one another in the State of Iowa, but the partnership has been particularly strong in the Cedar Valley Region. In recent years, having a qualified labor pool became even more critical as a component for business expansion, and the challenge presented opportunities to strengthen current relationships and to develop new partnerships.

- * A Greater Cedar Valley Alliance & Chamber (GCVA&C) staff person regularly attends RWIB
- * We partner with GCVA&C on job fairs and employer related events
- * GCVA&C are invited to all Rapid Response meetings
- * Region 7 works hand in hand with all economic developers in the region in the pursuit of Skilled Iowa community designations and Home Based Iowa designation
- * Advanced Manufacturing Sector board meets every other month
- * HealthCare Sector board meets every other month
- * Integrated Business Service Representatives team to improve employer communications and assess their needs.

Regional Workforce Development Board Functions

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

The five members of the Region 7 Chief Elected Official Board are responsible for many activities, including nominations and making selections for Regional Workforce Development Board (RWDB) vacancies. The CEO Board also accepts liability for any misuse of WIOA funds and provides input to the Governor on designation of local workforce investment regions.

The Region 7 Workforce Development Board (RWDB) grandfathered the existing board structure under WIA, with the understanding that they will move to the new board structure under WIOA in the future. The RWDB and CEO Board are jointly responsible for the oversight of the Workforce Development Center system. Part of the planning process includes determining the level of WIOA expenditures and enrollments each program year, in addition to negotiating the performance measures for the WIOA programs.

There are currently no standing committees of RWDB but the plan is to make the Youth Advisory Council a standing committee in the near future, which will be chaired by a RWDB member who will report back to RWDB. In addition, a disability accessibility committee will be established.

Board training has been provided through Mary Ann Lawrence. Additional training will be provided to define the roles and responsibilities of the board.

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

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

The two Boards evaluate the service delivery process to determine if local needs and priorities are being met and to ensure that quality improvement is ongoing. The Boards also review and approve the WIOA budgets. Hawkeye Community College IowaWORKS supplies the Boards with verbal and written reports regarding expenditures and enrollments. The performance standards are presented at RWDB meetings and progress since the last report is reviewed. Federal, state, and local monitoring and auditing results are copied as attachments to Board agendas and discussed at RWDB meetings. WIOA staff provides program updates and participant success stories periodically to RWDB to encourage Board dialogue and questions. The Directors of Region 7's core partners, IVRS & AEL, are ex-officio members of RWDB and provide regular updates to the board on collaboration efforts to ensure quality customer service.

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

The RWDB will review the Coordinating Service Provider's performance and budget on an annual basis. This evaluation will occur after the past Program Year closeout and will include program performance and budget management. Generally this will take place in the fall of the year.

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.**

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.*

Region 7 will transition the existing Youth Advisory Council that has been in operation since 2011 into a standing committee of RWDB that will be chaired by a RWDB member. Under the direction of the RWDB, the roles and responsibilities of the Youth Standing Committee will include coordinating youth activities in the local area, developing the portions of the Regional Workforce Development Customer Service Plan relating to youth activities, recommending eligible youth service providers to the RWDB, conducting oversight of the youth program that is housed at IowaWorks, ensuring that youth are co-enrolled and have access to a variety of services such as work-based learning opportunities, and carrying out other duties, as authorized by the chairperson of the RWDB.

a) If yes, please provide the committee's purpose/vision, planning meeting schedule, and list of members to include members' agency/organization, one of which must be a community based organization with a demonstrated record of success in serving eligible youth.

b) If no, will the Workforce Development Board have a formal Youth Council or Youth Advisory group? Please provide a list of members to include members, agency/organization and contact information.

The current regional Youth Advisory Council is made up of representatives from

Region 7 youth service agencies. These include juvenile justice, local public housing authorities, former WIA Youth participants, out of school youth providers, AEL, local school districts, and youth serving community organizations. The following is a list of the Youth Advisory Council members and the agencies they represent.

- * Ruth Frush- Department of Juvenile Corrections
- * Tony Stevens-Educational Talent Search/Trio Program
- * Ellen Vanderloo-Waterloo Community Schools Mentoring Program
- * Laura Gray-Vocational Rehabilitation
- * Mona Krugger- Pathways Behavioral Services
- * Darci Krouse- GAP/PACE program
- * Nancy Kehoe-AEL at Hawkeye Community College
- * Marleigh Fisher-Community Housing Initiative
- * Marsha Watters-Waterloo Community Schools Performance Based Diploma Program(PBDA)
- * Brooke Olson-Unity Point Healthcare

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

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

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

- * Multiple points of access are available through partner affiliated sites
- * IowaWORKS staff provides outreach and enrollment in all outlying counties within the region on an itinerant basis
- * Virtual Access Points are established throughout the region for customer access through technology at accessible sites for persons with disabilities, such as libraries
- * Partners provide services through the One-Stop physical center on an as needed basis
- * Partners provide one-stop system services ongoing through various partner affiliated locations
- * Partners participate in ongoing referral, co-enrollment and performance management through the state-developed profile system
- * Partners developing common application processes to ensure co-enrollment opportunities are streamlined
- * Partners have created a virtual shared site where each partner can place electronic documents to be viewed by all partners.
- * once enrolled, assistance with public transportation can be provided by Core Partners as part of supportive services

Describe how the regional board will work with core partners to ensure compliance with provisions of the Americans with Disabilities Act of 1990 regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities:*

Refer to question D-8. Include how services are provided to remote areas, how technology is used and describe any other methods used to ensure full access to the entire service area and populations.

The Partners recognize that the Americans with Disabilities Act of 1990, as amended (ADA), Rehabilitation Act of 1973 (Rehab Act), and Iowa Civil Rights Act of 1965, as amended (ICRA), impose legal obligations with respect to workforce services delivery to individuals with disabilities. Further, a substantial portion of WIOA focuses on individuals with disabilities gaining increased and maximized access to workforce services. Individuals with disabilities constitute a population that has traditionally been underserved or unserved by the workforce development system. As such, the Partners shall develop policies, procedures, guidance, and proven and promising practices to create maximized physical and programmatic access and opportunity for individuals with disabilities.

The equal employment opportunity statement is on the membership screen. Training is provided biannually to system staff.

The Region 7 One-Stop system prohibits discrimination against individuals on the basis of age, disability, sex, race, color or national origin. The system promotes accessibility for all customers of the center and program services and is fully compliant with accessibility requirements. The EEO processes are reviewed quarterly, at a minimum, by local management, staff and EEO State staff. Adjustments are made as necessary to ensure compliance.

The following assistive technology is available at the One-Stop Center for persons with disabilities to utilize:

- Sono Flex (turns iPad into an augmentative communication device using pictures)
- Voice Dream Reader (turns iPad into a reading tool)
- Typ-0 HD (turns iPad into a word prediction device)
- iTranslate Voice-Translator & Dictionary (turns iPad into a translator, over 90 supported languages)
- ASL Swipekeys (toggles between alph-numeric keyboard to ASL keyboard for fingerspelling)
- Verbally Premium (Turns iPad into an augmentative communication device using preset text)
- Built-In Voice Recognition (Enables users to verbally say what they want to write)
- Natural Reader TTS HD (Turns iPad into a text to speech reader)

Voc Rehab and Iowa Department for the Blind (IDB) staff will provide staff training

on assistive technology as needed.

The IDB library can provide regions with electronic formats for use with individuals who are blind or visually impaired. The IDB can assist with digital literacy skills.

Refer to questions' D-13 and F-3. Be sure to include information on how the center will ensure that Iowans 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:*

* Hawkeye Community College will provide quarterly reports to the CEO and RWDB, updating the boards on the region's performance and progress towards meeting performance standards.

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

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

Refer to question F-2.

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

Priority of Service Process.docx
Refer to question F-9.

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

Region 7 defines financial self-sufficiency as 150% of poverty guidelines for Adult Self-Sufficiency according to the Lower Living Standard Income Level (LLSIL) as provided annually by the Department of Labor.

