



Application

141588 - WIOA Local Service Plan

155096 - Region 6 WIOA Local Service Plan

Workforce Innovation and Opportunity Act

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Ext.

Program Area of Interest

Workforce Innovation and Opportunity Act

Fax:

Agency

Organization Information

Organization Name:

WIOA Regional Planning Consortium Region 06

Organization Type:

Regional Planning Commission

DUNS:

Organization Website:

Address:

| | | | |
|------|----------------|-----------------|--|
| | | Iowa | |
| City | State/Province | Postal Code/Zip | |

Phone:

Ext.

Fax:

Benefactor

Vendor Number

Board Details

Board Chair Name:

Joyce Lawler

Title:

Vice President

Provide current business title.

Business Name:

Modlin Farms

Provide current business organization name.

Business address:

25062 X Avenue, Eldora, Iowa 50627

Provide current business address.

Business phone:*

641-648-2529

extension:

Board Chair business email:

Lawler.joyce@yahoo.com

Identify counties served by Region:

Hardin County, Marshall County, Poweshiek County, Tama 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:

David E. Thompson

Provide current Local Area's Chief Elected Official Chair.

Elected Title:

Marshall County Board of Supervisor

Provide current title.

Local Government Affiliation:

Marshall County Board of Supervisors

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

Address:

1 East Main Street Marshalltown, Iowa 50158

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

Phone:*

641-754-6330

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

Email:

dthompson@co.marshall.ia.us

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

Core Partners

Workforce Development

WIOA (Title I) Director - Adult and Dislocated Worker Services: Jennifer Fuchs
Organization Name: Iowa Valley Community College District
Address: 3405 S. Center Street Marshalltown, Iowa 50158
Phone:* 641-844-6988
extension:

Email: Jennifer.Fuchs@iwd.iowa.gov

WIOA (Title I) Director - Youth Services: Jennifer Fuchs
Organization Name: Iowa Valley Community College District
Phone:* 641-844-6988
extension:

Email: Jennifer.Fuchs@iwd.iowa.gov

Wagner-Peyser Manager: Arturo Sanchez
Address: 3405 S. Center Street Marshalltown, Iowa 50158
Phone:* 641-844-6981
extension:

Email: arturo.sanchez@iwd.iowa.gov

Rehabilitation Services

Vocational Rehabilitation Supervisor: Eric Evans
Address: 15260 Truman Street Suite 4
Phone:* 641-682-7569 9
extension:

Email: Eric.Evans@iowa.gov

Department for the Blind Supervisor: Keri Osterhaus
Address: 524 Fourth Street, Des Moines, Iowa 50309
Phone:* 515-281-1333
extension:

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

Adult Education and Literacy

Adult Education and Literacy Services Coordinator: Jennifer Wilson
Title: Director of Adult Literacy
Organization: Iowa Valley Community College District

Address: 206 E. Church Street Marshalltown, Iowa 50158

Phone:* 641-754-1348 5652
extension:

Email: jennifer.wilson@iavalley.edu

One-Stop System

One-Stop System Center Name: IowaWORKS Iowa Valley

Street Address: PO Box 497 3405 South Center Street

City: Marshalltown

Zip Code: 50158

Phone: 641-754-1400

Fax: 641-754-1443

Office Hours: 8:30am-4:30pm M,T,TH,F / 9:00-4:30 W

One-Stop Center Operator

One-Stop Center Operator Name: Jennifer Fuchs & Arturo Sanchez

One-Stop Center Operator Title: Director and Operating Manager

One-Stop Center Operator Organization: IVCCD & IWD

Attach a spreadsheet of all one-stop service locations: One-Stop Service Locations.pdf

Fiscal Agent

Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds: Kathy Pink

Provide contact name as the fiscal agent.

Fiscal Agent Title: Chief Financial Officer

Fiscal Agent Organization: Iowa Valley Community College District

Provide the name of the associated organization.

Fiscal Agent DUNS: 37923786

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

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

Economic Analysis

Industry Sectors and Occupations

As of 2014, Region 6's largest private industry was Manufacturing, representing 19.3 percent (7,729) of the region's total covered employment of 40,121. Government represents 20.7 percent (8,303) of the total employment, Trade represents 15.5 percent (6,208) while Education and Health Services represents 13.8 percent (5,544) of the total employment. In addition, local labor exchange data indicate that leisure and hospitality; finance, insurance, and real estate; construction; and transportation and utilities are also in-demand industries.

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

According to EMSI data as of November, 2015, the 10 top posted occupations in Region 6 are 1) heavy and tractor-trailer truck drivers 2) registered nurses 3) first-line supervisors of retail sales workers 4) Insurance Sales Agents 5) Retail Salesperson 6) Cashiers 7) Maintenance and Repair Workers, General 8) Physical Therapists 9) Critical Care Nurses, and 10) first-line supervisors of food preparation and serving workers.

Refer to question B-3.

Emerging and in-demand industries are entirely new or restructured industrial sectors, growing at a rate faster than the overall economy. Such industries usually come into being when customers need change, new technologies replace older ones, or when new socio-economic conditions emerge. Region 6 projections (2012-2022) by total growth identify the following industries to have the highest % of growth in our 4 county areas.

Nursing and Residential Care Facilities

Educational Services

Ambulatory Health Care Services

Administrative and Support Services

Self Employed and Unpaid Family Workers

Food Manufacturing

Wood Product Manufacturing

Food Services and Drinking Places

Professional, Scientific, and Technical Services

Local Government, Excluding Education and Hospitals

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

Refer to question B-3.

Knowledge and Skills Needed

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

14.3% of employers in Region 6 are in need of workers with basic skills such as literacy, numeracy and the ability to locate and read for information

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

27.4% of employers in Region 6 are in need of workers with soft skills such as timeliness, responsibility, interpersonal skills, and customer service skills.

33.4% of employers in Region 6 are in need of workers with hard skills or occupational skills including analytical, managerial ability, physical ability, knowledge and experience.

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:

[Regional Needs.pdf](#)

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

Workforce Analysis

Employment and Unemployment

According to Middle-Skill Jobs in Iowa, released November 2015, middle-skill jobs account for over half of Region 6's economy. It is projected that in 2022, 55 % of employment in Iowa will be in middle-skill jobs. These jobs generally require more education and training beyond high school, but less than a bachelors degree.

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 three of Region 6's counties: Hardin at 4.0%, Marshall at 5.7%, and Tama at 5.0%.

Approximately 50% of the Adult Literacy students in FY 2013 were unemployed with more who are consider themselves underemployed (IVCCD, 2013).

Refer to question B-4.

Labor Market Trends

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

Middle skills jobs pay family-sustaining wages and provide pathways to advancement. Industry sectors such as construction, manufacturing, health care and transportation have large concentrations of these jobs in Region 6. 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:

Refer to question B-4.

Skill Gaps

For those 25 and older, 13% have less than a high school diploma, 36% have at least a high school diploma or equivalency, 23% have some college, 10% have an Associates degree, 13% have a Bachelors degree, and 6% have a graduate degree or higher.

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

Region 6 has a total population of 95,058 having an estimated 26,000 individuals who speak a language other than English in their home. Also, according to the current Census, the Hispanic population in Marshall County increased from 9.0% in 2000 to 17.3% in 2010, one of the fastest growing counties in Iowa. Hispanics now account for nearly 25% of Marshalltown and Tama, two communities in Region 6 service area, this is up from 12.6% and 9.6% in 2000. The percent of Hispanic students in the K-12 school districts are reported to be over 40%. According to the US Census 2006-2010, IVCCD's area has 3.51% of the population speak a language other than English in the home. There has been an increase in the number of refugees from Burma; many are migrant workers and speak little to no English and have very limited educational experiences. Marshalltown Education and Training Center evaluated (FY12) data and determined that our Asian population has increased approximately 52% since 2010-2011. Our local pork processing plant manager, reports that approximately 80% of employees are non-native English speakers.

IVCCD has four counties in its District of those 76,538 people or 33% of the total population are lacking basic literacy skills (National assessment of Adult Literacy, 2003). Those individuals range from being unable to read and understand any written information in English to being able to locate easily identifiable information in short, common place prose text, but nothing more advanced.

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:

1. Iowa Valley Community College District has opened an adult literacy educational center in Tama County.
2. Implementation of new curriculum aligned to the Career and College Standards for Adult Literacy took place throughout the entire adult literacy program in all counties.
3. Consistent feedback was provided by local employers that they needed assistance with soft skills trainings not only for their new hires but for their long term employees as well. A training titled Workplace Excellence was developed to meet this need.
4. A partnership developed this year with EMBARC lowas first and only organization founded and led by refugees from Burma.
5. A partnership with the local meatpacking plant, JBS, has led to the implementation of scholarships for their employees who seek English language and Citizenship courses.
6. Implementation of Core Partners to share services has been a large focus of the transition from WIA to WIOA. This year shared services were implemented to where core partners would travel to partnering buildings to meet potential co-enrolled clients to increase a seamless approach and minimize transportation barriers for clients.
7. A best practice approach was established through an increased level of communication between partners. A progress sharing meeting between core partners to discuss co-enrolled individuals took place approximately every six weeks where information and updates were mutually discussed.
8. In Marshall County representatives from the K-12, community college, service, and business sectors have joined together to enhance direct services and outcomes for future workers. some

goals were: to improve college and career readiness, increase interest and achievement in science, technology, engineering and math (STEM) study careers; Communicate high-demand career pathways to students, parents, teachers, counselors, workers and community leaders through career planning, including an interactive portal of career opportunities and required credentials and experience offered through the Intermediary Network Program and Iowa Valley Community College, AmeriCorps Vista through Pow I-80 and WIOA Youth Programs; Minimize education-related debt. Hence, strategies were developed to achieve these goals.

9. NCRC- 392 Certificates awarded from Region 6 in 2015

10. Skilled Iowa- 2 Counties in Region 6 have met the skilled Iowa metrics, Marshall County and Tama County.

11. Onsite Employers- 141 Open interviews event in 2015. Average of 4 employers per week. Ranged from 1 employer to 8 employers a week.

12. IVRS has an integration continuum services model which is in line with WIOA so individuals can access services at any point without duplicating services. It allows IVRS to provide technical assistance and consultation to assist partners in creating a system that serves individuals with disabilities.

13. IVRS has developed a plan with each high school to assist with pre-employment training needs.

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:

Regional One-Stop Contact List.pdf

Strengths and Weaknesses of Workforce Development Activities

Strengths:

1. Increased access with an adult literacy educational center in Tama County where partners can meet with their clients.
2. Alignment of curriculum to the Career and College Standards for Adult Literacy with a distance education option.
3. Provided local employers with soft skills trainings not only for their new hires but for their long term employees as well.
4. Increase accessibility and reduction to barriers (transportation, child care, workforce skills) through a partnership with EMBARC lowas first and only organization founded and led by refugees from Burma.
5. Tuition scholarships for local meatpacking plant employees who seek English language and Citizenship courses.
6. Cross training and understanding of core and system partners to increase a seamless approach and minimize transportation barriers for clients.
7. Increased level of communication between partners through a designed progress sharing meeting between core partners to discuss co-enrolled individuals.
8. In Marshall County representatives from the K-12, community college, service, and business sectors have joined together to enhance direct services and outcomes for future workers. some goals were: to improve college and career readiness, increase interest and achievement in science, technology, engineering and math (STEM) study careers; Communicate high-demand career pathways to students, parents, teachers, counselors, workers and community leaders through career planning, including an interactive

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

portal of career opportunities and required credentials and experience offered through the Intermediary Network Program and Iowa Valley Community College, AmeriCorps Vista through Pow I-80 and WIOA Youth Programs; Minimize education-related debt. Hence, strategies were developed to achieve these goals.

9. NCRC- 392 Certificates awarded from Region 6 in 2015

10. Attainment of 2 Skilled Iowa Counties in Region 6.

11. Onsite Employers at the local One Stop Center.

Weaknesses

A concern of the employers has been the recruitment of people to live in the area as well as the readiness of the available labor force to enter employment. The Region 6 labor force population is decreasing and local employers cannot find workers to fill open positions. Basic skills which include literacy, numeracy, basic computer skills and organization skills, in addition to many of the soft skills necessary to be successful, were described as lacking. Included in these soft skills needs, employers identified social skills such basic work ethic, dependability and retention as necessary skills. Also noted by employers was a lack of availability of occupational skills including, specific occupational knowledge and experience in particular middle-skill occupations in the areas of healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades. Employers have also noted that the need for these occupational skills is immediate.

Recommendations to address the workforce needs of area employers:

1. Work in partnership with economic developers from the counties and cities in Region 6 to expand the knowledge of training opportunities available to new and expanding businesses.
2. Enhance the relationship between training providers and business employers in the region.
3. Identify and expand means to share information about training opportunities to entry-level workers - especially in tune with the preparation for under-utilized populations such as veterans, ex-offenders, disabled, non-English speaking minorities, older workers, youth and families on Temporary Assistance (TANF) in the region.
4. Increase the knowledge of employers in services that can prepare them in employing people in under-utilized populations.
5. Increase the availability of workers trained and certified in technical areas, including healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.
6. Encourage and expand ways to identify businesses that can be assisted by the workforce system.

Workforce Development Needs of Jobseekers

Many job seekers are not aware of the products and services of workforce partners within their region. Jobseekers may need additional services

beyond what they are able to access themselves. Local/regional newspapers & media, regional IowaWORKS offices, internet, social media and college/university career centers are the predominant means for job recruitment. Jobseekers may need additional services to qualify for and fill the jobs available in the region.

Recommendations to address the workforce needs of area jobseekers:

1. Continue to work on marketing the availability of workforce products and services throughout the communities in the region. Electronic sharing of workforce services through the Virtual Access Points should be an important part of this connectivity.
2. Make a variety of workforce development partner services information available throughout the region in all partner locations.
3. Continue to work with communities to find ways to address the needs of an ever growing diversity of workforce, including veterans, ex-offenders, disabled, non-English speaking minorities, older workers, those on Temporary Assistance, and youth.
4. Make high school equivalency diploma and English Language Learner class information more readily available through promotion workshops at core partner agencies and educating partners on service opportunities.
5. Make information on citizenship training and the Skilled Iowa Initiative more readily available to the jobseeker.
6. Continue to work to develop and market a greater

variety and number of skill upgrade and short term training programs to jobseekers.

7. Promote the use of the National Career Readiness Certificate as an assessment to better define job employment skills levels to the employer.

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

Refer to question E-2.

Current Level of Integration and Alignment

Economic development and workforce development programs have partnered consistently within the Region 6. The Region 6 RWDB/CEO board relies upon this partnership in order to make informed decisions. Economic development is represented as a voting member of the RWDB and economic development provides county specific updates at each RWDB/CEO meetings.

Local economic development along with One-Stop staff members and partners collaborate on assorted events throughout the region from hosting county wide soft skills training, to rapid response events and career events for high school students.

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

A county specific sector board is led in one county in the region by the economic development organization for that county which the One-Stop staff members participate in.

Adult Literacy is a voting member of the RWDB which allows economic developers and businesses to have a direct link to the basic skills provider in their Region.

IVRS will assist with developing a process to get more referrals to the Youth Program and GAP/PACE for individuals that could benefit from funding opportunities.

IVRS will support and arrange meeting between staff and students to better serve the transition population.

Refer to question B-5.

Region 6 is a rural region with one community college, Iowa Valley Community College District, and a single One-Stop location in Marshalltown. Core partners have had years of established working relationships, working collaboratively together. Regular meetings are scheduled monthly, with participation from community college and representation of core partners, to develop ways the partners can coordinate services and avoid duplication. Participants are screened and co-enrolled when necessary.

One-Stop staff present work readiness and career choices information in workshop settings in schools, at the community college, within the Adult Literacy program sites and within the community. Secondary is represented on the Youth Committee and is represented on various partnering committees like the Business Education Alliance, WIOA strategic planning committee for the community college, Adult Literacy Participatory Planning Council, and the RWDB.

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:

Workforce System Partner Meetings (i.e. Lunch and Learns) have been established to ensure that all partners receive information on services being rendered within the region. This will allow for duplication of services to be reduced. Collaboration between the Iowa Valley Intermediary Network program and the WIOA program, both which serve youth in the region, in order to enhance services, increase number served and avoid duplication of services.

The Adult Literacy program is offered by the local Community College District in Region 6. An additional ABE access point in Tama allows service for co-enrolled participants to not have to travel to other sites, increases access, and provides recruitment opportunities for career pathway programs. The local ABE program has an advisory

board made up of community, profession, postsecondary, and K-12 representatives. IVRS has a counselor assigned to every high school and college in the region providing services to students with disabilities. IVRS works with disability service units on each college campus to make sure students are receiving the accommodations needed to progress in his or her program.

The RWDB chair along with post-secondary representatives from the region participated in an event of the School Administrators of Iowa. The event strategized on the coming together of secondary/post-secondary and employment. These initiatives will be reviewed as the progress and implemented into strategies within the region.

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 6 Vision: Employment and Training for All

Description of Regional Strategic Vision

Region 6 Mission: To positively impact and inspire communities by providing opportunities that build a strong workforce one job, one person at a time.

Region 6 Core Values:

Professional

Knowledgeable

Friendly

Motivating/Encouraging

Compassionate

Equal

Respectful

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

IowaWORKS Iowa Valley will deliver a demand driven system that focuses on building a workforce of high skilled, high wage jobs that will enable the employers of the region to remain competitive. The one-stop system is a comprehensive, integrated service delivery system that is responsive to the employment and training needs of the customers that we serve and incorporates the products and services of our workforce system partners in order to assure that customer needs are met with duplication of services and are delivered efficiently and effectively.

The values governing Region 6 are as follows:

Effective partnerships are maintained, expanded and strengthened

Ongoing commitment to intertwining various

funding sources in service management

Through partnership ensuring that workers within the region possess a solid work ethic along with the necessary skill sets

The RWDB will review and monitor the WIOA performance on an ongoing basis in order to support regional economic development growth. The RWDB will review performance and fiscal data on a quarterly basis. The board will use that information to evaluate performance and to determine the need for continuous improvement.

Refer to question C-1.

Vision Alignment to State Vision and Goals

Workforce delivery systems will collaborate to build a Future Ready Iowa pipeline of skilled workers who are prepared to meet the workforce needs of Iowa's current and emerging industries. In alignment with the National Governors Association Talent Pipeline vision and goals, this unified plan will ensure individuals are prepared for dynamic careers through an emphasis on lifelong learning while meeting the needs of employers. 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.

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

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

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

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

Identify and meet employer needs by focusing on sector strategies, career pathways and better aligning state and federal programs and initiatives including public-private partnership to support high-skill, high-demand jobs.

In Marshall County representatives from the K-12, community college, service, and business sectors have joined together to enhance direct services and outcomes for future workers. This community-wide effort was developed to support the K-12 and Iowa

Valley Community College Districts strategic agendas to increase a streamlined approach to up skill current workers, develop career and training pathways for future workers, and establish a well-oiled partnership to enhance the success of aligning the needs of the business sector to what is being taught in education. Additionally, the group has a focused support on adult literacy persons enhancing access specifically for English Language students who work at the local meatpacking plant through scholarship development and career exploration through intern and externships. Improve college and career readiness, increase interest and achievement in science, technology, engineering and math (STEM) study careers.

Communicate high-demand career pathways to students, parents, teachers, counselors, workers and community leaders through career planning, including an interactive portal of career opportunities and required credentials and experience offered through the Intermediary Network Program and Iowa Valley Community College, AmeriCorps Vista through Pow I-80 and WIOA Youth Programs.

Minimize education-related debt.

Strategies

1. Identify and quantify employers education, training, and employment needs and capture those needs in a Talent Supply & Demand interactive portal to be driven by a public-private collaborative, leveraging and institutionalizing the sector strategies and career pathways methodologies.
2. Improve degree and credential completion and target resources to support attainment of high-demand credentials, degrees, and certifications valued by employers, including for those individuals with barriers to employment.

3. Cultivate, develop and align work-based learning opportunities including, but not limited to, STEM school-business partnerships, student internships, teacher externships and apprenticeships for individuals through public-private partnerships.
4. Create a system of coordinated resources to engage, assist, and reinforce Future Ready career guidance for parents, students, educators and adults.
5. Ensure secondary students have access to high quality career and technical educational programs aligned with labor market needs.
6. Ensure all Iowa students meet high state academic standards, including being literate by the end of the third grade and achieving in STEM disciplines.
7. Increase rigorous concurrent enrollment opportunities in high demand career pathways, including STEM disciplines.
8. Institutionalize the college-going process within secondary schools statewide (College Application Campaign, FAFSA Completion, assessing college fit, etc.).
9. Elevate and operationalize promising financial literacy models that impact student borrowing.
10. Nurture entrepreneurial connectivity and skills development.
11. One of the most significant challenges Iowa faces is a shortage of qualified workers to fill middle-skill jobs. Substantial disparities exist between the number of workers able to compete for middle-skill jobs and those struggling to find low-skill jobs. In Iowa, 38% of available workers possess low-skills, while workers with middle-skills

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

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:

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:

The Region 6 Core Partners along with additional key system partners will enter into a Memorandum of Understanding where a strategy to align resources will be outlined. The partners will meet on a regular basis to review the MOU and ensure compliance in the cost sharing agreement. The partners will also ensure that the aligned resources are effective in achieving the strategic vision and goals.

The Workforce Development System in Region 6 can be accessed through any core partner program. Multiple points of access will be established, both physically and through electronic means. Referral information will be available at the One-Stop center along with the partner locations and on-line. Orientation sessions that introduce the workforce development system will be provided at any partner location.

Multi-Disciplinary Team Approach is a best practice approach that will be expanded to include participation of all core partners. This will establish an increased level of communication and follow through of services for participants. A progress sharing meeting between core partners to discuss co-enrolled individuals took place approximately every six weeks where information and updates were mutually discussed.

A comprehensive cross training will be done for individuals who work for the core partners to enhance a seamless approach to services.

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:

1. Ensure meaningful referrals are made to partners with follow through process. This verifies that participants needs are being met and reduces the duplication of services.
2. Representation of core partner membership sits on sector boards and career pathway committees to ensure services are offered at multiple entry and exit points. Career pathways have been developed within the sector partnerships and will serve as an effective in facilitating career pathways.
3. Adult Literacy program provides access to NCRC, postsecondary enrollment process, postsecondary assessments, and basic skill building curriculum.
4. Referrals to PACE funding by the partners will allow for financial assistance for those individuals seeking a credential.
5. Virtual job shadowing is available within the region which will provide an initial starting point for individual seeking a career pathway.
6. A Region 6 Business Team will be established from members of the partners that will be responsible in ensuring that necessary training needs for industry are made available with in the region.

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:

Based on local business feedback the board has made soft skills training a priority. Soft skills training will be provided through multiple entities within the region such as employers, secondary institutions, post-secondary training, partner organizations, etc. in order to reach not only the job seekers but also the currently employed.

Strategy Alignment to State Strategies

Core Partners and other key service providers have been designing policies around the following strategies which were developed collaboratively among the partners and other relevant stakeholders. Core Partners have been meeting on a regular basis to ensure that planning efforts are truly partner-centric and reflective of the requirements of those who are most at-need within the workforce delivery system in Iowa.

Strategies to Achieve Accessibility

The Workforce System Partners will work with Iowa employers to identify and reduce barriers to employment for ALL Iowans. The partnership will expand accessible opportunities for populations which have been traditionally underserved or underrepresented, and those who have one or more barriers to sustainable employment. The partnership will align and improve systems to ensure accessibility to ALL Iowans.

Activities to support accessibility strategies will include the ongoing identification, and proactive reduction of barriers to employment for ALL Iowans. The workforce System Partners will develop policies and implement procedures to ensure continuing and unhindered access to Iowa jobs for ALL Iowans.

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

-In Region 6 a Business Service Team comprised of representatives from designated partners will work with local employers to identify and reduce barriers to employer.

Strategies to Support Sector Partnerships

The Core Partners and key stakeholders will collaborate to engage employers in the continuous development of programs and initiatives that are responsive to Iowa's current and future labor-market needs and to significantly expand mature sector partnership activity throughout the state, applying demand-driven methodology.

Activities to support sector partnership strategies

include working with employers to increase opportunities for all lowans to gain the experience, skills, and credentials needed to obtain and main self-sustaining employment, closing skill gaps between lowas workforce and employers by expanding and supporting sector strategies for in-demand employers. Identifying and quantifying employers education, training, and workforce needs will be a priority. Capturing those needs in a Talent Supply & Demand Dashboard to be driven by a public-private collaborative and disseminated via an accessible computer system will further support lowas sector partnerships.

The core partners will infuse strategies so individuals with significant barriers to employment will be integrated and achieve successful competitive employment.

-Sector committees have been implemented within Region 6 in Advanced Manufacturing, Health Care, Health Care, Agriculture and one county specific committee. The partners working within a Business Service Team will strive to take the committees to a new level of a sector partnership. The partnerships will allow the businesses to take the lead in regards to needs within the region. This partnership will also invite all necessary partners to the table in order to gain and develop effective services.

Strategies to Support Career Pathways

ALL lowans will be engaged in the career pathway development process by utilizing innovative approaches in the delivery of career services and offering a variety of career pathway navigation supports to enhance transition into the workforce. Activities to support career pathways strategies will be the development of an interagency definition of self-sustaining employment. Workforce delivery systems will work in concert to provide workers with the skills, work-based learning opportunities, resources, accommodations and supports needed

through Iowa Unified State Plan, Draft 2, v: January 14, 2016 53 the systematic development of career pathways for in-demand industries. ALL Iowans will have access to the occupational and training resources and skills needed to work to their fullest potential and to secure and maintain self-sustaining employment.

-Career pathway maps have already been established within Region 6 to provide training and specific career pathway information. These maps will be an essential tool for the partners in guiding job seekers. Staff training for all workforce system partners, is essential on the career pathways in Region 6 and how to be successful on the pathway. Awareness of and clear pathways to financial assistance for training is essential for all partners to possess.

Strategies to Support Integration

The quality of workforce development services will be improved through the provision of consistent, integrated, and non-duplicative services across education, rehabilitation, economic and workforce activities and a focused communication strategy. Activities to support integration strategies will involve the creation of a service delivery model which is business-driven, user-friendly, data-driven and dynamic enough to meet the evolving needs of employers. Duplication of services and gaps within the current workforce delivery system will be identified. Policies and collaborative agreements will be drafted and implemented which maximize resources that foster a unified and consistent approach to the provision of workforce delivery services.

-Routine meetings between the Core Partners and Workforce System Partners that have been occurring in Region 6 since the Fall of 2015 have already played a key role in opening up the

communication between partners. These communications not only enhance the services within the region to both the businesses and job seekers, but all they will also help in the battle against the duplication of services. The meetings have already created environments that allow for positive collaboration, such as shared workshops, shared information sessions and many more to follow.

Technology

An accessible data collection effort will streamline data collection processes, increase efficiency throughout the workforce delivery system, and aid in accurate performance measurement for decision-making. The state will work to minimize the participatory burden to an accessible system through the creation and implementation of a common intake and reporting system among Core Partners and relevant agencies. A robust policy will be adopted to ease transitions within and across systems and programs using a referral process that allows for direct connection by and between key agency staff, and holds agencies accountable for assisting workers in achieving success and making it easier for job-seekers to navigate the system.

-The Region 6 Core Partners and Workforce System Partners have taken it upon themselves to develop a system that is easy to navigate and for referrals to flow with ease. Measures have also been taken for the partners to have open communication not only to ensure the best strategies for participants but to also ensure performance is met.

Policy

The state will establish an Iowa Sector Partnership & Leadership Council that is demand-side driven to provide cross-industry, cross-employer, and cross-

agency leadership in the development and support of mature sector partnerships and holistic career pathways. Furthermore, the state will engage lowas employment leaders in the development and delivery of workforce services across Iowa.

Previously compiled career pathway work is holistic and not institutionally biased i.e. does not include just the programming of one service provider. The state will bring a diversity of stakeholders together to review and create effective policies, programs, and opportunities for lowas current and future workforce. A center piece of this collaborative effort will be a policy council advising the State Board on proven and promising practices and policies that support an integrated system responsive to labor market needs.. Statewide policies will be developed that support lowas businesses in offering creative and non-traditional in-roads to careers that meet the needs of ALL lowans.

Benefits and services to lowas job seekers, employees and employers will be maximized through the intentional braiding, integrating and seeking out of diverse funding streams. One-Stop Centers operate under an advanced training certification program to ensure all centers are accessible, operating consistently and that staff have access to the same knowledge, resources, and supports across the state that ensures:

Professional Development

Consistent staff training

-Professional Development and consistent staff training have been a priority of the core partners along with cross-training. Core partners continue to seek strategies to get all information to all staff members to ensure the up-most services within the region by all partners. The training techniques are also being considered in order to provide to Workforce system partners as well.

Performance Goals (Joint Goals across Core Programs)

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

- 1. Increase access of programming at core partner sites.**
- 2. Aligned to the Career and College Standards for Adult Literacy took place throughout the entire adult literacy program in all counties.**
- 3. Assist employers with soft skills trainings.**
- 4. Develop additional barrier reducing strategies with EMBARC lowas first and only organization founded and led by refugees from Burma.**
- 5. Maintain a partnership with the local meatpacking plant, JBS, for tuition scholarships opportunities for their employees who seek English language and Citizenship courses.**
- 6. Cross training of core partners.**
- 7. Co-enrolled participants will receive assistance at partnering buildings to meet potential to increase a seamless approach and minimize transportation barriers for clients.**
- 8. A progress sharing meeting between core partners to discuss co-enrolled individuals took place approximately every six weeks where information and updates were mutually discussed.**
- 9. Offer stack-able credentials like the NCRC.**
- 10. Communicate high demand career pathway areas to K-12 partners.**
- 11. A Business Service Team comprised of partner representatives will ensure that business needs will be met within the region which will result in positive performance outcomes.**

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

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:

Quarterly data is provided by the state for information and progress towards goals. Individual enrollments that are case managed are kept in view of WIOA staff through the data entry system and additional spreadsheets to encourage the best outcomes possible. Staffings are held as frequently as needed to pull in additional resources when barriers are encountered that can deter a positive outcome. Due diligence through assessment is performed prior to enrollment to gauge customer intent and determination to reach their employment goals so staff have planned positive outcomes for customers. As customers succeed or fail, staff use information gained to improve service design and delivery for future enrollments to improve changes for positive performance. Partners are included as appropriate so the entire system can use this information for continuous improvement policies and processes.

For Adult Literacy students TopsPro Enterprise (TE) is used to monitor and report student, program and class outcomes. Information of testing and progress will be shared with core partners. Various TE reports are printed monthly (NRS performance; Table 4, 4b; Class competency reports; student individual reports, data integrity report, etc.) and used to monitor, update, and review data.

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.

Refer to question C-13.

Implementation of Strategies

Regional Workforce Development Board

The State of Iowa is developing an integrated technology-enabled intake and service management information system for core programs carried out under WIOA and by IowaWORKS Center partners. This system will be utilized by the Region 6 IowaWORKS center and by the Region 6 IowaWORKS center partners as appropriate. Until that is developed a unified paper based referral form will be used.

The board will ensure the following career service strategies will be offered:

Eligibility for Title 1 Services All members of the IowaWORKS Iowa Valley One-Stop Center are eligible for core services within the Adult and Dislocated Worker programs. Youth participants are screened for eligibility by trained Youth Career Development Advisors for eligibility.

Describe how the regional board will implement its identified strategies:

Outreach, Intake, Orientation Outreach is provided within Hardin, Marshall, Poweshiek and Tama counties. Intake may be performed within the One-Stop Center, within the outer lying and by phone as needed. Orientation to services is provided in a workshop format within the One-Stop Center.

Initial Assessment Members are initially screened during the Welcoming and Skills process, the need for additional assessments such as NCRC, career interest inventories etc. are determined at that point.

Labor Exchange Services Job seeking services are provided both on-line and within the One-Stop Center in either one-one or workshop formats.

Referrals to the Programs A documented

process for referrals to both core partners and workforce development system partners is in place along with a process for follow up.

Labor Market Information Labor market information and guidance is available on-line as well in the One-Stop center one on one or within a workshop setting. On site employer interviews are offered within the One-Stop center on a regular basis.

Performance, Cost Information Program and cost information is provided in a group orientation process multiple times a week.

Supportive Services Information Information is provided within the One-Stop Center during one on one assistance and also within group orientation sessions. Referrals are also provided to the local GAP and PACE program in one on one and group settings.

UI Information and Assistance General information is provided within the One-Stop Center. Additional assistance is provided through the UI Call Center (866-239-0843), during a scheduled one on one appointment with an advisor or within a workshop setting for unemployment information.

Financial Aid Information Financial aid information is provided through a referral to the local community college. In depth information is provided in a workshop setting entitled Destination College where local community college representatives participate.

Follow-Up Services Follow-up services are available to Adult and Dislocated Workers upon request for up to a year beyond their exit from services. Exiting Adult and Dislocated Workers

are contacted 45 days from exit to offer follow-up services. Youth participants are provided follow up services for a year after their exit.

Comprehensive Assessment A variety of assessment services are provided within the One-Stop Center and system partners including the following:

-The Office Proficiency Assessment and Certification (OPAC) System is a PC and office skills testing suite. With an array of over 30 tests the OPAC System measures job applicant PC and office skills.

-WorkKeys is a job skills assessment system that helps employers select, hire, train, develop and retain a high-performance workforce. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs. Successful completion of WorkKeys assessments in Applied Mathematics, Locating Information and Reading for Information can lead to earning a National Career Readiness Certificate (NCRC), a portable credential. NCRC assessments can be scheduled at the One-Stop Center.

-O*NET is the United States primary source of occupational information. Its database contains information on hundreds of standardized and occupation-specific descriptions and is continually updated. O*NET Online is the interactive application for exploring and searching occupations. The database is also the basis for Career Exploration Tools, a set of valuable assessments for job seekers and students looking to find or change careers. These assessments are used in one on one guidance sessions at the One-Stop Center as well as in group settings.

Individual Employment Plan Each member of the One-Stop Center outlines an employment plan with staff members that is updated and maintained throughout their services within the center.

Career Planning, Counseling Career planning /counseling is provided one on one within the center as well as within group settings in workshops.

CareerReady101 offers an integrated approach to exploring careers and their skill requirements and builds life-literacy through lessons about financial awareness, job searching and more. Access is provided at no cost and an account can be obtained by contacting the One-Stop Center.

Short-term Prevocational Services - Skill upgrades and training services are targeted to move workers into post-secondary educational pipelines and career pathways to enter into and advance in good jobs in high growth and emerging occupations. Training services are provided by training providers on Iowa's Eligible Training Provider List. Eligibility requirements must be met to qualify for these services and can be determined with the One-Stop-Center.