Refer to question F-10.

Attach the regional board's Individual Training Account Policy:*

Region 7 CedarVallary IowaWORKS Individual Training Accounts Policy.docx

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

Region 7 CedarValley IowaWORKS Supportive Services Policy.docx
Refer to question F-5.

Regional Workforce Development Board Fiscal Policies

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

Procurement Policy and Procedures

A. Contracts for training and program services and sub grantees:

A Request for Proposal and/or Qualifications will be used in those circumstances where it has been determined that an outside provider is required to provide a program services to clients. An example of this would be a specialized youth program geared to a targeted group. However, before this would proceed, it would first have to be determined that such a program was needed and supported by the RWDB. If this determination is made, then the service provider would prepare either a RFP or a RFQ depending on conditions set at the time by the RWDB. These documents would then be mailed out to potential proposers and then proposals would be collected by the service provider. The final proposals would then be presented to the RWDB, at a regularly scheduled meeting, for their recommendation. The proposals will be weighed against established criteria and the RWDB will then select the winning proposal based upon this scoring.

The RFP competitive bid process was posted on Region 7's Regional board website by March 1, 2016. Debra Hodges-Harmon, an IWD employee, led the process and met with RWDB to create a Review Committee. Bidders were notified when the RFP was posted. Bidders were allowed to ask questions about the RFP through March 15, 2016. Answers to these questions were responded to by March 18, 2016. Grant proposals were due by April 8, 2016. The RWDB selection committee then met to review and score the proposals. On April 26, 2016, following the RWDB meeting, there will be a closed session where the selection committee will present their findings to the RWDB and a vote will be made to identify the new service provider.

B: Contracts for on-the-job training services provided by an employer, or customized training:

The RWDB will authorize the service provider to enter into such contracts as a need is determined by the participant eligibility and enrollment process.

C: Contracts for training services in the region where the RWDB determines there are an insufficient number of training providers to accomplish the purpose of ITAs:

The RWDB has never made such a determination and thus reserves this section until such time that such action occurs.

D: Contracts for training services provided by community-based organizations, faith-based organizations or other private organizations for special population groups that face multiple barriers to employment:

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. Should this situation change, the same process will be followed as under section A. Contracts for training and program services and sub grantees will apply.

E: General Provisions:

For all contracts: any contract that is over \$10,000 in obligations, the RWDB will be informed and approval will be sought.

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.

Public Input Process and Legal Notices

A detailed input process was followed by the Region 7 Workforce Development Board and Chief Elected Officials in the development of this plan. The process began with copies of the plan being provided to various individuals and made available to the public on the regional board website. This began a 30 day public comment period, notice of which was published through the Regional Workforce Board Website and in the Waterloo Courier. A Public Hearing was held on Tuesday, April 26, 2016 at 4:00 p.m. The formal comment period ended on Monday, April 11, 2016, after a 30 day comment period that was posted on the regional board's website.

The website pages contain information pertaining to this comment period, including proofs of publication and minutes of the Public Hearing and the formal meeting that followed in order to adopt the plan.

Refer to question C-17. 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.

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.*

Program Year 2015 is a transitional year and Region 7's Young Adult program is focusing 50% of its time and budget on recruiting and enrolling out-of-school youth in order to achieve 50% OSY and 50% ISY by end of year. In PY 2016, the goal will be to achieve 75% OSY and 25% ISY. By partnering with our Core Partners and co-enrolling youth with disabilities, those who are basic skills deficient, and English Language learners, Region 7 is achieving the new goal of serving young people who face significant barriers as they transition to self-sufficient adults.

Since WIOA Youth has been tasked with spending 75% of funding on out of school youth, a concerted effort has been made to connect with this population, specifically those registering for HiSED classes. WIOA Youth Staff were stationed at the HCC Metro Center to meet with students ages 16-24 that had signed up for HiSED classes. AEL staff continue to refer students to us through our joint application and referral process. Staff follow up by coming in to the homeroom classes to speak about the WIOA Youth program. At the beginning of every quarter, WIOA Youth Staff will meet with new HiSED students.

In addition, 20% of the Young Adult budget will be spent on work based learning, such as Work Experience, in their chosen career pathway. To-date, Region 7 has started 8 Work Experience participants, one of whom is working in our integrated Center. Our success is due to increased partnerships with HCC AEL, Promise Jobs, GAP, and co-enrollments.

Supportive services will be provided to engage older youth, such as childcare and transportation, to ensure their continued success.

Refer to question E-6.

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

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

The RWDB will review the Coordinating Service Provider's performance annually. This evaluation will occur after the past Program Year closeout and will include program performance and budget management. Generally this will take place in the fall of the year.

HCC will provide the RWDB and the CEO boards with performance and fiscal data on a quarterly basis and as requested. The boards will use this information to evaluate performance and to determine the need for continuous improvement activities.

HCC staff has developed and implemented performance tracking documents that helps to ensure that the region will meet the negotiated performance standards. In addition, HCC conducts ongoing in-house training for staff relative to good enrollment decisions and WIOA performance. HCC staff regularly runs performance reports to monitor progress toward meeting the negotiated standards.

The Performance & Fiscal Oversight policies of the CEO and RWDB include:

HCC will provide quarterly reports to the CEO and RWDB, updating the boards on the region's budget and performance, as well as progress towards meeting performance standards.

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

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

When corrective action is required, the WIOA Director will respond in writing to RWDB and the State outlining the steps that will be taken to rectify the findings.

Refer to question F-1.

Additional Documentation

Attach a spreadsheet of all Board Members: *	Region 7 Local Board List.docx
Attach a copy of the current Regional by-laws: *	Bylaws.pdf
Attach a copy of the current Priority of Services policy: *	Region 7 Priority of Service Policy.docx
Attach a copy of the current Oversight and Monitoring policy: *	Title I Oversight and Monitoring Policy.docx
Attach a copy of the current Supportive Services policy: *	Region 7 CedarValley IowaWORKS Supportive Services Policy.docx
Attach a copy of the current EEO Grievance procedure: *	Region 7 EEO Grievance Policy.docx
Attach a signed copy of the Certificate Regarding Debarment:*	Certificate of Debarment.pdf
Attach a spreadsheet of all public and State partner comments with the Board's response:*	WIOA Public Comments Response Document.docx
Attach a signed copy of the Signatory Page:*	Local Plan Signatory Page.pdf

Regional Workforce Development Board General Assurances

The Board and CEO agree to the General Assurances:*	Yes
Title:*	RWDB Chair
Name:*	Deborah Collett
Date:*	04/26/2016

[Return to Top](#)