Internships, Work Experience Paid and unpaid work internships and work experiences can be arranged through the Business Services Team within the One-Stop Center.

Out-of-Area Job Search Job seeking assistance can be provided statewide and nationwide. One on one assistance is available within the One-Stop Center as well as on-line

resources.

Financial Literacy Services Financial literacy services are provided in workshop settings within the One-Stop Center. Online services are also available.

English Language Acquisition English language acquisition services are provided through a referral to the Iowa Valley Community College District, the provider of Adult Basic Education services. These services are offered in Grinnell, Iowa Falls, Marshalltown and Tama. High school equivalency diploma HSED is offered and provided through a referral to the Iowa Valley Community College District, the provider of Adult Basic Education services. These services are offered in Grinnell, Iowa Falls, Eldora, Marshalltown and Tama. The Eldora site is at Iowa's Eldora State Training School, which houses delinquent male youth.

Citizenship-- is offered and provided through a referral to the Iowa Valley Community College District, the provider of Adult Basic Education services. These services are offered in Grinnell, Iowa Falls, Eldora, Marshalltown and Tama.

Workforce Preparation Workforce preparation is provided through one-on-one guidance but also in workshop settings that are based upon employer guidance and are provided at One Stop System agencies.

-Continue to provide a staffing opportunity with all core partners regarding co-enrolled participants.

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 6 adopted this service delivery model in 2014. 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 spends more time serving customers.

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**:

Sharing of Workshop Services within Core Partners: Implementation of Core Partners to share services has been a large focus of the transition from WIA to WIOA. This year shared services were implemented to where core partners would travel to partnering buildings to meet potential co-enrolled clients to increase a seamless approach and minimize transportation barriers for clients. While at the partnering site, informal information meetings occurred, workshops were held to enhance skills such as math, reading, employability, and career skills.

Referral process: An established process has been developed and utilized for referrals between education and the WIOA Adult and Dislocated and Youth Core Partner. Although this process must be updated to ensure that all Core Partnering agencies have a referral process in place, a method of communication, paperwork sharing, and customer access has occurred to ensure that services are being provided for individuals who have significant barriers.

Workforce Development Board: Representation of the Adult Literacy program as a voting member of the board was established years ago to enhance information sharing, program development, and customer referrals. Additionally, representation has been present on the Youth Committee as well.

b. Efforts to enhance services

Cross training: Comprehensive cross training for all staff of the core partners will enhance a seamless approach to services. Individuals will understand the basic eligibility and services that each Core Partner provides so referrals for services can be made, services can be discussed with clients, and effective initial

assessments can be done and shared.

Technical Assistance: All Core Partners will have a presence at partnering locations to meet with co-enrolled clients, provide workshop services to potential co-enrollees, and provide enhanced access services to individuals (i.e. resume writing, NCRC, and job skills).

Sharing of information: A referral and release of information form has been developed to enhance a seamless approach of referring individuals who can be co-enrolled between Core Partners. A Multi-Disciplinary Team Approach will be expanded to include participation of all Core Partners. This will establish an increased level of communication and follow through of services for participants. A progress sharing meeting between core partners to discuss co-enrolled individuals takes place approximately every six weeks where information and updates were mutually discussed.

Improved Service Delivery with employers: Regularly scheduled meetings are scheduled between Core Partner leadership to develop Business Team protocol that will include educational services for individuals who are laid off, business looking to increase basic skills of their employees, and skill building services.

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.

Provide a description of cooperative agreements between the Workforce Development Board or other local entities described in Section 101(a)(11)(B) of the Rehabilitation Act of 1973 with respect to efforts that 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.

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

- 1. Provide assistance to IWD to identify accessibility opportunities for their participants with disabilities, and in so doing invite participants to apply for IVRS services when it appears they require more intensive services than what is available to all participants.**
- 2. Follow the methods of referral as outlined in the IVRS Integration model, and as described and agreed to in the Memorandum of Understanding.**
- 3. Participate in the operation of the One-Stop service delivery system, providing expanded services to individuals with disabilities that require intensive service, while providing expertise to the system as a whole on strategies and accommodations to enhance accessibility.**
- 4. Provide representation and expertise on disability issues, best practices, and collaborative opportunities on the Regional Workforce Investment and Opportunity Board, as well as on the various sector boards.**

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

5. Provide information, training, and technical assistance regarding:

- a. The availability and benefits of, and information on eligibility standards for, vocational rehabilitation services.**
- b. Promote meaningful and effective participation by individuals with disabilities in the One-Stop service delivery system and other workforce partner activities through the promotion of accessibility consistent with the requirements of the Americans with Disabilities Act, and section 504 of the Act, the use of nondiscriminatory policies and procedures, and the provision of reasonable accommodations, auxiliary aids and services, and rehabilitation technology for individuals with disabilities.**
- c. The use of information systems that link all of the partners of the One-stop service delivery system to one another and to other electronic networks specifically as it pertains to employment statistics and labor market information, job vacancies, career planning, and workforce partnership activities.**
- d. The use of customer service features such as common referral procedures, customer databases, resource information, etc.**
- e. Establishment of cooperative efforts with employers to facilitate job placement and carry out other activities that employers determine to be useful.**
- f. Deliver pre-employment services like career exploration, job readiness, NCRC and assessment to high school students with disabilities in each of our regional school districts.**

g. Develop employment services to adults with disabilities in the surrounding counties that are specific to the needs of businesses and individuals in those 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.

Region 6 consists of four counties (Hardin, Marshall, Poweshiek and Tama) with a fully integrated center located in Marshalltown. All eligible (through self-attestation and verification of age) Adult and Dislocated Worker members will have the opportunity to participate in Basic or Individual Career Services.

Basic Career Services offered include:

Determination of eligibility for WIOA Title I Programs

Outreach, intake and orientation to the information and services available through the IowaWORKS One Stop System

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

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

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

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

Information on how the region is performing on the WIOA performance measures, and the overall IowaWORKS One Stop System measures

Provision of accurate information relating to the availability of support services, including child care and transportation available in the local

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

region and referral to such services as appropriate;

Delivery system performance information;

Information on other IowaWORKS One Stop System partner services and support services;

Assistance regarding filing claims for unemployment compensation

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

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

Internet browsing (job information and training searches);

Internet accounts;

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

Individualized Career Services:

Staff-assisted job search and placement assistance, including career counseling;

Screened job referrals;

Staff assisted job development;

Staff assisted workshops;

Including use of other assessment tools and in-depth interviewing and evaluation to identify

employment barriers and appropriate employment goals;

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

Leadership Development

Individual counseling and career planning

Service management for participants seeking training services

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

Short Term Skill Upgrading

Internships

Work Based Learning

Adults and Dislocated Workers will be served by WIOA Title I service providers and by other WIOA Core Partners. The services will be provided at the One-Stop Center in Marshalltown and at itinerant WIOA entry points throughout the region.

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, advance to skill development services, and then either referral to employment

and training services.

All integrated customers will move through a standardized registration 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 system. When eligibility permits, every customer may be co-enrolled into all qualifying programs for WIOA services.

If additional services are identified as needed, IowaWORKS staff will make the appropriate referrals to participate in WIOA training services.

During a strategy session with local businesses they stressed the concern with the challenge of recruitment of people to live in the area as well as the readiness of the available labor force to enter employment. The Region 6 labor force population is decreasing and local employers cannot find workers to fill open positions. Basic skills which include literacy, numeracy, basic computer skills and organization skills, in addition to many of the soft skills necessary to be successful, were described as lacking. Included in these soft skills needs, employers identified social skills such as basic work ethic, dependability and retention as necessary skills. Also noted by employers was a lack of availability of occupational skills including, specific occupational knowledge and experience in particular middle-skill occupations in the areas of healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades. Employers have also noted that the need for these occupational skills is immediate.

Recommendations to address the workforce needs of area employers:

- 1. Work in partnership with economic developers from the counties and cities in Region 6 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 through a business service team as well as sector partnerships.**
- 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. The workforce system partners will be essential in accomplishing this goal.**

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

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

- 6. Encourage and expand ways to identify businesses that can be assisted by the workforce system through the business service team.**

Often 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. Jobseekers may need additional services to qualify for and fill the jobs available in the region.

Recommendations to address the workforce needs of area jobseekers:

- 1. Continue to work on marketing the availability of workforce products and services throughout the communities in the region. Social media (such as texting, Facebook, etc.) should be used in an effective manner to help get the word out. The workforce system partners will also play a key role in the marketing of services.**
- 2. Make a variety of workforce development partner services information available throughout the region in all partner locations.**
- 3. Continue to work with communities to find ways to address the needs of an ever growing diversity of workforce, including veterans, ex-offenders, disabled, non-English speaking minorities, older workers, those on Temporary Assistance, and youth.**
- 4. Make HiSET/English Language Learner training information more readily available.**
- 5. Make information on citizenship training and**

the Skilled Iowa Initiative more readily available to the jobseeker.

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

7. Promote the use of the National Career Readiness Certificate as an assessment to better define job employment skills levels to the employer.

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

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

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

2. Increase credential attainment of these participants.

3. Develop and refer older workers to more retraining opportunities in an effort that will allow them to reenter the workforce. Provide specific training opportunities for older workers, such as self-marketing workshops.

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

5. Build the capacity of frontline workforce staff to help customers seeking training to invest their time in programs that will lead to industry-recognized credentials for jobs in demand in the regional labor force.

6. Continue linkages among WIOA, TAA, PROMISE JOBS, Vocational Rehabilitation, and Ticket to Work to facilitate access to workforce services and educational programs

Refer to question E-2. Include how services are provided and the capacity to address the identified education and skill needs of the workforce and the employment needs of employers.

Youth Services in Region 6 are provided within Hardin, Marshall, Poweshiek and Tama counties. 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

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

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**
- 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.

The following programs elements are made available to youth within Region 6:

- 1. Tutoring, study skills training, dropout prevention strategies (RBS) (SEC)- partnership with Iowa Valley Education and Training Center, Local Schools, AEA and Intermediary Network Program.**

-WIOA Youth Career Advisors currently provide trainings and have a presence with in high schools, alternative high schools and adult literacy programs. Their presence increases the awareness of the services and the likelihood for youth to become engaged with the services.

- 2. Alternative secondary school services or**

dropout recovery services (SEC)- Partnership with Local Schools, Intermediary Network Program

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

(i) Summer employment opportunities and other employment opportunities available throughout school year (WEP)- Partnerships with the local Business Service Team will provide a variety of WEP opportunities for the youth. Partnering on WEP events in conjunction with IVR, Iowa Valley Education and Training Center, Promise Jobs and Job Corps will provide for a WEP event with greater magnitude within the region. All youth WEPs are required to complete the Job Skills Boot Camp to ensure they are entering the worksite with basic job skills.

(ii) Pre- apprenticeship programs (PRE)

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

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

4. Institutional/Occupational skill training shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations (OJT) (IST) (CUS) (APP) (ENT)- Partnership with Business Service Team and Iowa Valley Community College District, GAP/PACE will ensure that trainings are provided that meet local business need.

5. Education offered concurrently with and in the same context as workforce preparation

activities and training for a specific occupation or occupational cluster (PRE) (APP) (IST)- Workshops within the One-Stop Center along with partnership with Iowa Valley Community College District and Job Corps

6. Leadership development opportunities (LDS)- Partnership with Iowa State Extension Services and Youth & Shelter Services provide opportunities for the WIOA youth program to be out in the community working with the youth.

7. Supportive services - Provided at the One-Stop Center, Voc. Rehab, Promise Jobs, DHS, Mid-Iowa Community Action

8. Adult mentoring for a duration of at least 12 months (MEN)- Partnership with Big Brother and Sister, Iowa State Extension Service, Youth and Shelter Services and Intermediary Network Program

9. Follow Up Services (PPS)- Provided through the One-Stop Center, Adult Ed and Voc. Rehab.

10. Comprehensive guidance and counseling (G&C)- Provided through the One-Stop Center, Voc. RRehab

11. Financial Literacy education (FIN) - Provided in a workshop setting at the One-Stop Center

12. Entrepreneurial skills training (ENT)- Provided through the One-Stop Center/ Voc. Rehab. and partnerships through local economic development and chamber of commerce

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

the local area (JSP)- Provided through the One-Stop Center/ Voc. Reb/ Promise Jobs / Economic Development and workshop settings within local high schools

14. Activities that help youth prepare for and transition to postsecondary education and training (WEP), (MEN) (SEC)- Provided through partnerships with partners within the workforce system, Intermediary Network Program, Iowa Valley Community College District Voc. Rehab., Adult Ed. and Destination College Workshop within the One-Stop Center. The Destination College Workshop has also been provided within local school districts.

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.

A program for self-employment has been developed under an agreement between Iowa Vocational Rehabilitation Services (IVRS) and Iowa Department for the Blind (IDB). It is available to active candidates of IVRS or IDB who are able to become self-sufficient establishing, expanding or acquiring a small business.

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

Self-Employment is a vocational option that must be agreed upon by the individual and IVRS/IDB, and is available only to for-profit businesses intended for operation within the State of Iowa. The intent of self-employment services is to support an employment outcome that will significantly contribute to a candidate's financial self-sufficiency. The program is one that is designed to encourage and assist individuals to become entrepreneurs where the team works to enhance the entrepreneurial skills and knowledge of the candidate.

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

Integrated Customer Service

Sharing of Workshop Services within Core Partners. This year shared services were implemented to where core partners would travel to partnering buildings to meet potential co-enrolled clients to increase a seamless approach and minimize transportation barriers for clients. While at the partnering site, informal information meetings occurred, workshops were held to enhance skills such as math, reading, employability, and career skills.

Referral process: An established process has been developed and utilized for referrals between education and the WIOA Adult and Dislocated and Youth Core Partner. Although this process must be updated to ensure that all Core Partnering agencies have a referral process in place, a method of communication, paperwork sharing, and customer access has occurred to ensure that services are being provided for individuals who have significant barriers.

Workforce Development Board: Representation of the Adult Literacy program as a voting member of the board was established years ago to enhance information sharing, program development, and customer referrals. Additionally, representation has been present on the Youth Committee as well.

Cross training on all core partner programs will be on going, while integrating the workforce system partners as well, to enhance all services.

A multidisciplinary approach to service has been implemented as well. This ensures that customers receive all the possible services available to them and also allows for follow thru with the participants.

Field staff maintain an outreach schedule in all counties within Region 6 as needed. Such a

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.

schedule enables applicants with transportation barriers to meet with WIOA staff who can initiate registration and training activities. In addition to providing outreach services directly to potential WIOA applicants, the staff has developed contacts with multiple partner agencies and businesses.

In the integrated center in Region 6 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. As an example, PROMISE JOBS registrants are routinely referred to WIOA and because of the proximity of staff are often jointly staffed at intake.

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.

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.

Refer to question D-14.

Persons with Disabilities: Region 6 has a common intake system where customers can self-attest to a disability or they may share that they have a disability during their interaction with skills team staff. Customers can also enter the workforce system through Vocational Rehabilitation services, or Adult Basic Education (ABE). Wherever the customer enters the system, the staff who works with the customer can make a referral to services when appropriate with the intention of helping them overcome any obstacles between them and a job opportunity. Planning meetings between Wagner/Peyser, WIOA, ABE and VR core partners started with the implementation of WIOA. Planning meetings are monthly and staff meetings where discussion about common customers and their service planning will take place monthly as well.

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

Returning Veterans and Skilled Military Retirees: Region 6 does not have a full-time Veterans Services representative, so all staff who interacts with customers must offer veterans the services and connections they need to land jobs in the region. Staff provide assistance in making connections to employers, provide assistance in making their resumes ready for local employers and help them prepare to interview successfully. They have full access to partner resources through the One-Stop system as additional assistance is recognized as being vital to their success, so access to training or vocational rehabilitation services and any other services are available to them. One-Stop staff refers veterans that require more intensive services to the veteran representative.

Temporary Assistance to Needy Families (TANF) Recipients: TANF recipients are served by Promise Jobs which is also located in the Integrated One-Stop center. All TANF customers are offered the same services and referrals as any other customer so they have access to the same services and referrals as any other customers. They are not soloed by their program and may interact with other customers in the center or in workshops. As their needs require referrals to other partners services, those referrals are made and follow up completed so they have access to any service or partner needed to add to their chances for success.

Trade Adjustment Act (TAA) and Rapid Response Activities: Region 6 responds to business closures and downsizing events with partners in attendance at employer meetings and subsequent employee meetings as early as possible so affected workers know what services they can access upon their release from employment. The community college also attends so workers know their training options and how they relate to local employment opportunities.

Individuals with Other Barriers to Employment, Including those that are Basic Skills Deficient: Region 6 partners offer an array of services to help customers with low basic skills improve their skill levels. The ABE programs offer trainings both in person and on-line and tutoring services are also available to help customers overcome these barriers. ABE also offers a refresher course within the One-Stop center.

Additional Specific Populations: Region 6 has a large Hispanic population along with a large population of refugees. The One-Stop has bi-lingual staff to help translate information to these customers and to generate job fair postings and other documents needed to share information with these customers. The One-Stop also has a language line we can use for translation purposes with Hispanic and other non-English speaking customers who reach us for services. The ABE partner at Iowa Valley Community College District offers English as a 2nd language in multiple locations in the region. A partnership with EMBARC for refugee services has also been established.

Refer to question D-12. Special populations include: persons with disabilities, returning veterans and skilled military retirees, Temporary Assistance to Need Families (PROMISE JOBS) recipients, Trade Adjustment Act and Rapid Response activities, individuals with other barriers to employment (including those that are basic skills deficient), additional specific populations.

Attach the core partner's area flow chart of services to individuals, including service to youth and those with barriers to employment:

**WIOA System of Collaboration Diagram
2015 11 10 hng_Full.jpg**

Coordination, Alignment and Provision of Services

Employer Focus

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

Employer services within the region are:

Recruiting IowaWORKS staff seeks to match job seekers against the employment needs of prospective employers, and to make appropriate referrals. No fees are charged and job listings are posted on several internet sites.

Outreach - IowaWORKS provides area employers assistance with recruitment needs, coordination of large-scale recruitment such as career and employment fairs, and marketing of IowaWORKS products and services. Career and Employment Fairs offer employers and job seekers the opportunity to interact at a single location.

Testing Services - IowaWORKS staff can administer at no charge to the employer or job seeker proficiency tests for typing, 10 key and spelling. OPAC® The Office Proficiency Assessment and Certification System is an office skills testing suite. With an array of over 30 tests the OPAC System is the perfect tool to measure job applicant PC and office skills.

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

NCRC - A system developed by American College Testing (ACT) for documenting and improving work place skills. The National Career Readiness Certificate (NCRC) is the work-related skills credential. The certificate

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

provides fair and objective measurement of workplace skills that can be accepted nationwide.

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

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

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

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

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

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

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

Tax Liability Information - IWD tax liability

specialists are housed in Spencer to work with new and existing employer accounts.

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

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

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

Iowa Works - Businesses can use Iowa Works to submit job openings electronically, find the average wage paid for Iowa occupations, print posters required for Iowa workplaces, link their website to our Business Directory.

- Workplace Excellence Workshop - An interactive workshop to aid in the understanding of what employers REALLY want. The workshop stresses team building and communication skills to increase productivity and to retain a high-quality workforce. Helping employees with the skills that maximize their contribution and success on the job.

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)

A program for self-employment has been developed under an agreement between Iowa Vocational Rehabilitation Services (IVRS) and Iowa Department for the Blind (IDB). It is available to active candidates of IVRS or IDB who are able to become self-sufficient establishing, expanding or acquiring a small business.

Self-Employment is a vocational option that must be agreed upon by the individual and IVRS/IDB, and is available only to for-profit businesses intended for operation within the State of Iowa. The intent of self-employment services is to support an employment outcome that will significantly contribute to a candidate's financial self-sufficiency. The program is one that is designed to encourage and assist individuals to become entrepreneurs where the team works to enhance the entrepreneurial skills and knowledge of the candidate.

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

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

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

IowaWORKS promotes and explores opportunities for center customers to establish self-employment.

WIOA offers tuition assistance for customers to obtain necessary business building skills for small business operation.

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

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

The following individual will be the primary contact who will work with the State Dislocated Worker Unit and the State Trade Adjustment Act Unit to provide Layoff Aversion and Rapid Response services in Region 6.

Jennifer K. Fuchs

IowaWORKS Iowa Valley

PO Box 497

3405 S Center Street

Marshalltown, Iowa 50158

641-844-6988

jennifer.fuchs@iwd.iowa.gov

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

The following individual will serve as an alternate contact:

Arturo Sanchez

IowaWORKS Iowa Valley

PO Box 497

3405 S Center Street

Marshalltown, Iowa 50158

641-844-6981

arturo.sanchez@iwd.iowa.gov

Rapid Response is a proactive, business-

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

Rapid Response provides early intervention to worker groups who have received a notice of layoff or closure. Region 6 has a Rapid Response Team consisting of staff from various partners within the region. Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Afterwards, customers begin to engage in further orientation and intake sessions.

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

Trade Adjustment Assistance (TAA) provides early intervention to worker groups on whose behalf a Trade Adjustment Act petition has been filed: Region 6 has a Rapid Response Team consisting of staff from Workforce Innovation and Opportunity Act, Wagner-Peyser, and Trade Adjustment Assistance (once the petition has been certified). Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Furthermore, as appropriate at such sessions or after layoffs occur, the joint Trade Adjustment Act/Workforce Innovation and Opportunity Act applications are completed. Afterwards, customers begin to engage in further orientation and intake sessions.

Effective January 1, 2012, Governor Branstad changed the participant enrollment policy under Iowa's Workforce Innovation and Opportunity Act program to mandate co-enrollment for all Trade-certified and National Emergency Grant dislocated workers so that all customers would benefit from the service integration, functional alignment, and resources among these programs. All customers receive assessments, review labor market information, establish employment goals, and develop Individual Employment Plans that are shared and agreed upon among all partners/counselors involved.

Leveraging of resources is utilized by having Workforce Innovation and Opportunity Act take the in conducting assessments (i.e., basic education levels, aptitudes, interests, financial situation, barriers to employment success) from which the results guide all partners/ counselors in developing re-employment plans with the customers. These plans identify whether Trade Adjustment Act training is necessary to secure employment, any possible barriers to employment/training success, and how those barriers will be addressed. Both Workforce Innovation and Opportunity Act and Wagner-Peyser staff conduct re-employment workshops for customers needing additional assistance in job search resources, resume writing, interviewing skills, etc. Furthermore, all Trade Adjustment Act customers have access to any other resources provided by Wagner-Peyser and Workforce Innovation and Opportunity Act. Because specific Wagner-Peyser or Workforce Innovation and Opportunity Act staff may have on-going direct connection to local and statewide employers and job openings, customers may be assigned to additional staff persons for assistance with intensive job search activities.

Case Management is shared between Workforce Innovation and Opportunity Act counselors and Wagner-Peyser representatives. Because Workforce Innovation and Opportunity Act and Wagner-Peyser have a shared computer system and all partners/staff have access to the Trade Adjustment Act computer system, case notes are accessible by either program, allowing staff to determine if monthly contact has been made. If contact has been made and the documentation shows ongoing progress toward goals with no issues, the contact will satisfy all programs requirements.

Ongoing communication is stressed among all partners. Workforce Innovation and Opportunity Act, Wagner-Peyser, and the State Trade Adjustment Act office. Examples include: periodic combined staff meetings to reinforce the open communication and staffing between a customer and relevant program representatives as needed to address customer needs or issues while working toward an integrated approach to address such needs and issues.

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

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:

An Iowa Valley Community College Representative serves on the RWDB, allowing for input and partnership. An IVCCD representative also participate in the Workforce System Partner meetings on a monthly basis. IVCCD also plays a key role in the Business Service team partnering with the One-Stop center and other partners in determining the training needs of the region.

Describe how the regions strategies will enable the board and core partners to leverage other federal, state and local investments that have enhanced access to workforce development programs at the institutions listed above:

A partnership with the Gap/PACE programs out of Iowa Valley Community College District have played a key role in enrolling more individuals into trainings. These programs provide a financial assistance for short-term trainings and career pathways. With shrinking funding in the WIOA programs. The Gap/PACE program have picked up the shortage of training dollars and prevented an additional reduction in individuals being trained. In turn this has allowed the One-Stop center to provide other services that would otherwise not have been offered.

The Intermediary Network program offered through Iowa Valley reaches out to in-school youth as well as secondary organizations. This assistance allows the WIOA youth funding to apply a greater focus on the required Out-of-School youth.

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

Partnership within the region will be key to leading to recognized post-secondary credentials and Registered Apprenticeships. As the Workforce System Partners communication and awareness of each other broadens it will open the door to more populations seeking training. With access at any point, it will also make it easier for any individuals to get involved with a training. Partners serving on the Business Service Team will allow for all partners to hear the training needs of the regions and be able to work towards the goals in a systematic manner.

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

Economic Development Focus

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

Iowa Valley Community College District's economic development representative participates in the RWDB board meetings as well as the Workforce System Partner monthly meetings allowing for input and collaboration.

Economic Development representatives are board members and/or partners to the RWDB. They provide county updates at each of the RWDB meetings, for the board to take into consideration when making decisions. Poweshiek county economic development is leading its own sector partnership, which core partners participate in. Economic development is partnered with in the region during times of layoffs and is also partnered with in hosting events such as career fairs or employee trainings.

Regional Workforce Development Board Functions

The Regional Workforce Development Board for Region 6 consists of a total of 14 members including representatives from the following groups: five-business, five-labor, one-city official, one-county elected official, one-school district representative, and one-community college representative.

Careful consideration is made to include bi-partisan representation with a balance of gender and rural/urban populations representing lowans from each of the four counties included in Region 6.

The Region 6 Regional Workforce Development Board consists of the following officers: a chairperson and a vice chair. Each officer serves a one-year term with election of the new officers annually in April and assumption of the duties in July. There is no limit to the number of terms that a chair or vice chair may serve.

Along with the CEO chair, the RWIB chair and vice chair form an Executive Committee.

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

Committees are appointed as needed by the chair and remain active until the board feels the need for the committee have been met. The board appointed a Youth Committee as they felt it was essential to address youth specific topics more in-depth.

The Regional Workforce Investment Board meetings are scheduled quarterly and occur normally on the third Wednesday of the first month in the quarter (January, April, July, and October). The meetings are regularly scheduled to be held at the One Stop Workforce Development Center in Marshalltown at 3405 South Center Street, unless otherwise specified. Each meeting is open to the public and notification of the meetings are posted on

the website: www.iowawdb.gov

Region 6 does not have ex-officio members. However, to ensure that the following targeted populations and interest groups: Older Workers, Economic Development, Adult Basic Education, Iowa Vocational Rehabilitation, Iowa Department for the Blind and Iowa Workforce Development each group is asked to have a representative to the board. Other representatives invited to board meetings include Proteus and the American Indian Council. All have the opportunity to provide feedback to the board during the meetings.

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

Regional Workforce Development Board Roles and Responsibilities:

The boards' responsibilities include the following:

Selecting service providers for Workforce Investment Act (WIA) adult and dislocated worker intensive services and youth programs.

Establishing policy for the Regions Workforce Development Center system.

Developing a budget to carry out the duties of the local board, subject to the approval of the Chief Elected Officials (CEO) Board.

Coordinating with WIOA youth, adult and dislocated worker employment and training activities with economic development strategies, and developing other employer linkages with these activities.

Promoting the participation of private sector employers in the workforce development system, and ensuring the availability of services to assist such employers in meeting workforce development needs.

Certifying eligible training providers.

Determining the use of the Strategic Workforce Development Fund including:

o Operation and funding of a summer program and/or in-school youth program

o Use of the discretionary funds; and

o Selection of service providers.

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

Submitting an Annual Report to the Iowa State Workforce Development Board.

Establishing cooperative relationships with other local boards.

Directing the activities of the Youth Committee.

In partnership with the Chief Elected Officials (CEO) Board, the Regional Workforce Development Board is responsible for:

Negotiating and reaching agreement with Iowa Workforce Development on local performance standards.

Appointing a Youth Committee in the region.

Determining the role of the Coordinating Service Provider.

Designating and certifying the One-Stop Center Operator, called the Coordinating Service Provider, in Iowa.

Developing a Chief Elected Official Regional Workforce Investment Board Agreement, outlining how the two boards will cooperate and collaborate in establishing and overseeing the regions Workforce Development Center System.

Developing and entering into a Memorandum of Understanding with the Workforce Development Center System Partners.

Conducting oversight of the local WIOA adult, dislocated worker services, and youth programs and the Workforce Development Center system including evaluating service delivery to determine if local needs and

priorities are being met, determining whether regional needs have changed and if so, whether a plan modification is necessary; ensuring quality improvement is on-going, and ensuring that performance standards are met.

Developing and submitting the Region 6 Workforce Development Services Plan utilizing regional needs assessment and analysis.

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

Region 6 Monitoring Responsibilities

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

1) If verification is done at the time of

registration, the sampling procedure must identify each registrant whose eligibility must be verified prior to or at the time the registration is entered into the Common Intake Case Management System;

2) If verification is done quarterly, the sample must be drawn within fifteen (15) days of the end of the quarter being sampled and verified;

3) A participant concurrently enrolled in more than one Title or program must be included in the universe for each program in which the participant is enrolled; and

4) A participant must be included in the sample only in the quarter the participant was enrolled.

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

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

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

a) Date of contact;

b) Name of person providing information;

c) Contact method;

d) Relationship of person contacted to applicant; and

e) Information received.

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

1) The universe size;

2) The number of participants selected for verification;

3) The verification period; and, if applicable,

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

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

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

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

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

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

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

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

Procedures are in place in Region 6 to ensure the monitoring samples are random and all requirements are met.

Participant Files

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

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

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

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

Contracts

a) The 10 percent monitoring sample of all non-

OJT contracts below \$25,000 must be drawn after the end of the quarter being sampled and monitored but no later than 30 days after the quarter being sampled; and

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

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

1) Participant File Monitoring must include a review of:

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

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

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

Monitoring Reports

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

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

Summary of Monitoring Reports

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

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

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

- 1) A list of all participants enrolled or transferred into a program during the quarter;**
- 2) A list of all participants that were monitored during the quarter;**

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

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

The Regional Workforce Development Board has established a standing committee for youth services in Region 6.

Youth Standing Committee Role and Responsibilities:

The Region 6 Youth Standing Committee provides guidance for local youth programs operated under the Workforce Innovation and Opportunity Act. In addition the Committee provides expertise in youth policy and assists the Regional Workforce Development Board in:

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

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

The Region 6 Youth Standing Committee performs the following duties and other functions as necessary and proper to carry out its responsibilities.

- 1) Identify youth employment and training needs;**
- 2) Assist to coordinate youth activities in the Region;**

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

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

The Region 6 Youth Standing Committee will meet on a quarterly basis during the months of January, April, July and October. The committee members will consist of:

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

Individuals representing youth service agencies, such as juvenile justice, local law enforcement agencies, youth with disabilities;

Individual representing local education entities;

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

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

Other interested individuals with youth expertise as suggested .

Multiple points of access are available through partner affiliated sites within the region

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

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

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

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

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

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

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

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

The Region 6 IowaWORKS One-Stop system will comply with all provisions of the Americans with Disabilities Act of 1990 to ensure the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities. Iowa Vocational Rehabilitation Services will assist in ensuring compliance with this effort on an ongoing basis. The accessibility is reviewed quarterly and in a more comprehensive manner on an annual basis.

The Region 6 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.

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

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

IVCCD Adult Literacy Programs provide teachers with differentiated instruction to individuals with Special Needs such as learning disabilities, mental health issues, or physical issues. IVCCD complies with FERPA regulations and offers a release of information for students to sign when an individual is seeking educational information on a student. Additional rights and regulations are posted in a FERPA flier within each educational site. We have a meeting room where core partners can come in and meet with their participants onsite. All buildings follow the ADA requirements and

iPathways is also available for individuals who have scheduling, transportation, academic, or physical/medical needs and cannot attend onsite instruction.

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

Regional Workforce Development Board Policies

The Region 6 RWDB will conduct ongoing analysis of the regions economy and workforce needs to ensure continuous improvement of eligible providers of services and to ensure that such providers meet the employment needs of local employers, workers and job seekers.

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

Elements potentially included in the analysis:

A review of the local area data gathered from customers of the One-Stop

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

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

An analysis of the skill and education gaps for individuals within the local area or region.

All partners will participate in a process of continuous improvement to offer the best possible services and seize opportunities for further integration. To assure that services are responsive to the needs of the community, partners will survey customers to obtain feedback on customer satisfaction. All partners will participate in the ongoing development and improvement of the Region 6 one-stop center procedures, policies and operational management. All partners will be part of a joint planning process that will continuously review

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:

the needs of the Region 6 workforce and business community and refine the services of the one-stop system based upon those needs.

In addition, the partners will encourage, accommodate staff, and/or provide training and cross training, as deemed appropriate, to ensure that all partner staff are familiar with all programs represented within the Region 6 One-Stop System in order to integrate services, reduce duplication, and improve overall service delivery.

Refer to question F-2.

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

Refer to question F-9.

Region 6 Priority of Service.docx

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

Local definition of Self-Sufficiency Wage for Adult and Dislocated Workers is defined as employment which when combined with the wages of all other family members, brings the entire family income to at least 150% of the United States Department of Labors LLSIL. If a participant indicates that they are satisfied that their wage (even if under 150%) meets their families needs for self-sufficiency, the case manager will put this detail into a case note to explain.

Refer to question F-10.

Attach the regional board's Individual Training Account Policy:

ITATable.xlsx

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

Region 6 Supportive Services Policy.docx

Refer to question F-5.

Regional Workforce Development Board Fiscal Policies

Adult and Dislocated Worker Service Provider

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

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

Designation Procedure

At a minimum, the procedure to designate the Adult/Dislocated Worker Service Provider(s) in Region 6 must include the following:

1) Public Notice

A public notice must be published. The public notice must indicate that the RWDB will hold a meeting to select the Service Provider(s) to provide core and intensive services for the Adult and Dislocated Worker programs under Title I of the Workforce Innovation and

Opportunity Act. The notice must list the criteria that will be used in the selection of the Service Provider(s), and must also invite interested entities to give presentations and answer questions relating to the selection criteria listed below. Notices should also be mailed to potentially interested entities within the local region.

2) Public Meeting

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

3) Criteria for Selecting Service Providers

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

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

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

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

Youth Services Service Providers

The Act requires that Youth Service Providers

be selected via a competitive process, and based on recommendations of the Youth Advisory Council. Since the delivery of the youth services could be accomplished through a number of different Service Providers, the RWDB should initially designate a Youth Service Provider to coordinate the operation of the Youth Program and to provide eligibility, enrollment, objective assessment and individual service strategy services for youth. Additional Youth Service Providers could be designated at a later date.