Service Locations of the One Stop System

Service Location	Core Partner	Address	City	County	Phone	Office Hours	Point of Contact	Email
Cedar Valley IowaWORKS	Adult	3420 University Ave.	Waterloo	Black Hawk, Bremer, Buchanan, Butler, Grundy	319-291-2705	M, T, Th, F 8:30-4:30, W 9-4:30	Christi Mason	christina.mason@iwd.iowa.gov
Cedar Valley IowaWORKS	Dislocated Worker	3420 University Ave.	Waterloo	Black Hawk, Bremer, Buchanan, Butler, Grundy	319-291-2705	M, T, Th, F 8:30-4:30, W 9-4:30	Christi Mason	christina.mason@iwd.iowa.gov
Cedar Valley IowaWORKS	Youth	3420 University Ave.	Waterloo	Black Hawk, Bremer, Buchanan, Butler, Grundy	319-291-2705	M, T, Th, F 8:30-4:30, W 9-4:30	Christi Mason	christina.mason@iwd.iowa.gov
Hawkeye Community College Metro Center	Adult Education and Literacy	844 West 4th Street	Waterloo	Black Hawk	319-234-5745	M, T, W, TH 8 AM to 8 PM; F 8 AM to 4:30 PM	Sandra Jensen	sandra.iensen@hawkeyecollege.edu
Hawkeye Community College Waverly Center	Adult Education and Literacy	Willow Lawn Mall, 215 20th Street NW	Waverly	Bremer	319-296-4288	T and TH 6-8:30 PM	Sandra Jensen	sandra.iensen@hawkeyecollege.edu
Online/Hybrid Classes	Adult Education and Literacy	online	Region 7	Region 7	N/A	24/7	Sandra Jensen	sandra.iensen@hawkeyecollege.edu
Cedar Valley IowaWORKS	Title 4/IVRS	3420 University Ave.	Waterloo	Black Hawk, Bremer, Buchanan, Butler, Grundy	319-234-0319	Monday through Friday, 8:00-4:30	Mike Howell	michael.howell@iowa.gov
Waterloo West High School	Title 4/IVRS	425 E. Ridgeway	Waterloo	Black Hawk	319-830-6922	Monday through Friday, 8:00-4:30	Paul Fuller	paul.fuller@iowa.gov
Waterloo East High School	Title 4/IVRS	214 High St.	Waterloo	Black Hawk	319-429-3815	Monday through Friday, 8:00-4:30	Laura Gray	laura.gray@iowa.gov
Cedar Falls High School	Title 4/IVRS	1015 Division St.	Cedar Falls	Black Hawk	319-830-6922	Monday through Friday, 8:00-4:30	Paul Fuller	paul.fuller@iowa.gov
River Hills High School	Title 4/IVRS	2700 Grand Blvd	Cedar Falls	Black Hawk	319-830-0351	Monday through Friday, 8:00-4:30	Nakia VanArsdale	nakia.vanarsdale@iowa.gov
Don Bosco High School	Title 4/IVRS	405 16th Ave.	Gilbertville	Black Hawk	319-830-0351	Monday through Friday, 8:00-4:30	Nakia VanArsdale	nakia.vanarsdale@iowa.gov
Dunkerton High School	Title 4/IVRS	509 S Canfield St.	Dunkerton	Black Hawk	319-830-0351	Monday through Friday, 8:00-4:30	Nakia VanArsdale	nakia.vanarsdale@iowa.gov

Hudson High School	Title 4/IVRS	245 S. Washington St.	Hudson	Black Hawk	319-830-0351	Monday through Friday, 8:00-4:30	Nakia VanArsdale	nakia.vanarsdale@iowa.gov
Expo Learning Center	Title 4/IVRS	1410 Independence Ave	Waterloo	Black Hawk	319-429-3815	Monday through Friday, 8:00-4:30	Laura Gray	laura.gray@iowa.gov
Denver High School	Title 4/IVRS	540 Lincoln St.	Denver	Bremer	319-830-0765	Monday through Friday, 8:00-4:30	Krista Monroe	krista.monroe@iowa.gov
Sumner-Fredericksburg High School	Title 4/IVRS	802 W. 6th St.	Sumner	Bremer	319-830-0765	Monday through Friday, 8:00-4:30	Krista Monroe	krista.monroe@iowa.gov
Tripoli High School	Title 4/IVRS	209 8th Ave. SW	Tripoli	Bremer	319-830-0765	Monday through Friday, 8:00-4:30	Krista Monroe	krista.monroe@iowa.gov
Wapsie Valley High School	Title 4/IVRS	2535 Viking Ave.	Fairbank	Bremer	319-830-0765	Monday through Friday, 8:00-4:30	Krista Monroe	krista.monroe@iowa.gov
Janesville High School	Title 4/IVRS	401 S. Randall Ave.	Janesville	Bremer	319-830-7582	Monday through Friday, 8:00-4:30	Valerie Hillner	valerie.hillner@iowa.gov
Hawkeye Community College Service Unit	Title 4/IVRS	1501 E Orange Rd. Bremer Hall, Room 15A & 15B	Waterloo	Black Hawk	319-296-2323 ext. 1386	Monday through Friday, 8:00-4:30	Tamara Venenga	tamara.venenga@iowa.gov
University of Northern Iowa, Service Unit	Title 4/IVRS	102 Gilchrist Hall	Cedar Falls	Black Hawk	319-273-6348	Monday through Friday, 8:00-4:30	Chris Crews-Larsen	christine.crews-larsen@iowa.gov
Independence Service Unit	Title 4/IVRS	2277 Iowa Ave	Independence	Buchanan	319-334-5209	Monday through Friday, 8:00-4:30	Melissa Ward	melissa.ward@iowa.gov

WORKFORCE NEEDS ASSESSMENT: IWD REGION 7

SKILL LEVEL OF JOB APPLICANTS

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

PERCENTAGE OF EMPLOYERS THAT PERCEIVE A LACK OF SKILLS AMONG APPLICANTS

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Applicants fulfill all necessary requirements for the job	8.3%	26.9%	28.5%	30.1%	6.2%
Applicants possess the basic skills required for the job	2.1%	20.2%	26.4%	40.4%	10.9%
Applicants possess the soft skills required for the job	6.7%	23.3%	37.9%	28.0%	4.1%
Applicants possess the occupational skills required for the job	9.4%	29.2%	30.2%	26.0%	5.2%
Applicants are often disqualified due to controlled substance testing	50.3%	13.1%	26.2%	7.3%	3.1%
Applicants are often disqualified for failure to pass a background check	34.6%	15.2%	22.4%	17.3%	10.5%



22.3%
BASIC SKILLS

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



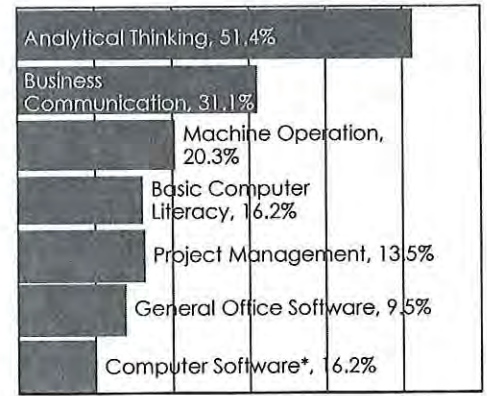
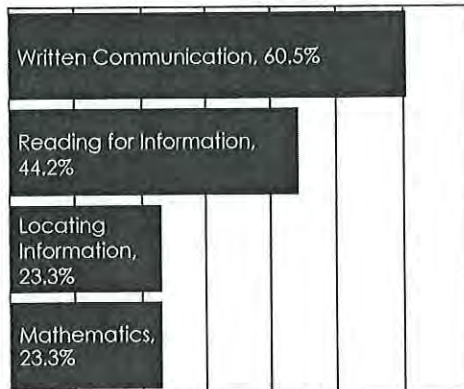
30.0%
SOFT SKILLS

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



38.6%
HARD SKILLS

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



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 0% 10% 20% 30% 40% 50% 60%
*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.

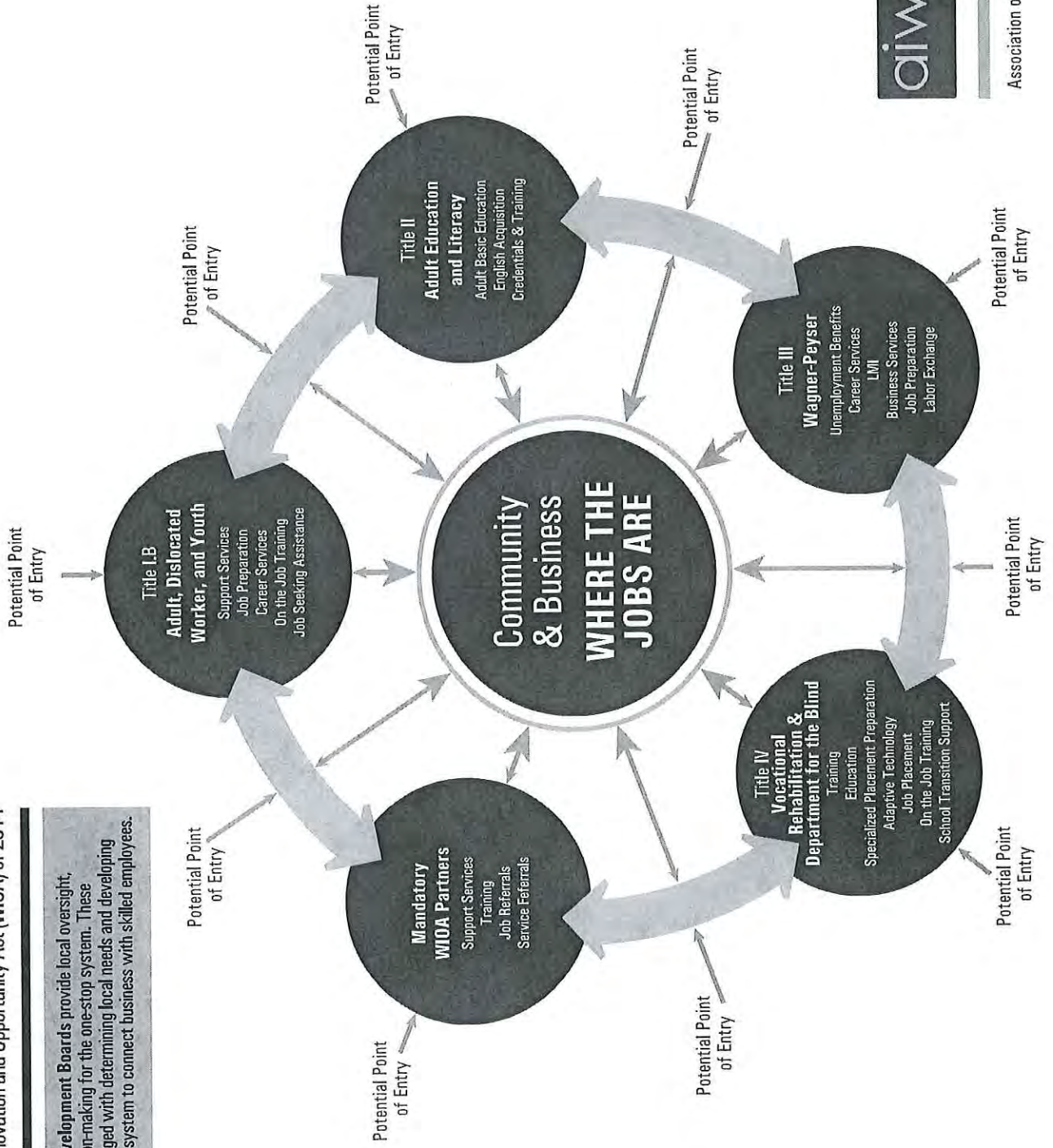
One-Stop System Partner Contact and Site Information

Required Partner	Local Area?	Entity	Name	Telephone Number	Email Address
Title I - Adult/DW/Youth	X	Iowa WORKS	Christi Mason	319.291.2705 x 281	Christina.mason@iwd.iowa.gov
Adult Education/ Literacy	X	HCC Metro AEL	Sandy Jensen	319. 234.5745 x 2006	Sandra.Jensen@hawkeyecollege.edu
Wagner-Peyser	X	Iowa Workforce Development	Ronee Slagle Andy Trower	319.235.2123 x 317 319.235.2123 x 230	Ronee.Slagle@iwd.iowa.gov Andrew.Trower@iwd.iowa.gov
Vocational Rehabilitation	X	Iowa Vocational Rehabilitation Services	Michael Howell	319. 234.0319	Michael.Howell@iowa.gov
Department for the Blind	X	IA Department for the Blind	Joe Weigel	515.971.7049	joe.weigel@blind.state.ia.us
Career/ Technical Education	X	Hawkeye Community College	Linda Allen	319.296.2320	Linda.Allen@hawkeyecollege.edu
SCSEP (Older Worker)	X	AARP Foundation SCSEP	Chelly Pratt	319.234.0206	cpratt@aarp.org
Job Corps	X	Denison Job Corps Ottumwa Job Corps	Carrie Snell	319.235.2123 x 323	snell.carrie@jobcorps.org
Native American		Not in Region 7			
Migrant/Seasonal Farm Worker Veterans	X	Proteus	Patrick Taggart	319.248.0178	patrickt@proteusinc.net
YouthBuild		Iowa Workforce Development Not in Region 7	Jim Galanits	319.235.2123 x 314	James.Galanits@iwd.iowa.gov
Trade Act	X	Iowa Workforce Development	Ronee Slagle Andy Trower	319.235.2123 x 317 319.235.2123 x 230	Ronee.Slagle@iwd.iowa.gov Andrew.Trower@iwd.iowa.gov
Community Action (E/T)	X	Operation Threshold	Barbara Grant	319.291.2065	bgrant@operationthreshold.org
Housing Authority (E/T)	X	Iowa Northland Regional Housing Authority	John Harvey	319.483.5079	jharvey@iowanorthlandregional.org
Housing Authority (E/T)	X	Waterloo Housing Authority	Julie Snider	319.233.0201	Julie.Snider@Waterloo-IA.org
Unemployment	X	Iowa Workforce Development	Ronee Slagle	319.235.2123 x 317	Ronee.Slagle@iwd.iowa.gov

THE ONE-STOP SYSTEM

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

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



Region 7 CedarVallary IowaWORKS Individual Training Accounts Policy

Allowable Participant Services, Activities and Support Services for WIOA Title I

Programs: Adult, Dislocated Workers and Youth

The following activities will be available to participants of the Region 7 WIOA Adult, Dislocated Worker and Youth programs:

Basic Career Services Activities:

- Guidance & Counseling (G&C)
- Job Search & Placement (JSP)
- Pre-Employment Training (PET)
- Staff-Assisted Job Development (SJD)

Individualized Career Services Activities:

- Objective Assessment (OBA)
- Skill-Upgrading (SUG)
- Internship (INT)
- Work Experience (WEP)

Training Activities:

- Apprenticeship (APP)
- Customized Training (CUS)
- Entrepreneurial Training (ENT)
- Institutional/Occupational Skills Training (IST)
- On-the-Job Training (OJT)
- Remedial and Basic Skill Training (RBS)
- Secondary Education Certificate (SEC)
- Incumbent Worker
- Transitional Jobs

Youth

These additional activities will be available Region 7 WIOA Youth:

- Leadership Development (LSD)
- Mentoring (MEN)
- Pre-Apprenticeship (PRE)
- Job Shadowing (SHW)

The descriptions, policies, and timeframes for these training services can be found in the WIOA One-Stop Delivery System Title 1 Programs – Adult & Dislocated Worker Services. Copies of the Manual are available at the One-Stop Center and will be made available if more specific information is desired.

Any deviations from the Manual are noted here.

- Region 7 will allow a maximum of \$2,000 per year for intensive, training, and support service assistance according to a "cafeteria" style plan. Each participant will participate in deciding how to expend the \$2,000, based on personal need and the limits listed below.
- Training funds will be divided according to term. For example: \$1,000 per semester; \$166.66 per month; \$250 per quarter, etc. per program year.
- These funds will be prorated for any semester, term, or program less than full time by the school's definition.
- Individual Training Accounts (ITAs) in the form of credit vouchers will be used to purchase training services from eligible training providers. As long as a participant is making satisfactory grades/progress, an ITA will be issued each term for the number of terms required to obtain the degree. Funding for terminal degrees will not exceed two years, plus one term. Exceptions to this may be made by the Director for extenuating circumstances.
- Payments for Institutional Skill Training will be limited to the normal number of terms required to obtain a degree, as described by the training institutions catalog. Exceptions to this may be made by the Director for extenuating circumstances.

On-Line Training Policy: Region 7 WIOA will allow Adult, Dislocated Worker and Youth participants to attend on-line training programs provided that:

- The training is provided by an approved training provider,
- in a program that has been approved,
- and a gpa and cgpa of 2.0 or greater is maintained

On-the-Job Training (OJT) contracts will be limited to a maximum reimbursement of six thousand (\$6,000) dollars.