Designation Procedure

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

1) Public Notice

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

2) Public Meeting

The RWDB must conduct a public meeting to review the written proposals received, to obtain any additional information from entities submitting written proposals, and reach an

Agreement as to the selection(s).

3) Criteria for Selecting Youth Service Providers

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

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

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

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

Other criteria as determined by the RWDB.

Refer to question C-12. Include the notice of availability, where and for how long notice is published, the evaluation methodology for selection and what specific considerations were used for making awards. Include process for contract review.

Region 6 has always made it a priority of to serve the youth with the most barriers. The youth that generally make up the population with the most barriers are the out-of-school youth. This approach will therefore allow for the 75% minimum youth expenditure requirement under WIOA to be met.

Region 6 will utilize the following strategies to increase out-of-school youth enrollments:

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

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

Provide the regional board's plan to meet the required 75% minimum youth expenditures for out-of-school youth, as well as the plan to meet the required 20% minimum for work experience:

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

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

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

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

education system prior to completion.

Partner with the Iowa Valley Education and Training center to identify youth who have dropped from education system prior to completion.

Partner with Iowa Valley Community College District Intermediary Network program.

- Partner with Youth and Shelter Services

Youth Work Experience programs have always been a strong component of youth services within the region. The region offers work-based learning opportunities throughout the year through both the WIOA youth program and various partner programs. Iowa Vocational Rehabilitation will partner with IowaWORKS to deliver work experience opportunities for disabled youth. The core partners will also explore a joint effort summer work experience program. Region 6 will ensure that at least 20% of the WIOA youth funds are expended on work experience.

Refer to question E-6.

Region 6 Monitoring Responsibilities

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

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

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

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

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

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

a) Date of contact;

b) Name of person providing information;

c) Contact method;

d) Relationship of person contacted to applicant; and

e) Information received.

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

1) The universe size;

2) The number of participants selected for verification;

3) The verification period; and, if applicable,

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

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

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

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

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

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

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

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

Procedures are in place in Region 6 to ensure

the monitoring samples are random and all requirements are met.

Participant Files

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

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

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

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

Contracts

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

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

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

1) Participant File Monitoring must include a review of:

a) The participant record including a review of

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

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

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

Monitoring Reports

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

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

includes both monitoring activities, is completed.

Summary of Monitoring Reports

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

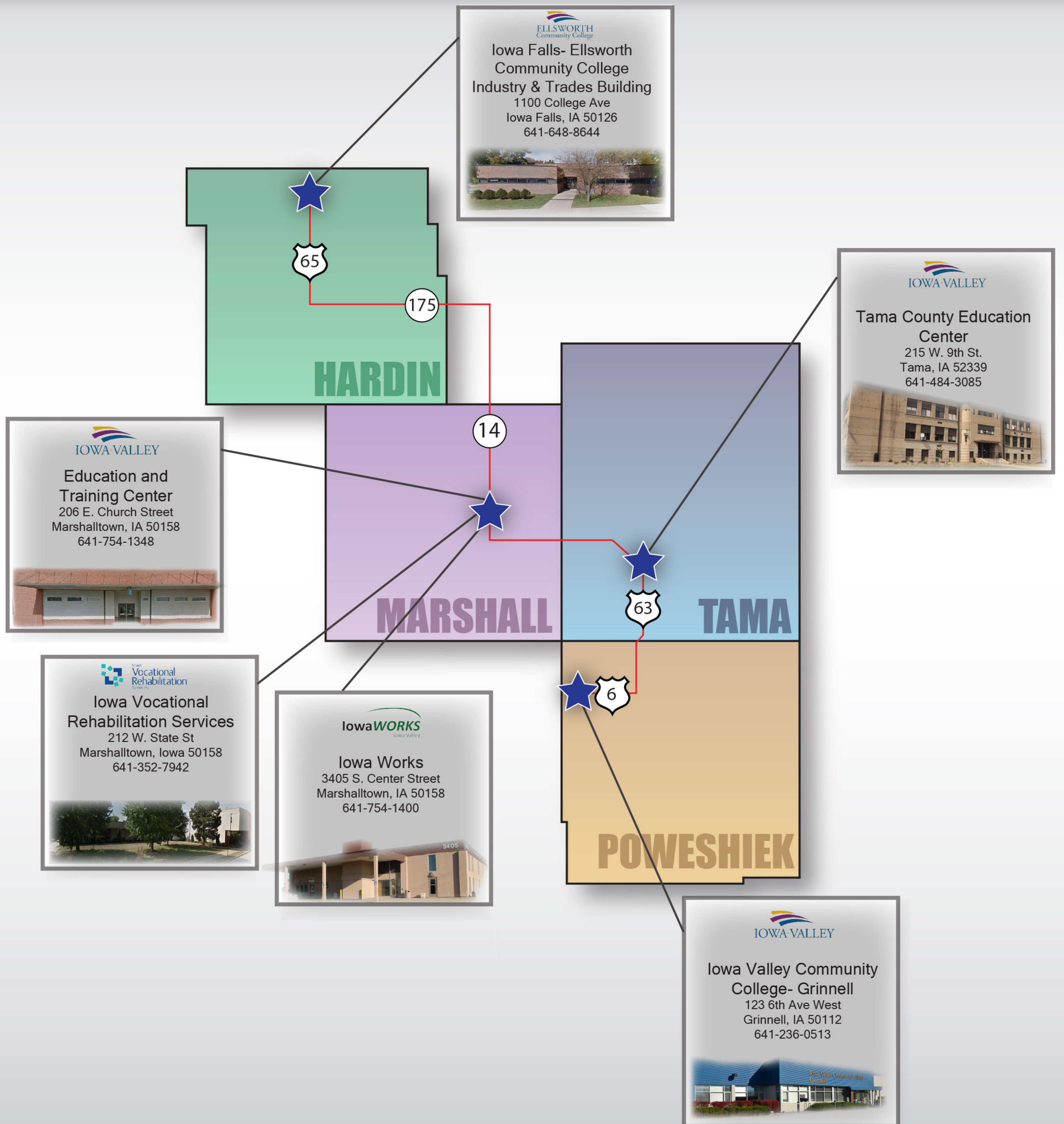
A summary report is completed for each program monitored for each quarter by the end of the subsequent quarter includes:

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

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

WIOA

Workforce Innovation and Opportunity Act



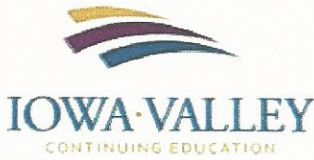
Core Partners

Iowa Vocational Rehabilitation
Iowa Valley Adult Basic Education

Iowa Workforce Development
WIOA Adult, Dislocated Worker and Youth Programs

Service Locations of the One Stop System

| Service Location | Core Partner | Address | City | County | Phone | Office Hours | Point of Contact | Email |
|--|-----------------------|---|---------------|-----------|--------------|---|-------------------------------|--|
| IowaWORKS Iowa Valley | IWD, Adult, DW, Youth | 3405 S Center St. | Marshall town | Marshall | 641-754-1400 | M, T, Th, F 8:30-4:30 W 9:00-4:30 | Arturo Sanchez/Jennifer Fuchs | arturo.sanchez@iowa.gov |
| Iowa Vocational Rehabilitation | Voc. Rehab. | 212 W State St. | Marshall town | Marshall | 641-352-7942 | M-F 8-4:30 | Eric Evans | eric.evans@iowa.gov |
| Iowa Valley Education & Training Center | Adult Education | 206 E. Church St. | Marshall town | Marshall | 641-754-1348 | M, W, Th 8-8 T 8-4:30 F 8-12 | Jennifer Wilson | jennifer.wilson@iowa.gov |
| Iowa Falls - Ellsworth Community College | Adult Education | Industry & Trades Building 1100 College Ave. | Iowa Falls | Hardin | 641-648-8644 | M-Th 8-6 | Jennifer Wilson | jennifer.wilson@iowa.gov |
| Tama County Education Center | Adult Education | 215 W. 9th St. | Tama | Tama | 641-484-3085 | M-Th 8-6 | Jennifer Wilson | jennifer.wilson@iowa.gov |
| Iowa Valley Community College - Grinnell | Adult Education | 123 6th Ave. West | Grinnell | Poweshiek | 641-236-0513 | HiSET T,W,Th 5-8 ESL M,W,Th 5:30-8 | Jennifer Wilson | jennifer.wilson@iowa.gov |



CORE PARTNER NETWORK of SERVICES RELEASE OF INFORMATION

Name: _____ SSN: _____ DOB: _____

Address: _____ City: _____ Zip: _____

Phone Number: _____ Email address: _____

Consent for Release of above information to:

____ Vocational Rehabilitation ____ Iowa Valley Community College District ____ IowaWORKS

It is understood that this information will remain confidential, and access to the information is appropriate only for the purpose of collaboration and coordination of career and employer services among agencies above.

(Signed) _____ (Client) _____ (Date)

(Parent/Guardian Representative if under 18) _____ (Date)

Referral from(name): _____ Core Organization: _____

Referral to Core Partner: ABE IWD VR YOUTH PJ

- Please check all that apply:
- ____ Would like assistance in finding a job
 - ____ Could benefit from additional training
 - ____ Has a physical or mental impairment that prevents them from employment or training
 - ____ Does not have a High School diploma or equivalent
 - ____ Skill needs English Language Math Computer Skills Citizenship
 - Financial Literacy NCRC Career Prep College Prep
 - ____ Other _____

Contacted on: _____ Contacted by: _____ Contact type: _____

Top Posted Occupations in 4 Counties

| Occupation | Total/Unique (Sep 2015) | Posting Intensity | Unique Postings Trend (Oct 2014 - Sep 2015) |
|--|-------------------------|-------------------|---|
| Heavy and Tractor-Trailer Truck Drivers | 27,328 / 1,693 | 16:1 | |
| Registered Nurses | 1,308 / 169 | 8:1 | |
| First-Line Supervisors of Retail Sales Workers | 490 / 88 | 6:1 | |
| Insurance Sales Agents | 3,847 / 87 | 44:1 | |
| Retail Salespersons | 247 / 58 | 4:1 | |
| Cashiers | 124 / 55 | 2:1 | |
| Maintenance and Repair Workers, General | 105 / 46 | 2:1 | |
| Physical Therapists | 427 / 41 | 10:1 | |
| Critical Care Nurses | 310 / 37 | 8:1 | |
| First-Line Supervisors of Food Preparation and Serving Workers | 110 / 31 | 4:1 | |
| First-Line Supervisors of Production and Operating Workers | 50 / 29 | 2:1 | |
| Police Patrol Officers | 51 / 26 | 2:1 | |
| Customer Service Representatives | 87 / 25 | 3:1 | |
| Merchandise Displayers and Window Trimmers | 136 / 24 | 6:1 | |
| Combined Food Preparation and Serving Workers, Including Fast Food | 51 / 21 | 2:1 | |
| Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products | 1,118 / 20 | 56:1 | |
| Social and Human Service Assistants | 53 / 19 | 3:1 | |
| Mechanical Engineers | 22 / 17 | 1:1 | |
| Industrial Engineers | 87 / 16 | 5:1 | |
| Farmworkers and Laborers, Crop | 28 / 16 | 2:1 | |
| Family and General Practitioners | 96 / 16 | 6:1 | |
| Light Truck or Delivery Services Drivers | 128 / 16 | 8:1 | |
| General and Operations Managers | 93 / 16 | 6:1 | |

2015 ANNUAL PROFILE

REGION 6

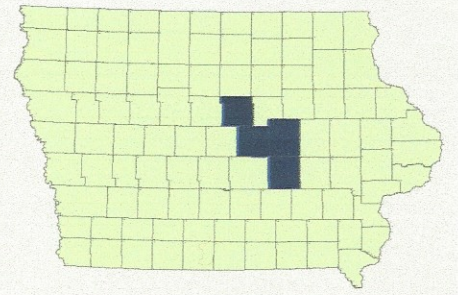
IOWA WORKFORCE DEVELOPMENT

Executive Summary

As of 2014, Iowa Workforce Development's (IWD) Region 6's largest private industry was Manufacturing, representing 19.3 percent (7,729) of the region's total covered employment of 40,121. The region's total employment decreased by 0.1 percent since 2013, while the average annual wage increased by 3.1 percent to \$38,275 for all industries. The Construction industry posted the largest employment percentage increase of 7.6 percent during 2014.

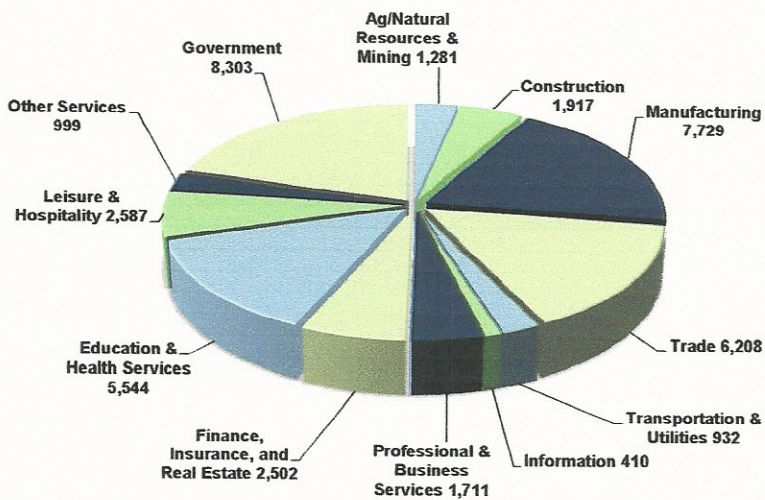
IWD's Region 6 average weekly wage for all industries was \$736 for 2014. This was an increase of 3.1 percent since 2013. The highest average weekly wage for a private sector was in Wholesale Trade averaging \$1,057. Between 2013 and 2014, the Agriculture, Natural Resources, and Mining sector reported the largest percentage increase in average weekly wage of 11.1 percent.

STATE OF IOWA



IWD Region 6

2014 Industry Breakout by Employment



Source: Quarterly Census of Employment and Wages

Ten Major Private Industry Employers Listed alphabetically

| Name of Company | Industry |
|--------------------------------|-----------------------|
| Jbs Swift | Manufacturing |
| Fisher Controls | Manufacturing |
| Lennox Industries | Manufacturing |
| Veterans Home, Marshalltown | Health Services |
| Grinnell College | Education |
| Senior Health Ins Information | Health Services |
| Marshalltown Medical Surgcl | Health Services |
| Mmsc Foundation | Health Services |
| Grinnell College | Education |
| Grinnell Mutual Reinsurance Co | Finance and Insurance |

Source: Infogroup®

QUICK FACTS

Counties Included in Iowa Workforce Development's Region 6

Hardin Poweshiek
Marshall Tama

2014 Covered Employment (QCEW)

| | | % |
|--|--------|-------------------|
| Total Employment | 40,121 | 2.6 ¹ |
| Average Weekly Wage | \$736 | 90.0 ² |
| Largest Private Sector: Manufacturing | 7,729 | 3.6 ³ |

¹ Percent is based on statewide covered employment of 1,515,887

² Percent is based on statewide average weekly wage of \$818

³ Percent is based on statewide covered employment in specified sector

Census Statistics

| | |
|-----------------------------------|--------|
| IWD Region 6 Population (2015) | 91,556 |
|-----------------------------------|--------|

2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

2013 - 2014 Covered Employment and Reporting Units by Industry

| Reporting Units | | | | Employment | | |
|-----------------|-------|----------|-------------------------------------|------------|--------|----------|
| 2013 | 2014 | % Change | | 2013 | 2014 | % Change |
| 2,769 | 2,805 | 1.30% | Total All Industries | 40,165 | 40,121 | -0.11% |
| 2,503 | 2,537 | 1.36% | Private Business | 31,826 | 31,819 | -0.02% |
| 130 | 135 | 3.85% | Ag/Natural Resources & Mining | 1,306 | 1,281 | -1.91% |
| 268 | 274 | 2.24% | Construction | 1,781 | 1,917 | 7.64% |
| 123 | 117 | -4.88% | Manufacturing | 7,568 | 7,729 | 2.13% |
| 549 | 560 | 2.00% | Trade | 6,092 | 6,208 | 1.90% |
| 202 | 209 | 3.47% | <i>Wholesale Trade</i> | 1,909 | 1,898 | -0.58% |
| 348 | 350 | 0.57% | <i>Retail Trade</i> | 4,183 | 4,311 | 3.06% |
| 127 | 123 | -3.15% | Transportation & Utilities | 973 | 932 | -4.21% |
| 46 | 47 | 2.17% | Information | 427 | 410 | -3.98% |
| 252 | 247 | -1.98% | Finance, Insurance, and Real Estate | 1,719 | 1,711 | -0.47% |
| 299 | 309 | 3.34% | Professional & Business Services | 2,781 | 2,502 | -10.03% |
| 266 | 276 | 3.76% | Education & Health Services | 5,608 | 5,544 | -1.14% |
| 235 | 234 | -0.43% | Leisure & Hospitality | 2,594 | 2,587 | -0.27% |
| 209 | 216 | 3.35% | Other Services | 979 | 999 | 2.04% |
| 267 | 268 | 0.37% | Government | 8,340 | 8,303 | -0.44% |
| 56 | 58 | 3.57% | <i>State</i> | 1,445 | 1,366 | -5.47% |
| 154 | 154 | 0.00% | <i>Local</i> | 6,602 | 6,635 | 0.50% |
| 57 | 56 | -1.75% | <i>Federal</i> | 292 | 301 | 3.08% |