Individual Training Accounts (ITAs) in the form of credit vouchers will be used to purchase training services from eligible training providers. To be eligible for an ITA, a participant must be unable to obtain sufficient grant assistance from sources other than WIOA to pay for the training costs (tuition, books, and fees).

As long as a participant is making satisfactory grades/progress, an ITA will be issued each term for the number of terms outlined in the school catalog as required to obtain the degree. Exceptions to the number of terms may be made by the Director due to extenuating circumstances. The yearly maximum amounts for ITAs will not exceed two thousand dollars (\$2,000.00). Participants will be encouraged to co-enroll with the GAP program if

their training exceeds \$2,000.00 or if WIOA funds have been expended.

The following will apply to any request for baccalaureate degree services:

To be considered for enrollment in any baccalaureate degree program in which WIOA funding is authorized, the applicant/participant needs to demonstrate all of the following requirements:

- the vocational goal is among regional demand occupations; and
- the participant has two academic years or less to complete the baccalaureate degree; and
- the participant has not already earned a baccalaureate and/or post-graduate degree (unless he/she may require a short-term endorsement or certification), or the previous baccalaureate degree is substantially outdated
- sufficient funding exists through WIOA regional allocations to sustain the baccalaureate degree goal.

Adult Eligibility

To be eligible to participate in the WIOA Adult Program, an applicant must meet all three of the following criteria:

1. Eighteen (18) years of age or older; **AND**
2. Registered with the selective service, if applicable; **AND**
3. A citizen or national of the United States, a lawfully admitted permanent resident alien, a lawfully admitted refugee or parolee or an individual authorized by the Attorney General to work in the United States.

To be eligible to receive Individualized and Training services in the WIOA Adult program eligibility documentation and verification must comply with items 1) through 3) above, and one of the following:

- Wage verification, or
- Verification of receipt of public assistance, or
- Family size verification

If an adult is enrolled in individualized or training services and works in a permanent, full-time job that leads to self-sufficiency, staff must determine if WIOA can continue to fund the individualized or training services based on the following criteria:

- If the individual has accepted full-time permanent employment to meet basic needs of the individual or family to meet their immediate employment goal, WIOA individualized or training services can continue.
- If the job that the individual has taken requires the training he or she is currently receiving, WIOA individualized or training services can continue. For example, a participant must obtain a teaching certificate to get or keep a teaching job.
- If the participant has obtained full-time permanent employment and is no longer pursuing the career goal in the IEP but simply wants to complete the individualized or training services, funding for the WIOA individualized or training services should cease.

To be eligible to participate in the Adult Program, an applicant must meet the following criteria:

- Fifty-five percent (55%) of participants enrolled in the Adult Program will be welfare recipients or low-income individuals.
- An additional forty percent (40%) will have a family income that does not exceed one hundred fifty percent (150%) of the Lower Living Standard Income Level (LLSIL).
- Up to five percent (5%) may be individuals who are not economically disadvantaged if such individuals have one or more of the following significant barriers to employment:
 - Basic skills deficient
 - School dropouts
 - Vietnam era Veterans
 - Offenders
 - Ethnic minorities and/or those with limited English language proficiency

Enrollment will occur for adults and dislocated workers who can benefit from, and are most in need of, training opportunities. "Benefit from" means the participant will become productively employed. WIOA Provider staff will determine the likelihood of an applicant to benefit from participation in WIOA by considering such factors as the availability of appropriate services and employment opportunities and the applicant's abilities, interests and motivation. There are those among the "most in need" population whose barriers to successful participation in, or benefit from, WIOA are so significant that enrollment would have no value.

WIOA is not an entitlement program; there are not sufficient funds available to serve all eligible applicants. For those who are eligible, decisions will be made regarding who is most in need of WIOA assistance.

Adult applicants who meet one of the hard-to-serve criteria outlined below will be considered to be "most in need" of services:

- Individuals who are basic skills deficient
- High school dropouts
- Recipients of cash welfare payments, including PROMISE JOBS participants
- Offenders
- Individuals with disabilities
- Homeless individuals
- Single heads of household

For those adults not meeting the hard-to-serve criteria and for dislocated workers, the following standards will be used in making determinations of need:

- Income needs
- Equity of service among applicants of diverse demographic characteristics
- Barriers to employment, such as skill deficiencies or lack of training

- Physical, mental, or emotional limitations

Applicants who possess educational qualifications or skills above those generally present among the unemployed in the region shall receive a lower priority for enrollment unless they are also faced with a substantial barrier to employment.

Other factors such as availability of funding, State and federal performance goals, service level requirements, and equitable services among substantial segments of the eligible population may impact selection procedures. Substantial segments of the eligible population are identified in terms of the demographic characteristics of age, race and gender.

Training services may be available to employed and unemployed adults and dislocated workers who meet all of the following criteria:

- Have met the eligibility requirements for intensive services and have received at least two intensive services.
- Have been determined to be wlable to obtain or retain employment that leads to self-sufficiency through intensive services.
- After an objective assessment, have been determined to be in need of training services and to have the skills and qualifications to successfully complete the selected training within the normal training period described in the training institution's catalog or training plan. (The participant must also have an Individual Employment Plan.)
- Have selected a program of training services that is directly linked to the employment opportunities either in the area or in another area to which the individual is willing to relocate.
- Are unable to obtain grant assistance from other sources to pay the costs of such training (including PELL grants), *or* require WIOA assistance in addition to other sources of grant assistance.

Employed individuals may be enrolled in training services under the following circumstances:

- The wage level for an adult does not exceed two hundred percent (200%) of the poverty level for the family.
- The wage level for dislocated workers is less than or equal to one hundred percent (100%) of the wage at dislocation

Dislocated Worker Eligibility

To be eligible to participate in the WIOA Dislocated Worker program, an applicant must meet all three of the following criteria:

1. Registered for the selective service, if applicable; **AND**
2. A citizen or national of the United States, or, a lawfully admitted permanent resident alien, or, a lawfully admitted refugee or parolee, or an individual authorized by the Attorney General to work in the United States.; **AND**
3. Self-declare eligibility as a dislocated worker per the guidelines in 4) through 10) below,

To be eligible to receive Individualized and Training services in the WIOA Dislocated Worker program eligibility documentation and verification must comply with items 1) and 2) above, and one of the following:

- 4) has been terminated or laid off, or who has received a notice of termination or layoff, from employment; or,
- 5) is eligible for or has exhausted entitlement to unemployment compensation; or
- 6) has been employed for a duration sufficient to demonstrate, to the appropriate entity at a One-Stop center referred to in section 121 (e), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; or

Items 4) through 6) above also require the following: is unlikely to return to a previous industry or occupation;

"Unlikely to return to a previous industry or occupation" is defined as meeting any one of the following:

Any individual profiled for Re-Employment Services (RES) would meet the definition of unlikely to return;

An individual who is co-enrolled in the Trade Adjustment Act (TAA) program would meet the definition of unlikely to return;

Barriers that may prevent a Dislocated Worker from returning to the previous occupation;

If an individual has received a notice of termination or layoff and there is no specific or definitive recall date regardless of any employee/employer agreements or regardless of being seasonal in nature or regardless of being classified as temporary.

Any other circumstance approved by an IWD Workforce Program Coordinator.

Whenever a determination is made that an individual is unlikely to return to a previous industry or occupation, the specific condition from the definition that was used to make this determination must be clearly identified in the participant file. In addition, sufficient documentation to support that determination must be maintained in the participant file.

NOTE: "Have been employed for a duration of time to sufficiently demonstrate attachment to the workforce" means that the individual has been employed at least 26 of the last 52 weeks."

7) has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise; or,

Substantial Layoff is defined as meeting any one of the following:

Any layoff event impacting one-third of the total employment at any single location

Any layoff reported as an Iowa WARN event

Any layoff reported as a Federal WARN event

Any layoff event impacting 25 or more employees at a single location

8) is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or

9) was self-employed but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; or
“Due to general economic conditions in the community in which the individual resides” is defined as a circumstance approved by the IWD Workforce Program Coordinator or may be by meeting any one of the following:

- The business has declared bankruptcy;*
- Failure of one or more businesses to which the self-employed individual supplied a substantial proportion of products or services;*

- Failure of one or more businesses from which the self-employed individual obtained a substantial proportion of products or services;*

- Substantial layoff(s) from or permanent closure(s) of one or more plants or facilities that support a significant portion of the local economy;*

- Depressed price(s) or market(s) for the article(s) produced by the self-employed individual;*

Whenever a determination is made that a formerly self-employed individual is unemployed from his or her business due to general economic conditions in the community in which the individual resides, the specific condition from the definition that was used to make this determination must be clearly identified in the participant file.

NOTE: *Full-time secondary students are not considered dislocated workers if the family business becomes insolvent. Post-secondary students and out-of-school youth must demonstrate that their primary occupation was in the family business prior to their application for program services.*

10) *is a displaced homemaker.*

The term “displaced homemaker” means an individual who has been providing unpaid services to family members in the home and who—

- has been dependent on the income of another family member but is no longer supported by that income; and*

- is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.*

- is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of a deployment.*

If an individual meets any of the following criteria, they are considered “unlikely to return” to a previous industry or occupation:

- Terminated or laid off, OR have received notice of termination or layoff as a result of a permanent closure of or any substantial layoff at a plant, facility or enterprise, OR*

- Formerly self-employed and unemployed from his or business as a result of a permanent business dissolution due to general economic conditions in the community, OR as a result of a natural disaster which results in a permanent business dissolution; OR*

A displaced homemaker who has been providing unpaid services to family members in the home AND has been dependent on the income of another family member and is no longer supported by that income AND is unemployed or underemployed AND is experiencing difficulty in obtaining or upgrading employment.

NOTE: In determining the initial eligibility for dislocated workers, an individual may continue to be considered to be dislocated from a previous employer until:

- The individual works in a permanent full-time job (30 hours per week) for four weeks;
- After an individual works for four weeks and is laid off again or subject to a plant closure, this employer becomes their "new" employer of dislocation; or
- If there is a NEG or SEG for the original employer of dislocation and the individual was part of the target group, the individual may be served by the NEG or SEG funds if they are still available and the individual meets the definition of a dislocated worker. This is true even though the individual has worked for a new employer since the original dislocation.

If a dislocated worker is enrolled in a training service and works in a permanent, full-time job that leads to self-sufficiency, staff must determine if WIOA can continue to fund the training service based on the following criteria:

- If the individual has accepted full-time permanent employment to meet basic needs of the individual or family to meet their immediate employment goal, WIOA training services can continue.
- If the job that the individual has taken requires the training he or she is currently receiving, WIOA training services can continue. For example, a participant must obtain a teaching certificate to get or keep a teaching job.
- If the participant has obtained full-time permanent employment and is no longer pursuing the career goal in the IEP but simply wants to complete the training services, funding for the WIOA training services should cease. In the event this precludes the participant from completing the training program, consideration to continue funding the training is at the discretion of the local board.

WIOA does not require an individual to return to the employer of dislocation.

The criteria that are used to determine whether "employment leads to self-sufficiency" must be the criteria in the Local Service Plan (LSP).

Selective Service

In order to participate in any WIOA-funded activity, an individual must comply with Section 3 of the Military Selective Service Act, by registering for the Selective Service, when applicable. For males who are at least 18 years of age but less than 26 years of age, a determination must be made as to whether such males have complied with the Selective Service requirements. If the individual has not complied, the individual must register with the Selective Service prior to enrollment into WIOA.

For males 26 years of age and older who were born on or after January 1, 1960, a determination must be made as to whether the male has complied with the Selective Service requirements. If the male has not complied with Section 3 of the Military Selective Service

Act, the following procedures must be followed:

- 1) A determination must be made as to whether the male has received a discharge from the U.S. Military Service. Appropriate documentation would include a copy of the individual's military discharge (Form DD-214) or verification from an authorized representative of Veteran Affairs.
- 2) If the male is an immigrant alien or refugee, parolee, asylee, seasonal agricultural worker or IRCA-legalized alien born after December 31, 1959, and was 26 years of age or older at the time of entry into the United States, Selective Service registration is not required. Appropriate documentation would include Immigration and Naturalization Service (INS) documents (documenting age, date of entry into the United States and alien status as immigrant, refugee, parolee, asylee, seasonal agricultural worker or legalized non-immigrant under the IRCA).
- 3) When a male applicant 26 years of age or older who was born on or after January 1, 1960, has not registered with Selective Service, the male must be advised that a "Status Information" letter is required from the Selective Service before he may be determined eligible to participate in any WIOA Program.

To receive a "Status Information" letter from the Selective Service System, the individual may call 1-847-688-6888 and wait until an operator comes on the line. The individual may also send a written request to:

Selective Service System
ATTN: SIL
P.O. Box 94638
Palatine, IL 60094-4638

The individual must provide the following information regardless of how the letter is requested:

- Name;
- Social Security Number;
- Date of Birth;
- Return Address; and
- A description of the circumstances.

The Selective Service System (SSS) will not make an actual determination, but will issue a "Status Information Letter." Any male over 26 years old who receives a "Status Information Letter" from the SSS indicating that he was required to register, but did not, and now cannot be registered because the law does not allow for registration after the age of 26, is presumptively disqualified from participation in WIOA-funded activities and services. The burden then falls on the applicant to provide evidence to the WIOA Service Provider explaining why he failed to register with the SSS. This could include a written explanation from the applicant, stating his circumstances at the time of the required registration, and his reasons for not registering, together with supporting documentation. Third party affidavits from parents, teachers, employers, doctors, etc. concerning reasons for not registering may also be provided.

The WIOA service provider must use the information provided by the applicant to make a determination as to whether the applicant knowingly and willfully failed to register. If after reviewing the evidence the WIOA service provider determines that the preponderance of the evidence shows that the man's failure to register was not knowing and willful, and he is otherwise eligible, services may be granted. If the determination is that the preponderance of evidence shows the applicant's failure to register was knowing and willful, WIOA services must be denied.

Applicants denied services must be advised that they may appeal the decision through the region's complaint procedure.

If an individual who is required to register at age 18 turns 18 during his period of WIOA enrollment, he must register in order to remain enrolled in the program. Failure to register must result in immediate termination from WIOA program.

Information relating to registration status can be obtained by calling the Selective Service System telephone number, (847) 688-6888 or via the Internet at <http://www.sss.gov>.

Please see the Priority of Services Policy for the Adult Program. In addition, priority will be given to WIOA eligible individuals who are residents of Region 7 and are dislocated from an employer of the region. Exceptions will be permitted for homeless individuals who cannot prove residency. All will be registered with the selective service, if applicable, and meet the requirements of citizenship, et al.

Youth Program Eligibility

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

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

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

Out-Of-School Youth:

1. An individual who is not attending any school (as defined under State law);
2. An individual who is not younger than age 16 or older than age 24; and
3. One or more of the following:
 - a. A school dropout.
 - b. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
 - c. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—
 - basic skills deficient; or
 - an English language learner.
 - d. An individual who is subject to the juvenile or adult justice system.
 - e. A homeless individual (*see homeless individual in Definitions section for complete definition*), a homeless child or youth (*see homeless child or youth in Definitions section for complete definition*), a runaway, in foster care or has aged out of the foster care system, a child who is likely to remain in foster care until 18 years of age, or in an out-of-home placement.
 - f. An individual who is pregnant or parenting.
 - g. A youth who is an individual with a disability.
 - h. A low-income individual or an individual living in a high-poverty area, who requires additional assistance to enter or complete an educational program or to secure or hold employment.

*Low-income requirements apply to the above: (c) A recipient of a secondary school diploma or its recognized equivalent who is basic skills deficient or an English language learner and (h) an individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

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

1. Migrant Youth
2. Incarcerated Parent
3. Behavior Problems at School
4. Family Illiteracy Problems
5. Domestic Violence
6. Substance Abuse
7. Chronic Health Conditions
8. One or more grade levels below appropriate for age
9. Cultural-cultural influences that maybe a hindrance to employment
10. Native American
11. Refugee
12. Locally defined "additional assistance"

Under WIOA, local areas may define additional criterion for a youth who "requires additional assistance to complete an educational program or to secure and hold employment" however under WIOA local areas may no longer define local barriers.