QUICK FACTS

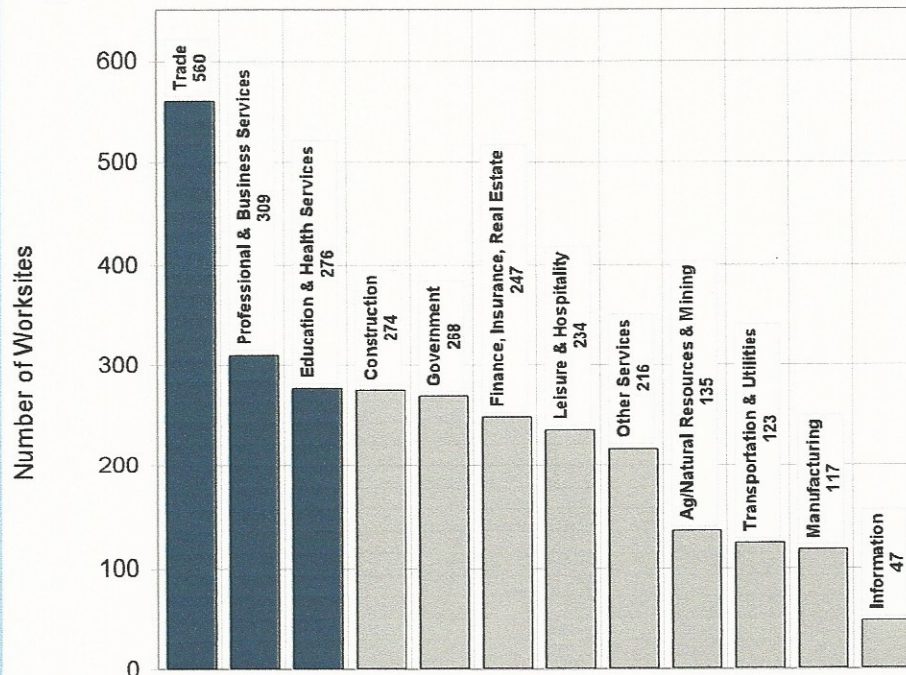
**IWD Region 5
Greatest Number of
Worksites**

*Trade
560

Professional and
Business Services
309

Education and Health
Services
276

Reporting Units by Industry in 2014



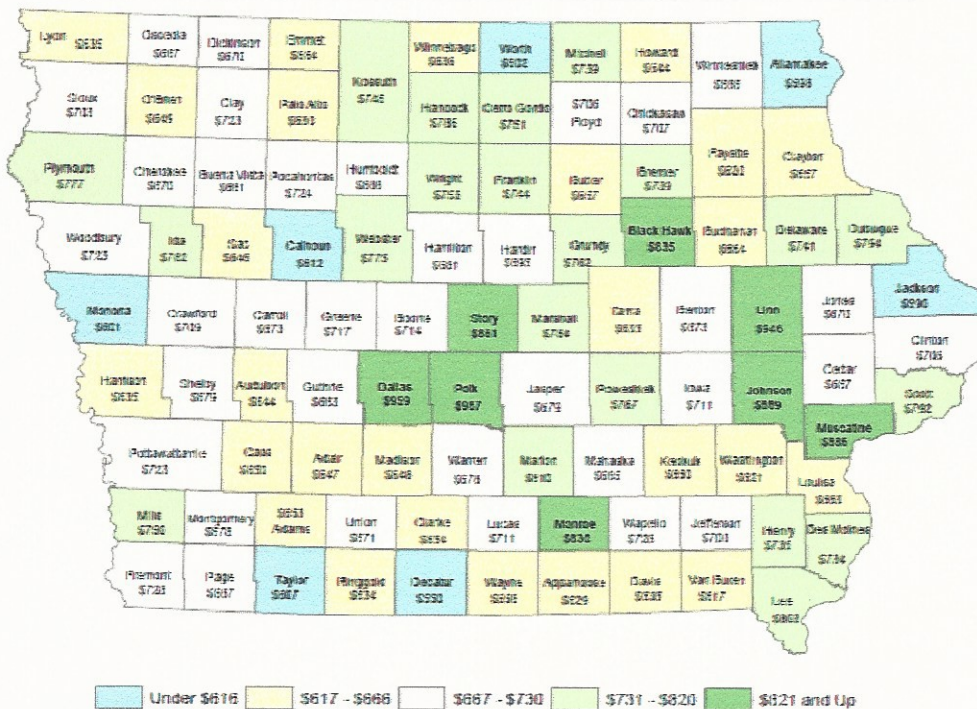
*Trade includes Wholesale & Retail Trade

2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

2013 - 2014 Average Annual and Weekly Wage by Industry

| Average Annual Wage | | | | Average Weekly Wage | | |
|---------------------|-----------|----------|----------------------------------|---------------------|----------|----------|
| 2013 | 2014 | % Change | | 2013 | 2014 | % Change |
| \$ 37,105 | \$ 38,275 | 3.15% | Total All Industries | \$ 714 | \$ 736 | 3.08% |
| \$ 37,459 | \$ 38,724 | 3.38% | Private Business | \$ 720 | \$ 745 | 3.47% |
| \$ 39,977 | \$ 44,402 | 11.07% | Ag/Natural Resources & Mining | \$ 769 | \$ 854 | 11.05% |
| \$ 47,161 | \$ 50,441 | 6.95% | Construction | \$ 907 | \$ 970 | 6.95% |
| \$ 47,846 | \$ 47,605 | -0.50% | Manufacturing | \$ 920 | \$ 915 | -0.54% |
| \$ 31,984 | \$ 32,036 | 0.16% | Trade | \$ 615 | \$ 616 | 0.16% |
| \$ 54,761 | \$ 54,968 | 0.38% | Wholesale Trade | \$ 1,053 | \$ 1,057 | 0.38% |
| \$ 21,589 | \$ 21,942 | 1.64% | Retail Trade | \$ 415 | \$ 422 | 1.69% |
| \$ 47,551 | \$ 51,575 | 8.46% | Transportation & Utilities | \$ 914 | \$ 992 | 8.53% |
| \$ 34,413 | \$ 35,157 | 2.16% | Information | \$ 662 | \$ 676 | 2.11% |
| \$ 48,319 | \$ 51,430 | 6.44% | Finance, Insurance, Real Estate | \$ 929 | \$ 989 | 6.46% |
| \$ 34,638 | \$ 36,994 | 6.80% | Professional & Business Services | \$ 666 | \$ 711 | 6.76% |
| \$ 36,886 | \$ 38,692 | 4.90% | Education & Health Services | \$ 709 | \$ 744 | 4.94% |
| \$ 10,701 | \$ 11,067 | 3.42% | Leisure & Hospitality | \$ 206 | \$ 213 | 3.40% |
| \$ 24,663 | \$ 25,651 | 4.01% | Other Services | \$ 474 | \$ 493 | 4.01% |
| \$ 35,751 | \$ 36,554 | 2.25% | Government | \$ 688 | \$ 703 | 2.18% |
| \$ 47,387 | \$ 48,079 | 1.46% | State | \$ 911 | \$ 925 | 1.54% |
| \$ 32,550 | \$ 33,576 | 3.15% | Local | \$ 626 | \$ 646 | 3.19% |
| \$ 50,531 | \$ 49,902 | -1.24% | Federal | \$ 972 | \$ 960 | -1.23% |

Average Weekly Wage for All Industries by County
Annual 2014



QUICK FACTS

Average Weekly Wage Comparisons

IWD Region 6
\$736

Rank
Among All 15
IWD Regions
7

Statewide
\$818

2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

QUICK FACTS

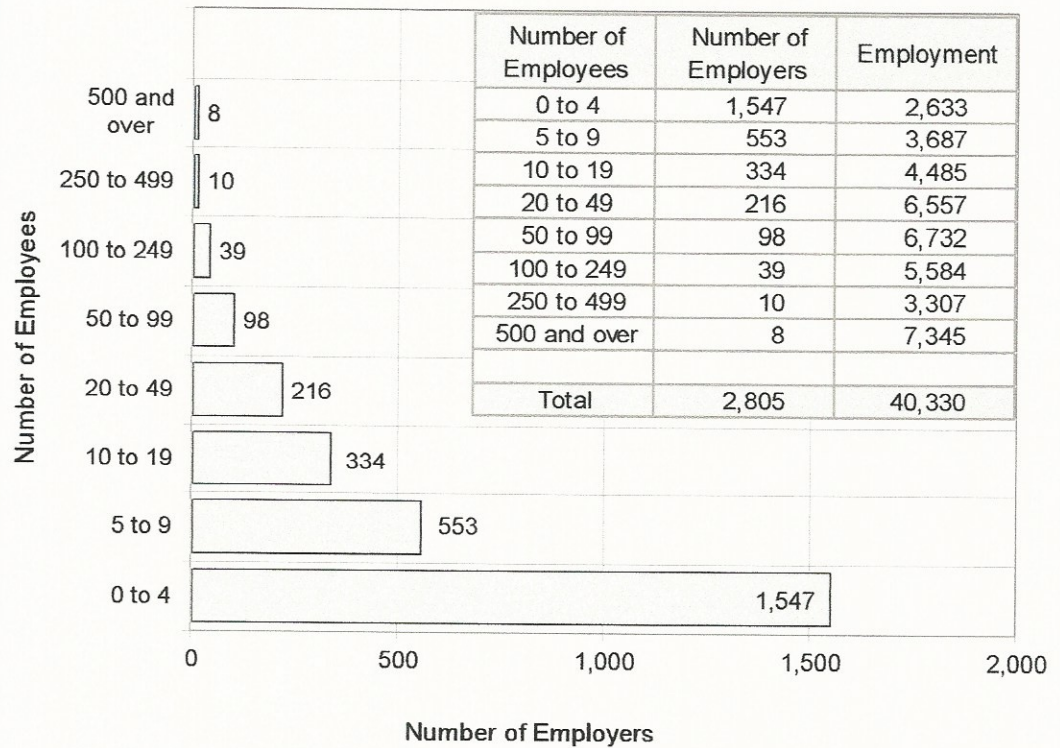
Size of Firm

Eighteen firms in Region 6 employ 500 or more workers, totaling 10,652 workers, which accounts for 26.4 percent of total employment in the region.

Firms that employ less than 50 workers represent 94.5 percent of all establishments region-wide.

Size of Firm Based on Employment

December 2014



QUICK FACTS

Quarterly Workforce Indicators Definitions

Total Employment

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

New Hires

Total number of hires that were also not employed by that employer during the previous four quarters

For additional definitions see source information below the LED tables

2014 Local Employment Dynamics (LED) - Quarterly Workforce Indicators

Comparison of Annual Averages from 3rd Qtr. 2013 to 3rd Qtr. 2014

| Quarterly Workforce Indicators | Region 6 (2013) | Region 6 (2014) |
|--------------------------------|-----------------|-----------------|
| Total Employment | 40,689 | 40,803 |
| New Hires | 6,173 | 5,556 |
| Separations | 7,949 | 6,935 |
| Turnover Rate % | 0.091 | 0.096 |
| Average Monthly Earnings | \$3,243 | \$3,310 |
| Average New Hire Earnings | \$1,993 | \$2,220 |

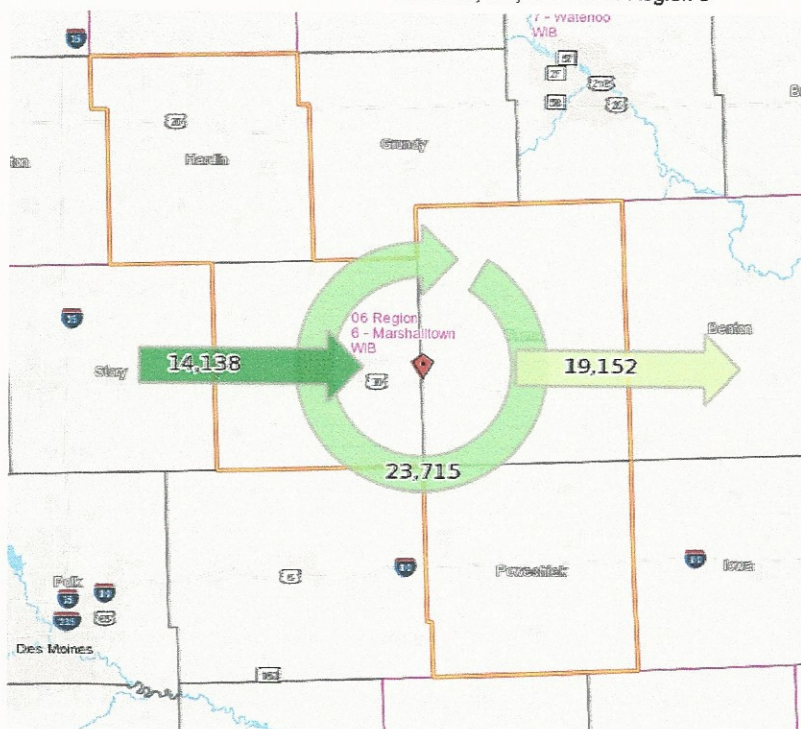
| Quarterly Workforce Indicators | Iowa (2013) | Iowa (2014) |
|--------------------------------|-------------|-------------|
| Total Employment | 1,498,453 | 1,514,462 |
| New Hires | 226,009 | 231,425 |
| Separations | 278,960 | 277,585 |
| Turnover Rate % | 0.091 | 0.095 |
| Average Monthly Earnings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

Source: Local Employment Dynamics, <http://lehd.did.census.gov>. For definitions of the Quarterly Workforce Indicators, visit http://lehd.did.census.gov/doc/QWI_101.pdf.

2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

Inflow/Outflow Job Analysis of Region 6 2013

Characteristics of workers who commute in, out, and within Region 6



For an online tour of the application, please follow this link:

<http://lehd.ces.census.gov/led/datatools/onthemap.php?name=WhatsOnTheMap>

QUICK FACTS

**'On the Map'
Interactive Mapping
Application**

As of 2013, there were 37,853 primary jobs in this region.

19,152 workers live in Region 6 but leave the region for their primary jobs

62.7 percent (23,715) of the region's workers live and work in Region 6.

ON THE MAP Statistics — Region 6

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

| Total Primary Jobs | 2013 | | 2011 | | 2009 | |
|---|--------|--------|--------|--------|--------|--------|
| | Count | Share | Count | Share | Count | Share |
| Total Primary Jobs | 37,853 | 100.0% | 38,210 | 100.0% | 37,360 | 100.0% |
| Jobs by Worker Age | 2013 | | 2011 | | 2009 | |
| | Count | Share | Count | Share | Count | Share |
| Age 29 or younger | 8,316 | 22.0% | 8,611 | 22.5% | 8,630 | 23.1% |
| Age 30 to 54 | 19,885 | 52.5% | 20,589 | 53.9% | 20,397 | 54.6% |
| Age 55 or older | 9,652 | 25.5% | 9,010 | 23.6% | 8,333 | 22.3% |
| Jobs by Earnings | 2013 | | 2011 | | 2009 | |
| | Count | Share | Count | Share | Count | Share |
| \$1,250 per month or less | 8,207 | 21.7% | 8,207 | 21.5% | 8,585 | 23.0% |
| \$1,251 to \$3,333 per month | 15,505 | 41.0% | 16,943 | 44.3% | 16,808 | 45.0% |
| More than \$3,333 per month | 14,141 | 37.4% | 13,060 | 34.2% | 11,967 | 32.0% |
| Jobs by Worker Race | 2013 | | 2011 | | 2009 | |
| | Count | Share | Count | Share | Count | Share |
| White Alone | 35,959 | 95.0% | 36,387 | 95.2% | 35,701 | 95.6% |
| Black or African American Alone | 670 | 1.8% | 614 | 1.6% | 603 | 1.6% |
| American Indian or Alaska Native Alone | 487 | 1.3% | 475 | 1.2% | 430 | 1.2% |
| Asian Alone | 466 | 1.2% | 471 | 1.2% | 421 | 1.1% |
| Native Hawaiian or Other Pacific Islander Alone | 29 | 0.1% | 19 | 0.0% | 18 | 0.0% |
| Two or More Race Groups | 242 | 0.6% | 244 | 0.6% | 187 | 0.5% |

Source: Local Employment Dynamics, On the Map: <http://onthemap.ces.census.gov/>. For definitions and instruction on this mapping application, visit

<http://lehd.ces.census.gov/led/datatools/onthemap.php?name=GettingStarted>

QUICK FACTS

**'On the Map'
Reports**

One of the reports generated from 'On the Map' displays 37,853 total primary jobs in Region 6 and the distribution of age and monthly earnings of the workers.

41.0 percent of Region 6 workers earn from \$1,251 to \$3,333 per month.

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

2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

Top 20 Growing Industries by Employment 2012 - 2022

| Industry Description | NAICS Code | 2012 | 2022 | Total Growth | Percent Change |
|---|------------|----------------------|----------------------|--------------|----------------|
| | | Estimated Employment | Projected Employment | | |
| Nursing and Residential Care Facilities | 623 | 1,990 | 2,405 | 415 | 20.9% |
| Educational Services | 611 | 4,920 | 5,270 | 350 | 7.1% |
| Ambulatory Health Care Services | 621 | 1,220 | 1,550 | 330 | 27.0% |
| Administrative and Support Services | 561 | 1,540 | 1,845 | 305 | 19.8% |
| Self Employed and Unpaid Family Workers | 671 | 4,425 | 4,675 | 250 | 5.6% |
| Food Manufacturing | 311 | 2,445 | 2,695 | 250 | 10.2% |
| Wood Product Manufacturing | 321 | 590 | 785 | 195 | 33.1% |
| Food Services and Drinking Places | 722 | 2,130 | 2,315 | 185 | 8.7% |
| Professional, Scientific, and Technical Services | 541 | 765 | 920 | 155 | 20.3% |
| Local Government, Excluding Education and Hospitals | 930 | 2,975 | 3,125 | 150 | 5.0% |
| Specialty Trade Contractors | 238 | 845 | 985 | 140 | 16.6% |
| Hospitals | 622 | 1,235 | 1,375 | 140 | 11.3% |
| Fabricated Metal Manufacturing | 332 | 1,430 | 1,560 | 130 | 9.1% |
| Social Assistance | 624 | 465 | 595 | 130 | 28.0% |
| Truck Transportation | 484 | 575 | 700 | 125 | 21.7% |
| General Merchandise Stores | 452 | 930 | 1,045 | 115 | 12.4% |
| Support Activities for Agriculture | 115 | 440 | 550 | 110 | 25.0% |
| Food and Beverage Stores | 445 | 1,045 | 1,145 | 100 | 9.6% |
| Repair and Maintenance | 811 | 390 | 485 | 95 | 24.4% |
| Gasoline Stations | 447 | 675 | 760 | 85 | 12.6% |

Source: Long-Term Industry Projections
<https://www.iowaworkforcedevelopment.gov/industry-projections>

"Hot Jobs" in Region 6 2012 - 2022

| Occupational Title | 2012 | 2022 | Annual | Region 6 | | |
|--|----------------------|----------------------|-----------------|-----------------------|-----------|--------------|
| | Estimated Employment | Projected Employment | Growth Rate (%) | 2015 Mean Annual Wage | Education | Job Training |
| Postsecondary Education | | | | | | |
| Registered Nurses | 730 | 840 | 1.5 | 25.64 | AS | N |
| Licensed Practical & Licensed Vocational Nurses | 375 | 440 | 1.6 | 18.25 | PS | N |
| Heavy & Tractor-Trailer Truck Drivers | 965 | 1,115 | 1.6 | 15.86 | PS | S |
| High School Diploma (or Equivalent) or less | | | | | | |
| Electricians | 230 | 265 | 1.5 | 28.63 | HS | A |
| Industrial Machinery Mechanics | 160 | 205 | 2.8 | 20.95 | HS | L |
| Operating Engineers & Other Construction Equipment Operators | 215 | 250 | 1.4 | 20.50 | HS | M |
| Landscaping & Groundskeeping Workers | 335 | 385 | 1.5 | 15.83 | < HS | S |
| Construction Laborers | 325 | 375 | 1.7 | 15.23 | < HS | S |
| Team Assemblers | 710 | 840 | 1.8 | 14.83 | HS | M |
| Secretaries & Admin Assistants, Ex Legal, Medical, & Executive | 715 | 800 | 1.2 | 14.13 | HS | S |

Occupations were selected based on the annual growth rate from Region 6 2012-2022 occupational projections.
<https://www.iowaworkforcedevelopment.gov/occupational-projections>

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

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

2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

Employment and Unemployment Statistics

Annual 2014

| County | Labor Force | Number Unemployed | Unemployment Rate | Number Employed |
|------------------------------|---------------|-------------------|-------------------|-----------------|
| Hardin | 8,780 | 390 | 4.5 | 8,390 |
| Marshall | 20,010 | 1,120 | 5.6 | 18,890 |
| Poweshiek | 10,380 | 460 | 4.5 | 9,920 |
| Tama | 9,220 | 510 | 5.6 | 8,710 |
| Total (*=Average) | 48,390 | 2,490 | 5.1 | 45,900 |

QUICK FACTS

Labor Force 2014

Unemployment averaged 5.1 percent in Region 6 for 2014. The region's jobless rate translated into 2,490 unemployed persons.

The 2014 unemployment rate for Region 6 was higher than the statewide average of 4.3 percent.

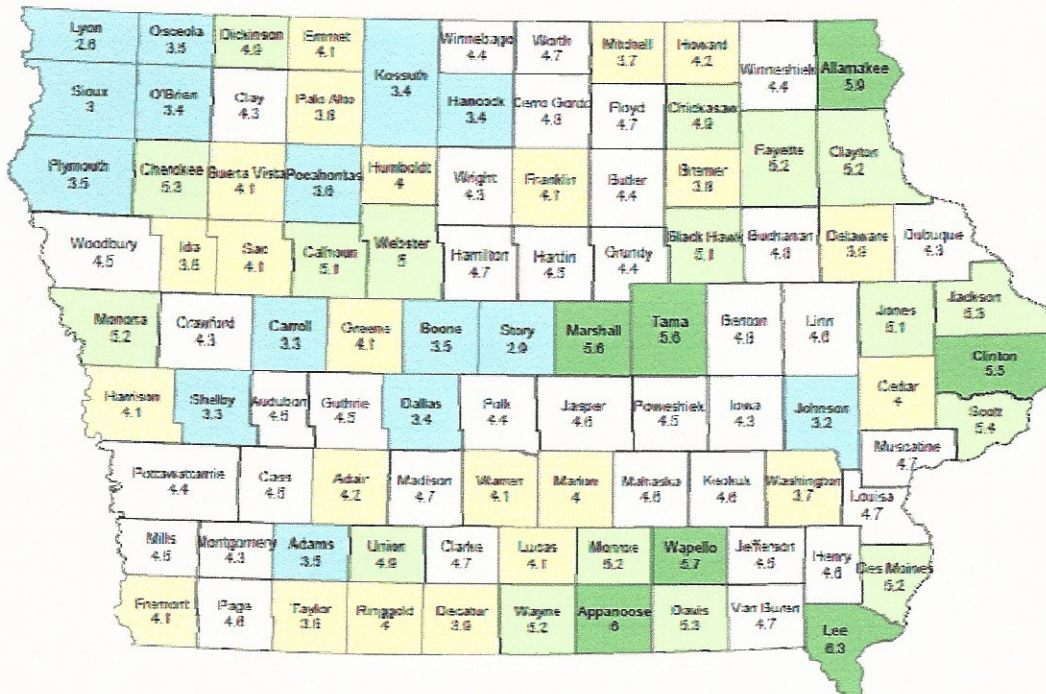
Note: The unemployment rate is widely recognized as an important economic indicator that is used to gauge the vitality of the labor market. The release of the monthly unemployment rate causes markets to react and analysts to speculate on the health of the economy.

Source: Local Area Unemployment Statistics (LAUS)

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

Unemployment Rates per Iowa Counties

2014 Annual Average



QUICK FACTS

County Unemployment Rates

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

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

Source: Local Area Unemployment Statistics (LAUS)

2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

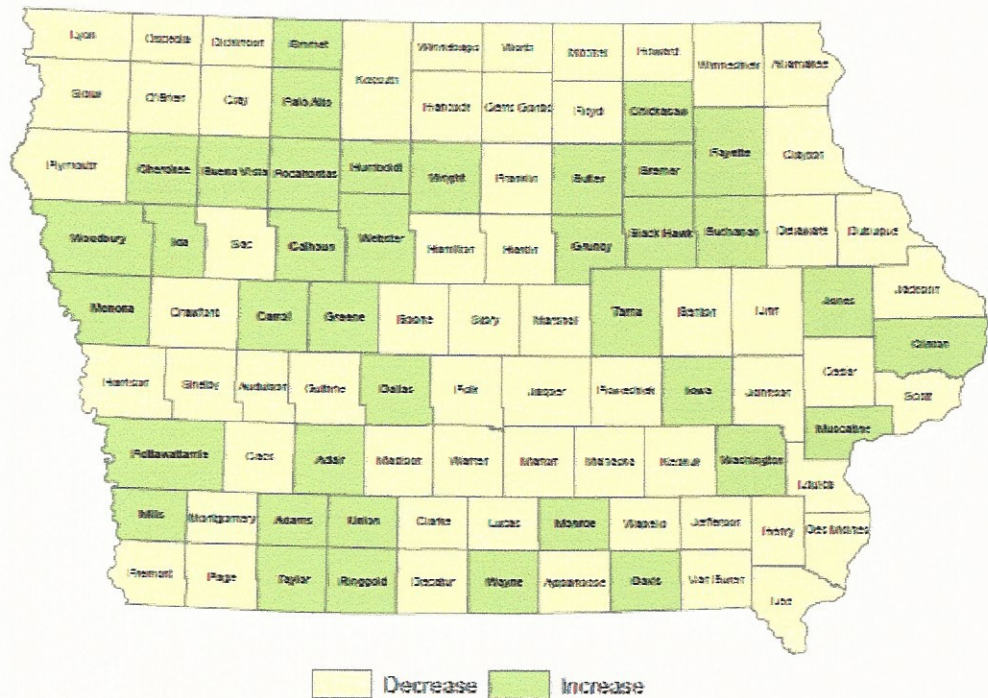
QUICK FACTS

Annual 2014 UI Benefits

UI Benefits for Iowa decreased from \$418.8 million in 2013 to \$402.6 million in 2014, a decrease of 3.9 percent.

UI Benefits in 60 of Iowa's 99 counties dropped compared to 2013. Three counties in Region 6 saw a decrease in UI benefits paid in 2014.

Percentage Change in Total Unemployment Insurance (UI) Benefit



Source: Unemployment Insurance Statistical Data

<https://www.iowaworkforcedevelopment.gov/unemployment-insurance-statistics>

CONTACT INFO

Iowa Workforce Development

Labor Market Information

1000 E Grand Ave
Des Moines, IA 50319
515-281-8515
800-532-1249;
Fax: 515-281-8195
iwd.lmi@iwd.iowa.gov
www.iowalmi.gov

Equal opportunity employer/program. Auxiliary aids and services are available upon request to individuals with disabilities.

TTY 515-281-4748;
1-800-831-1399



For Additional Information about Region 6 — Visit our Website!

<http://www.iowalmi.gov>

The screenshot shows the Iowa LMI website with a search bar and navigation menu. The main content area features four tabs: Indicators, Industry, Occupation, and Research. Below these is a 'Welcome to the Labor Market Information Division' section, followed by a 'Local Labor Force Summary Data Tool' which includes a table of labor force statistics by month and year.

| 2015 (Iowa Labor Force Summary: (Seasonally Adjusted)) | Monthly Data | | | | | | | | | | | |
|--|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| Unemployed | 71,833 | 70,340 | 69,000 | 65,000 | 64,800 | 62,800 | 63,800 | 62,500 | 61,400 | 60,400 | 58,000 | 58,000 |
| Unemployment Rate | 4.7% | 4.1% | 4.0% | 3.8% | 3.8% | 3.7% | 3.8% | 3.7% | 3.6% | 3.6% | 3.4% | 3.4% |
| Employment | 1,845,000 | 1,846,500 | 1,847,000 | 1,847,800 | 1,845,700 | 1,846,500 | 1,838,500 | 1,837,600 | 1,840,500 | 1,844,400 | 1,847,300 | 1,847,300 |

<http://www.iowalmi.gov>

WIOA Business-Partner Forum
8:30-11:30 a.m., Tuesday, October 6, 2015
Iowa Valley Community College, Marshalltown

SUMMARY

Overview:

This event was a forum to solicit input on a variety of workforce development issues from a panel of area business representatives. The business panel was comprised of Lori Wildman, RWDB Member and Training Specialist at Alliant Energy; Deb Upah, RWDB Member and Human Resources at Iowa Premium; Nancy Roethler, RWDB Member, and Heath Kellogg, RWDB Member and Executive Director of Tama County Economic Development. The audience for this panel included other local businesses, members of the local workforce development board, area educators, and partnering agencies implementing workforce development programs.

A short video explaining the fast pace of change in global workforce needs was presented to help orient the group. Phil Tetzloff, Vice Chair of the Region 6 Regional Workforce Development Board, provided a welcome to the group and a charge for the day. Jennifer Fuchs, Director of Workforce Innovation and Opportunity Act/Promise Jobs, provided a presentation on changes in the Workforce Innovation and Opportunity Act (WIOA) and explained the need for local communities to align their plans to the changes at both the State and Federal level. Each of the business panelists was asked to give an opening statement that shared their thoughts about future workforce development needs, challenges and opportunities. Following the presentations, the panel responded to questions that had been drafted before the event to elicit their input on a range of workforce development issues. The event concluded with small group work facilitated by Abbie Gaffey from Iowa State University Extension & Outreach to process the information that had been shared and place it into a context to inform the on-going strategic planning and alignment process.

Organizations Represented:

Alliant Energy, Iowa Valley Community College District, New Century – Growmark, Mayflower, Grinnell Mutual, Manatts, Iowa Premium, Key Coop, Lennox, Tama & Hardin Co. Economic Development, Iowa Vocational Rehabilitation, Iowa Workforce Development

Summary of Opening Statements:

Lori Wildman – Alliant Energy

- Need programs fast and now

- Staying ahead of the curve
- Soft Skills – communication, Colors training, computer keyboarding, a unique blend
- Computer and math skills
- Customer Service for internal and external clients
- Dealing with change and technical needs
- Eliminating redundancy

Deb Upah – Iowa Premium

- Multicultural challenges
 - Communication
 - Cultural competency
 - Eliminate misunderstandings
- Turnover
- Soft Skills
 - Educational disparities
 - Interpersonal relations
 - Workplace behavior
 - Literacy and math

Heath Kellogg – Tama County Economic Development

- Rural challenges
- Need workers for a variety of jobs
- We need to be who we are

Nancy Roethler – RWDB Member

- Updating programs
- Emphasis on education
- Regionalize
- Skilled workforce

Business Panel Question and Answer Session:

Question 1: What do you see as barriers job-seekers have in getting a job at your company?

- Lack of work experience/post work experience jobs
- Knife skills
- Competing for workers

- Reaching people who are isolated (youngsters, Monster, no radio, no newspaper)
- Housing
- Language
- Highly trained workforce with specific skills
- Work Ethic
 - Show up
 - Follow orders
 - Communicate
 - Social Skills
 - Stay off phone
 - Take breaks at scheduled times
 - Drop entitlement attitude
- Working in teams – The Millenials

Question 2: What do you see as redundancies in the workforce and job placement services available in our community?

- What's available online
- Doing the same thing but in different counties
- Where to advertise
- Aligning applicant tracking with online services
- Employee referral pipeline

Question 3: We offer short-term trainings and courses in job skills such as welding but attendance is low. Why do you think this is so? What are your thoughts on using internships or work experience along with short-term trainings?

- Apprenticeships
- Raising awareness on long-term viability of a career in manufacturing
- Internships are good
- Need manufacturing ambassadors
- Not everyone needs a 4-year degree (Ex. CDL – grain truck for company or own truck)
- Specific jobs – what is out there?
- Transferrable skills
- Exposing young people to possible careers
 - Coaching
 - (Strict guidelines, i.e., like relocation programs, repay tuition)
- Partner with schools, businesses to funnel employees to training
- Identify career path past the 1st job
- Work with parents and teachers to direct students to Community Colleges instead of Universities

- Guidance counselor ratio = 300:1 (need to convince that job placement is just as good as college)
- (Karen idea on C.P./Sector Board)
- (K-12 partnerships and externships for teachers in summer in skill jobs)
- (Business going into schools)
- (Business Fair in schools instead of college fair)

Question 6: What opportunities does your company have to involve youth in your activities? For example, do you provide internships, job shadowing, mentoring, factory tours, Junior Achievement, high school business clubs, speaking at middle and high schools, sponsoring athletic teams?

- Reaching out to high school Vocational Education
- Time and resources to keep everyone informed are in short supply
- Way to communicate with businesses on job shadowing and other opportunities to reach students
- Communicating the work that's being done

Question 5: What is your view of how the workforce development system works? What are your ideas for improving it?

- How do people know where to go?
- Late 20s to 50s – how do we serve them?
- Resume and interview assistance
- What's available is a drop in the bucket compared to the need
- Need to help people network

Small Group Unpacking Process Responses:

Following the question and answer session with the business panelists, the participants were asked to process what they had heard using these five questions:

1. What are some things you heard that surprised you?
2. What didn't you hear that you think might have been overlooked?
3. What seemed to be areas or issues that represent opportunities to do a better job for local businesses?
4. What seemed to be areas or issues that represent special challenges that need to be resolved?
5. What does a successful workforce development program look like?