In-School Youth:

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

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

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

1. Migrant Youth
2. Incarcerated Parent
3. Behavior Problems at School
4. Family

Illiteracy Problems

5. Domestic Violence
6. Substance Abuse
7. Chronic Health Conditions
8. One or more grade levels below appropriate for age
9. Cultural-cultural influences that maybe a hindrance to employment
10. Native American
11. Refugee
12. Locally defined "additional assistance"

Under WIOA, local areas may define additional criterion for a youth who "requires additional assistance to complete an educational program or to secure and hold employment" however under WIOA local areas may no longer define local barriers.

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

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

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

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

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

Region 7 Cedar Valley IowaWORKS Support Services Policy

Support Service payments may be provided, when necessary, to enable a participant to participate in a WIOA activity or partner activity. Support service payments may also be made to participants during the provision of post-program services based upon their needs and only to enable the participant to participate in a WIOA activity or partner activity. Support service payments can be made only when the participant is unable to obtain the service through other programs providing such services.

Support service payments must not be made for activities in which the participant failed to participate, without good cause.

Support Services in the following amounts may be available to participants in intensive and training services if they are unable to obtain assistance through other programs/agencies, are:

- Dependent Care (DPC) – Child care rates will be reimbursed at two (\$2.00) dollars per hour but not to exceed the maximums shown below:
 - for participants in full time classroom training (12 credits or more) up to ten (\$10.00) dollars per day for one child and fifteen (\$15.00) dollars per day for two or more children.
 - for participants attending classroom training less than fulltime, up to six (\$6.00) dollars per day for one child and eight (\$8.00) dollars per day for two or more children.
- Transportation (TRN) - Transportation will be reimbursed for participants in all activities except paid employment activities. Reimbursement for transportation is made only for training days attended. Travel will be reimbursed at flat rates according to the round trip miles shown below:
 - 1-15 miles RT – two (\$2.00) dollars per day
 - 16-30 miles RT – five (\$5.00) dollars per day
 - 31 miles and up – ten (\$10.00) dollars per day
- Clothing (CHG)-reimbursement of costs up to four hundred dollars (\$400) may be provided for items such as clothing and shoes that are required for participation in Intensive and Training activities. Safety equipment, such as back braces, welding helmets, safety glasses, gloves, etc. and consumable supplies, such as watches with a second hand, stethoscopes, are included.
- Financial Assistance (FAS) - up to two hundred dollars (\$200) may be made to a service provider or vendor on behalf of a participant to cover an emergency financial need that, if unmet, would prevent the participant from participating in WIOA activities.

- Health Care (HLC) - a maximum of two hundred dollars (\$200) may be paid for physicals, drug tests, and/or vaccinations that are required for employment or participation in training.
- Miscellaneous Services (CMSS) - reimbursement of up to two hundred dollars (\$200) may be provided for occupationally required licenses, application fees, or bonding.
- Services for Individuals with Disabilities (SID) – a one-time reimbursement of up to two hundred dollars (\$200) may be provided for special services, equipment, or tools necessary to enable a participant with a disability to participate in employment or training.

Support services will not be paid for activities less than two days in length.

Timely submission of academic records is the responsibility of all program participants. If required documents (grades, class schedules, financial aid award letters, tuition rates, etc.) are not received within 30 days of the start of a new semester/term, tuition assistance and support services will be forfeited for that term. Exceptions to this may be made by the WIOA Director for extenuating circumstances.

Participant reimbursement claims for transportation and child care are due and processed every two weeks. If a Support Service Request (SSR) is received more than two claim periods late (up to 4 weeks) it will not be paid. For miscellaneous costs such as healthcare, clothing, etc. claims must be submitted within 30 days after the date in which that cost was incurred, or will not be accepted.

Support services needed to meet employment goals may be offered during Post-Program Services.

COMPLAINT PROCEDURES

This section contains the procedure to be used to file a WIOA-related complaint in Region 7. Complaints may be filed to resolve alleged violations of the Workforce Innovation & Opportunity Act (WIOA), Federal or State regulations, grant agreement, contract or other agreements under the Act.

Filing a Complaint

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

Complaints must be in writing and meet the following requirements:

1. Complaints must be legible and signed by the complainant or the complainant's authorized representative;
2. Complaints must pertain to a single subject, situation or set of facts and pertain to issues over which the State has authority (unless appealed from the local level);
3. The name, address and phone number (or TDD number) must be clearly indicated. If the complainant is represented by an attorney or other representative of the complainant's choice, the name, address and phone number of the representative must also appear in the complaint;
4. Complaints must state the name of the party or parties complained against and, if known to the complainant, the address and telephone number of the party or parties complained against;
5. Complaints must contain a clear and concise statement of the facts, including pertinent dates, constituting the alleged violations;
6. Complaints must cite the provisions of WIOA regulations, grant agreements, or other agreements under WIOA believed to have been violated, if applicable. *Complaints alleging a program violation not covered under the WIOA will be referred to the appropriate organization;*
7. Complaints must state the relief or remedial action(s) sought; and
8. Copies of documents supporting or referred to in the complaint must be attached to the complaint; and
9. Complaints must be addressed to:

WIOA Equal Opportunity Officer
HCC IowaWORKS
3420 University Avenue, Suite A
Waterloo, IA 50701

Acknowledgement of a Complaint and Notice of Opportunity for a Hearing

A complaint is deemed filed when it has been received by the Equal Opportunity Officer and meets the requirements outlined above. Upon receipt of a complaint, the Equal Opportunity Officer will send a copy of the complaint and a letter of acknowledgement and notice to the complainant and any persons or entities cited in the complaint within ten calendar days. The letter of acknowledgement and notice will contain the filing date and notice of the following opportunities:

1. The opportunity for informal resolution of the complaint at any time before a hearing is convened; and
2. The opportunity for a party to request a hearing by filing with the Equal Opportunity Officer within seven calendar days of receipt of the acknowledgement of the complaint.
 - a. Failure to file a written request for a hearing within the time provided constitutes a waiver of the right to a hearing, and the Equal Opportunity Officer will rule on the complaint based upon the information submitted;
 - b. If a hearing is requested within seven calendar days of receipt of the acknowledgement of the complaint, the hearing will be held within 20 calendar days of the filing of the complaint;
 - c. The opportunity for a party to submit written evidence, statements, and documents in a time and manner prescribed by the complaint officer.

Complaint Resolution

The Equal Opportunity Officer will review the complaint within 20 calendar days of the receipt of the complaint. The Equal Opportunity Officer may, at his or her discretion, request oral testimony from the complainant and the parties complained against.

Within 30 calendar days of the receipt of the complaint, the Equal Opportunity Officer will issue a written decision including the basis for the decision, and, if applicable, remedies to be granted. The decision will detail the procedures for appeal to Iowa Workforce Development if the complainant is not satisfied with the decision.

Party(ies) may appeal the decision by filing an appeal in accordance with the State Complaint Procedures of the Workforce Development Center System Handbook. If no appeal of the decision is filed within the time provided, the decision shall become final.

Complaints determined not to be under the jurisdiction of these procedures will be returned to the complainant within 7 days of receipt of the complaint advising the complainant of the appropriate authority.

Informal Settlement

A complaint may, unless precluded by statute, be informally settled by mutual agreement of the parties any time before a hearing is convened. The settlement must be effected by a settlement agreement or a statement from the complainant that the complaint has been withdrawn or resolved to the complainant's satisfaction. The Equal Opportunity Officer must acknowledge the informal settlement and notify the parties of the final action. With respect to the specific factual situation which is the subject of controversy, the informal settlement constitutes a waiver by all parties of the formalities to which they are entitled under the terms of the Iowa Administrative Procedure Act, Iowa Code Chapter 17A, WIOA, and the rules and regulations under WIOA.