Group 1 (Phil, Deb and Cindy):

1. Lack of business understanding of resources available.

- Ratio of counselors/school in high school
- Not a lot of surprises
- 2. State of economy/impact to workforce
 - Global impact to businesses
 - Rules/regulations to businesses
- 3. Oversight group that communicates all opportunities available
 - Counselors up to speed on job opportunities
 - Mental health issues to be addressed
 - Manufacturing back to U.S.
- 4. Lack of emphasis on parental influence on their education of jobs available
 - Lack of services available to accommodate workforce, i.e., daycare, healthcare, transportation, parolee appointments with probation officer
 - Lack of loyalty to local business due to online access
- 5. Ample workforce
 - Ample jobs
 - Workforce meeting business needs
 - Employers to think big and outside box for recruitment/marketing

Group 2 (Jennifer, Jacque, Arturo and Denise):

1. Lack of concern re: language, HSED
 - Networking within the workforce system (business workforce)
 - Disconnected Millennials (i.e. computers, etc.) not getting marketing
 - Business fair within high school
 - Miscommunication between business/education programs
 - Lack of communication “portal”
 - “Careers” versus “job”
 - One voice message for core partners
2. Redundancy question was avoided (via core partners)
 - Still WIOA confusion – various groups doing same so? Are the right partners in room or enough
 - Tired of meetings/hearing and want a magic pill
 - Don’t know if business and industry know services of IWP/ABE
3. Training ideas
 - Proactive versus reactive
 - Communication
 - Best practice sharing
4. Communication (K-12, CC-Business/Industry/IWD)
 - The students/employee soft skills – work ethic
 - Lack of understanding of “what we do” core
 - People with criminal history
5. Prepared workforce with strong training/work ethics
 - Career pathway/ladder opportunities to promote how starting job really leads to career. Various “careers” within training (i.e., CDL)

Group 3 (Heath K, Jamie E, Kathy D):

1. Ambassador program
 - Counselor/student ratio
2. Employer flexibility and openness to change
 - Several comments on central point of contact for services/information, no solution
3. Communication
 - Awareness of opportunities
4. Communication/coordination of efforts
 - Open more workforce locations
5. Taking proven programs and duplicating at other companies (not reinventing the wheel)

Group 4 (Christy K, Karen R, Mike M, Jennifer)

1. No healthcare/IT talk
 - All manufacturing
 - Housing
 - Tag-along spouses – getting connected
 - No surprises – soft skills
2. Spouses Tag-along/Healthcare/IT
 - Program details
 - “System” oriented for businesses
 - Generation differences – how to deal
 - 30-40 Second Career>Returns to Iowa
 - How to recruit
 - Transition of dislocated workers
3. All large employers – what about small/smaller employers?
 - Employers to Schools < -> Schools to Employers
 - Building career pathways (Poster Child)
4. Small Employers
 - Competition for talent > Willingness to commute
 - People that don't unplug > Work/Life balance
5. Follow Up Session - #5
 - Who?/Success factors/time frames

Group 5 (Robin L, Deb U, Nancy R, Ronee S):

1. The number of jobs a person changes
 - Alliant training program
 - Number of counselor ratio to students
2. Meet smaller employer needs

3. Working together
4. Education/Communication
5. Combining all the services

Group 6 (Bob H, Lori W, Bryan B, Sandy S)

1. Counselor to student ratio
2. IVCCD intermediary program
 - Services in rural areas (i.e. Skype)
3. Soft skills
 - Need to develop communication network (common needs)
 - Diversity – language/culture barriers
4. Decreasing diversity
 - Educational levels
 - Career versus job
 - Helping understand/expose ag rural areas opportunities
 - Limited resources and sending personnel
 - Getting word out – marketing
5. Cooperation-Collaboration-Communication
 - High School and College students with base understanding of skills, saving money, job shadowing

Regional One-Stop System Partner Contact Information

| Mandatory Partners | Local Area? | Entity | Name | Telephone Number | Email Address |
|------------------------------|-------------|--|---|------------------------------|--|
| Career/ Technical Education | X | Iowa Valley Community College District | Jacque Goodman | 641.844.5640 | Jacque.goodman@iavalley.edu |
| SCSEP (Older Worker) | X | AARP Foundation Experience Works | Cynthia Cannavo Tracey Dormady-Ketcham | 515.287.1555 515.243.2430 | ccannavo@aarpp.org tracey_dormady-ketcham@experienceworks.org |
| | | Senior Service America Inc. (SSAI) | Ivy Nielsen | 712.755.5135 ext. 230 | inielsen@westcca.org |
| | | Community Action Agency of Siouxland | Antoinette Green | | agreen@caasiouxland.org |
| Job Corps | X | Denison Job Corps | Jim Whitmire | 712.265.2300 | Whitmire.jim@jobcorps.org |
| | | Ottumwa Job Corps | Mark Douglas | 641.682.2000 | Douglas.mark@jobcorps.org |
| Native American | | American Indian Council | Kristina Torres | 641.844.6986 | aictorres@yahoo.com |
| Migrant/Seasonal Farm Worker | X | Proteus | Jackie Turnquist | 515.271.5306 | jackiet@proteusinc.net |
| Veterans | | Iowa Workforce Development | Linda Rouse | 641.680.3591 | Linda.rouse@iwd.iowa.gov |
| YouthBuild | | NA | | | |
| Trade Act | X | Iowa Workforce Development | Nina Gotta | 515.281.9007 | Antonina.gotta@iwd.iowa.gov |
| Community Action (E/T) | X | FaDSS/ Community Action Mid-Iowa Community Action Agency | Mindy Clayton | 641.236.3923 | Mindy.clayton@micaonline.org |
| Housing Authority (E/T) | | NA | | | |
| Unemployment | X | Iowa Workforce Development | Ryan West | 515.725.1086 | Ryan.west@iwd.iowa.gov |
| TANF(PROMISE JOBS) | X | Iowa Workforce Development Iowa Valley Community College District | Heidi Wicks Lynn Hickman | 515.281.2810 641.844.6977 | Heidi.wicks@iwd.iowa.gov Lynn.hickman@iwd.iowa.gov |

Regional One-Stop System Partner Contact Information

| Additional Partner(s) | | | | | |
|-----------------------|---|--|----------------------------------|----------------------------|--|
| Refugee Services | X | Embarc | Hayley Rauzi | 641-352-5062 | Hayley@embarciowa.org |
| | | Meskwaki Nation Child Support Services | Joy Bancroft, Misty Jefferson | 641-484-9301, 641-484-9285 | cm.css@meskwaki-nsn.gov , po.court@meskwaki-nsn.gov |
| | | Youth & Shelter Services, Inc | Becky Durnin | 641-754-2300 | bdurnin@yss.ames.ia.us |
| | | AEA 267 | Lorna Kennedy | 641-753-3564 | lkennedy@aea267.k12.ia.us |
| | | Mid-Iowa Workshop | Amanda Dunnick, LeAnn Fleming | 641-752-3697 | adunnick@miwi.org ; lfleming@miwi.org |
| | | Genesis Development | Alex Plate, Jessica Davidson | 641-236-0230 | alex@gendeviowa.com , Jessica@gendeviowa.com |
| | | Child Support Services | Josie Hilleman | 641-753-7144 | jhillem@dhs.state.ia.us |
| | | House of Compassion | | 641-752-5999 | hocmarshalltown@gmail.com |
| | | | | | |

WIOA Partners Event
8:30 -11:30 a.m., Friday, October 16, 2015
Iowa Valley Community College, Marshalltown

SUMMARY

Overview:

This event was a facilitated input session with the primary partners of the Workforce Innovation and Opportunity Act (WIOA) and other state, local and nonprofit agencies working in various aspects of workforce development as part of their normal range of services. Jennifer Fuchs, Director of Workforce Innovation and Opportunity Act/Promise Jobs, provided a presentation on changes in the WIOA and explained the need for local communities to align their plans to the changes at both the State and Federal level. The session was facilitated by Abbie Gaffey of Iowa State University Extension & Outreach and used a variety of small and large group exercises to do an environmental scan of the services provided by the WIOA partners and who else does similar types of work in the Region 6 communities, an evaluation of existing programs and improvements that could be made, an analysis of gaps in services and brainstorming on new approaches to the six new priority areas the WIOA outlines for services to youth populations. The questions and responses are presented below.

Organizations Represented:

Promise Jobs, Iowa Valley Community College District, Iowa Workforce Development, Iowa Vocational Rehabilitation, Mid-Iowa Workshops, Genesis, Youth and Shelter Services, Meskwaki Nation Child Support Services, Mid-Iowa Community Action, Proteus, AEA

Exercise 1: Core Partners Environmental Scan

The first exercise asked participants to examine the core partners of the workforce development system, identify the agency that provides that service, identify what that agency does, identify similar organizations that do similar work and recommend new programming that should be considered.

TRAINING AND EMPLOYMENT SERVICES

Who Does It?

- MHS/MLA/Genesis
- MIW
- Proteus

- MCC
- IowaWorks
- Voc Rehab
- MICA
- AEA
- Fisher
- Micogen
- Employers
- Who doesn't?

What do they do?

- On the job training
- YSS – monthly life skills (soft skills) workshops

Who else does it?

- Northstar
- Temp agencies

What new programs?

- Service providers learning service providers
- What programs are business driven
- Clear pathways from training to employment services
- Clear pathways for employers

WORKFORCE SYSTEM

Who does it?

- Employers
- Job-seekers
- Partners
- Services
- Community-based organizations

What do they do?

- Employers create jobs
- Job-seekers perform a service/job
- Partners/orgs provide support, training, financial resources, skill development, referrals – access to info about what's available

Who else does it?

- Government systems
- Schools/continuing ed – higher ed programs
- Natural supports: friends, family, co-workers

What new programs?

- More communication between partners and to communities re: existing programs – central hub with this info!
- Web-based communication tool

ADULT EDUCATION AND LITERACY

Who does it?

- Jennifer W. @ Iowa Valley Adult and Continuing Ed
- MCC
- Gap/Pace, Proteus

What do they do?

- CNAI
- HISET
- ESL/ELL
- Voc training
- Continuing and Comm. Education
- Computer and skills training

Who else does it?

- IWD – Adult and Dislocated
- Trade Act
- Voc Rehabilitation
- Job Corp
- VA

What new programs?

- Gap/PACE
- Apprenticeship programs
- Regional collaboration with training and employers

INTEGRATED PARTNERS-PROMISE JOBS

Who does it?

- Jennifer Fuchs

What do they do?

- Families receiving FIP
- Job searching
- Workshops (resume, skills building)
- Work experience, on-the-job training

Who else does it?

- FADDS-MICA
- YSS
- Employment preparation class – MIW, Inc.

What new programs?

- Family programs

VOCATIONAL REHABILITATION SERVICES

Who does it?

- Rhonda Draisey
- Kathy Davis
- Melissa Keen

What do they do?

- Vocational services and training
- Job coaching
- Individuals with disabilities
- Provide referrals
- Employer outreach
- Assessment
- Guidance

Who else does it?

- Mid Iowa Workshops, Inc.
- MICA
- IowaWorks
- Genesis
- Iowa Valley
- VA VR&E

What new programs?

- Supported employment

JOB CORPS

Who does it?

- Department of Labor
- WIOA Youth Program – similar
- Voc Rehab – similar

What do they do?

- Provide education and training for youth 16-24, can earn high school, earn college credits and/or vocational training with placement services. In Denison and Ottumwa. If Veteran, they can be of any age if they are locals in Denison or Ottumwa.

Who else does it?

- Community college districts
- State training school – Eldora
- Woodward and Clarinda Academies

What new programs?

- Ottumwa – newest location – has ELL, drivers ed, advanced manufacturing, construction, healthcare, hospitality, IT, renewable energy and transportation.
- Denison – has construction and manufacturing, health, truck driving, transportation and insurance coding

Exercise 2: Existing Programming

The next exercise asked the participants to evaluate how well certain components of the WIOA delivery system are working for businesses, job seekers and future workers/youths and what improvements can be made.

COORDINATION OF PARTNERS

How well are we doing this now?

- NOT

What can we improve?

- Communication!!
- Understanding referrals (established referral process)
- Guide?
- Funding
- Who does what?
- How to keep current? Who does it?
- Lunch & Learns
- Web-based system
- Keep spirit alive/commitment

ONE-STOP-SHOP

How well are we doing this now?

- A variety of resources available in one location
- Free job-skills training!
- Good tools to help with application and resumes
- Work with employers

What can we improve?

- Access to the center/transportation
- Are there services for disabled job-seekers? Limitations?
- Can job-seekers register with IWD and get training online?
- Increase awareness of programs

CAREER PATHWAYS

How well are we doing this now?

- Need more involvement with partners

- Employers who are involved in the initiative are actively providing valuable info
- Systematic approach to building workforce pipeline to meet local employer needs

What can we improve?

- Need more employers involved!
- Should be community-driven – get more entities on board and using it
- Connect with more programs/service providers

ACCESSIBILITY OF SERVICES

How well are we doing this now?

- Could be improved ...
- Rural area
- Eligibility
- Diverse populations
- Working together for meaningful employment

What can we improve?

- Coordinated intake
- Increased transportation options
- Changing policy
- Developing strong relationships with employers
- Awareness of programs

EMPLOYER ENGAGEMENT

How well are we doing this now?

- Poor communication & collaboration
- Very client-based versus employer
- How do you balance time, people, area/region
- Employers do not have a system or contact for the relationship to build
- Develop trust among partners

What can we improve?

- Central hub for us and employers * well developed
- We need to find balance

- Job/Employer service
- Employer relation – education on our programs
- Win-Win & closing the gap with communication
- Redundancies – what are we doing that drive's employers nuts

CLIENT CHOICE

How well are we doing this now?

- Poorly
- System/client sharing
- Be a true one-stop
- Target populations (specific)
 - MSFW – Proteus, IWD
 - Adult – IWD, Adult, MICA, MIW
 - Youth – IWD, Youth, IVCC, YSS, MCC
 - Vets – IWD, Homebase Iowa
 - Disabled – Voc Rehab, DEI
 - Dislocated – IWD
 - Low-Income – IWD, Promise Jobs, DHS, All

What can we improve?

- Lack of information, sharing and knowledge
- Solid referral sharing process
- No/less duplication of service – communicating system
- Be specific on services
- Release of info MIW?

BEST PRACTICES

How well are we doing this now?

- PS/WIOA – shared clients, regular calls/communication
- CSR – Continued Stay Review (monthly staffings)

What can we improve?

- Obtain releases so can be aware of all involved partners
- MOU (who's doing what/how)
- Partner newsletter (update SnipIts)
- Trust/communication between all partners = open communication
- Other community meetings – are we reinventing the wheel?

COMMITTEES

How well are we doing this now?

- Sector boards
 - Advanced Manufacturing
 - Health occupations
- Chamber of Commerce
- Service Organizations
 - Optimists, Rotary, etc.
- Advisory Boards
 - RWIB, Youth Advisory Council
 - Career and Technical ed
- School Boards
- Economic Development (MEDIC)
- Business Education Alliance
- Employer Council of Iowa

What can we improve?

- Attendance/participation
- Communication
- Reduce duplication
- Bring data to these groups –local data

REGIONAL ANALYSIS

How well are we doing this now?

- All accessible but key is know who and where (all partners)

What can we improve?

- Ease of access and understanding (all partners)

Exercise 3: Gaps Analysis

In this exercise, the participants were asked to review the work they had done in the first two exercises and identify gaps where services do not exist at all, gaps where services are not available everywhere, and gaps where services are not available in the amount necessary to meet needs.

Gaps that are missing Services?

- Time – doing more with less
- Money

Gaps in geographic accessibility of Services?

- Rural accessibility
- Increases the no-show rate after office closings
- Low workshop attendance
- Availability of the type of services available in larger communities
- Quality of internet access (in rural areas)

Gaps in scale of services?

- IHS-Health Home
- Mental health program
- Waiting list
- Changing needs of business clients
- Communication and planning

Exercise 4: New WIOA Priority Areas

The final exercise of the day was to address the six new priorities WIOA sets for workforce development services to youth by examining what agencies are doing currently that may respond to the challenge, aligning with the needs expressed by businesses at the October 6 event, and suggesting possible ways to address the priorities locally.

CONCURRENT EDUCATION AND WORKFORCE PREP

Who provides this service now?

- CC
- HS
- YSS
- MICA
- Everyone here
- CBS

How does this respond to local needs?

- It's not

- Scattered
- Duplication

How should we address this locally?

- Why here?
- Bring business/CBS together to hear each others messages/struggles/needs, etc.

TRAINING FOR SPECIFIC OCCUPATIONS

Who provides this service now?

- H.S.
- CC
- Stem camps (BEA)
- Alliant boot camps for kids
- Fisher/Vet Hoe/employers

How does this respond to local needs?

- Need more
- Pipeline to direct employment
- Specific training per employer need

How should we address this locally?

- Pair up businesses with similar needs
- Hold training "on site"
- More internships/work experience
- Hands on modules
- Increase job knowledge and advancement

TRANSITIONING YOUTH TO POST-SECONDARY EDUCATION/TRAINING

Who provides this service now?

- WIOA counselors
- H.S. Counselors/Teachers
- College admissions offices
- Career Academy
- Dual credits
- Voc. Rehab

- Meskwaki Higher Ed.
- Unpaid internships – Grinnell Schools
- School to Work programs

How does this respond to local needs?

- Providing access and support to students in a variety of ways: awareness, financial aid, app process, advisement

How should we address this locally?

- Ease of access
- Online resources
- Limitations for rural community members
- Senior release
- 1 day/week in class/other days online

LABOR MARKET AND EMPLOYMENT INFORMATION

Who provides this service now?

- Iowa Department of Labor
- Department of Labor (Federal)
- IWD
- Internet!
- Studies
- All of our services – we have lists of local employment information

How does this respond to local needs?

- Poorly – not accurate, out of date
- Constant change/duplicate contacts/duplication or lack of info

How should we address this locally?

- Labor market – it is what it is
- Employment Services – IWD/Communication!
 - Do away with duplication
 - One-Stop-Shop/hub

FINANCIAL LITERACY

Who provides this service now?

- ISU Extension
- PJ – Iowa Works
- MICA
- Veridian CC
- Residential Services
- Iowa Valley
- MCSD – all the schools
- JBS

How does this respond to local needs?

- Enough services but can't get people in the door

How should we address this issue locally?

- More awareness of program
- Partnership

ENTREPRENEURSHIP TRAINING

Who provides this service now?

- Post-secondary and secondary
- SCORE
- Financial Literacy workshops
- Voc Rehab

How does this respond to local needs?

- Need businesses that fill gaps in local economy

How should we address this locally?

- Encourage mentorship programs in schools
- Encourage internships
- Student-run businesses