Hearings

Upon receipt of a timely request for a hearing, an Equal Opportunity Officer will give all parties at least seven days written notice either by personal service or certified mail of the date, time and place of the hearing. The notice may be waived in case of emergency, as determined by the Equal Opportunity Officer, or for administrative expediency upon agreement of the interested parties.

The notice of hearing will include:

1. A statement of the date, time, place, nature of the hearing;
2. A brief statement of the issues involved; and
3. A statement informing all parties of their opportunities at the hearing:
 - a. Opportunity for the complainant to withdraw the request for hearing before the hearing;
 - b. Opportunity to reschedule the hearing for good cause, provided the hearing is not held later than 20 days after the filing of the complaint;
 - c. Opportunity to be represented by an attorney or other representative of choice at the complainant's expense;
 - d. Opportunity to respond and present evidence and bring witnesses to the hearing;
 - e. Opportunity to have records or documents relevant to the issues produced by their custodian when such records or documents are kept by or for the state, contractor or its subcontractor in the ordinary course of business and where prior reasonable notice has been given to the Complaint Officer;
 - f. Opportunity to question any witnesses or parties;
 - g. The right to an impartial review panel; and
 - h. A final written agency decision shall be issued within 60 days of the filing of the complaint.

Appeal

Any party receiving an adverse decision at the local level may file an appeal within 10 calendar days to the IWD Complaint Officer. In addition, any complaint filed at the local level with no decision within 60 days of the date of the filing may be reviewed by IWD. The request to review the complaint must be filed with the Complaint Officer within 15 calendar days from the date on which the decision should have been received.

The appeal or request for review must comply with the procedures as prescribed in this section for filing a complaint. The parties involved will be afforded the rights and opportunities as prescribed in this section for filing a state level complaint.

An appeal to the IWD Complaint Officer must be filed within 10 calendar days from the issuance date of the decision and include:

1. The date of filing the appeal; and
2. The specific grounds upon which the appeal is made. Those provisions upon which

an appeal is not requested will be considered resolved and not subject to further review

3. Appeals must be addressed to:

Complaint Officer
Division of Workforce Development Center Administration
Iowa Workforce Development
150 Des Moines Street
Des Moines, Iowa 50309

Labor Standards Violation

Alleged violations of labor standards must be filed in accordance with the applicable collective bargaining agreement.

All other alleged violations must be within the preview of either the Coordinating Service Provider or Regional Workforce Development Board to resolve.

Complaints Alleging Discrimination

Questions or complaints alleging a violation of the nondiscrimination provisions of WIOA may be directed or mailed to:

Director, Civil Rights
Center U.S. Department of
Labor, Room N4123
200 Constitution Ave., NW
Washington D.C. 20210

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


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

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

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

6. The prospective primary participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is proposed for debarment under 48 CFR Part 9, Subpart 9.4, debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction.
7. The prospective primary participant further agrees by submitting this proposal that it will include the clause title "A Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transaction", provided by the department or agency entering into this covered transaction, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
8. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not proposed for debarment under 48CFR Part 9, Subpart 9.4, debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it know that the certification is erroneous. A participant may 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.

Daniel L. Gillen, VP. Admin. + Finance
Printed Name and Title of Authorized Administrative Entity Signatory Official


Signature

2/24/2016
Date

#	Commenter	Section/Topic	Comment Summary	Response
EX.	IWD	Economic Analysis	Provide more information on skills and knowledge	The Board agrees with the comment and have provided additional language and data related to workforce skill needs.
1	IWD	Economic Analysis	Provide more information on credentials & licenses	The Board provided additional language re specific credentials & licenses for middle skills gap.
2	IWD	Workforce Analysis	Identify skills gaps of the local workforce.	The Board provided additional language re lack of occupational skills in Region 7.
3	IWD	Activities Analysis	Identify strengths of what region is doing to address lack of occupational skills.	The Board provided additional language re computer literacy, high school diploma, and credential attainment.
4	IWD	Activities Analysis	Identify strategies of integration and alignment with core partners.	The Board provided additional language re economic development and educational strategies of integration and alignment.
5	IWD	Regional Strategic Vision and Goals	Vision statement does not align with State Unified Plan.	The Board adopted the State Unified Plan's vision statement and goals.
6	IWD	Regional Strategies	How the core partners will utilize career pathways.	The Board provided additional language re development of career pathways and co-enrollments amongst core partners.
7	IWD	Regional Strategies	Assessment for Continuous Improvement	The Board provided additional language re the use of Standards developed by the State to create a baseline of workforce services.
8	IWD	Operational Planning Elements	Career services and avoiding duplication	The Board provided additional language re strategies for career services and avoiding duplication
9	IWD	Implementation of Strategies	Strategies to improve	The Board provided additional

			service delivery	language re Wagner Peyser services to assist Core Partners.
10	IWD	Implementation of Strategies	Adult & DW services	The Board provided additional language re the type of A/DW services and avoid duplication of services.
11	IWD	Implementation of Strategies	Youth	The Board provided additional language re the the process of co-enrollment.
12	IWD	Implementation of Strategies	Integrated Customer Service	The Board provided additional language re referral tracking process in place to follow up with referred individuals
13	IWD	Coordination, Alignment & Provision of Services	Employer Focus – career pathways	The Board provided additional language re how the core partners are using career pathways & sector partnerships
14	IWD	Coordination, Alignment & Provision of Services	Leveraging of Funds - apprenticeships	The Board provided additional language re the types of apprenticeships offered in Region 7.
15	IWD	Regional Operating System & Policies	Board Function	The Board provided additional language re standing committees to be added and board training.
16	IWD	Regional Operating System & Policies	Youth Standing Committee	The Board provided additional language re the role of the Youth Standing Committee.
17	IWD	Regional Operating System & Policies	Assistive Technology	The Board provided additional language re the assistive technology that is available at the Center.
18.	IWD	RWDB Fiscal Policies	Competitive Process	The Board provided additional language re the competitive procurement process.
19.	IWD	RWDB Fiscal Policies	Fiscal monitoring	The Board provided additional language re RWDB's fiscal monitoring procedures.

20.	AEL	Activities Analysis	Identify strategies of coordinating with AEL	The Board provided additional language re AEL's ELL and HSED services within the region
21.	AEL	Regional Strategies	Expanded Access	The Board provided additional language re AEL's expanded access of services.
22.	AEL	Implementation of Strategies	With regard to AEL	The Board provided additional language re AEL's implemented strategies.
23.	AEL	Integrated Customer Service	Special Populations	The Board provided additional language re AEL's services to special populations.
24.	IVRS	Strategic Alignment of Resources	Provide career pathway experiences for students with disabilities	The Board provided additional language to say IVRS is in support of continuing to develop and provide STEMS and career pathways experiences to students with disabilities in transition. 21st Century Work Skills are a core value of the coordinated services and co-location between IVRS and IWD, and this allows for the exchange of labor maker information for in-demand industries, occupations, skills and knowledge.
25.	IVRS, IDB	Workforce Analysis	Employment & Unemployment for people with disabilities	The Board provided additional language to include IVRS & IDB activities
26.	IVRS, IDB	Activity Analysis	Current level of Integration & Alignment	The Board provided additional language to include IVRS & IDB activities
27.	IDB	Activity Analysis	Coordination with educational facilities	The Board provided additional language to show coordination with IDB's vocational training program

28.	IDB	Implementation of Strategies	With regards to IDB	The Board provided additional language re IDB's implemented strategies.
-----	-----	------------------------------	---------------------	---

Workforce Innovation and Opportunity Act

Region 7

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.

4-27-16

Submission Date

Workforce Development Board Chair

Craig White
Typed or Printed Name

RWDB Chair
Typed or Printed Title

C White
Signature

4/26/16
Date

Chief Elected Official

Craig White
Typed or Printed Name

CEO Chair
Typed or Printed Title

C White
Signature

4/26/16
Date