



Application

141588 - WIOA Local Service Plan

162782 - Region 12 Local Service Plan

Workforce Innovation and Opportunity Act

Status: Approved  
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Last Submitted Date: 03/01/2017 4:39 PM

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## Primary Contact

**AnA User Id** SHAWN.FICK@IOWAID

**First Name\*** Shawn C Fick  
First Name Middle Name Last Name

**Title:** WIOA Director

**Email:** Shawn.Fick@iwd.iowa.gov

**Address:** 4647 Stone Ave  
PO Box 5199

**City\*** Sioux City Iowa 51102  
City State/Province Postal Code/Zip

**Phone:\*** 712-274-8733 2207  
Phone Ext.

**Program Area of Interest** Workforce Innovation and Opportunity Act

**Fax:** 712-274-6407

**Agency**

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## Organization Information

**Organization Name:** WIOA Regional Planning Consortium Region 12

**Organization Type:** Regional Planning Commission

**DUNS:**

**Organization Website:**

**Address:**

City State/Province Postal Code/Zip  
Iowa

**Phone:**

Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Board Details

**Board Chair Name:**

Bridget Hoefling

**Title:**

Owner

*Provide current business title.*

**Business Name:**

Tri-State Nursing

*Provide current business organization name.*

**Business address:**

3100 South Lakeport Sioux City, Iowa 51106

*Provide current business address.*

**Business phone:\***

712-277-4442

extension:

**Board Chair business email:**

hoeflingb@tristatenursing.com

**Identify counties served by Region:**

Cherokee County, Ida County, Monona County, Plymouth County, Woodbury County

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

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## Local Area's Chief Elected Official Chair

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

Jeff Simonsen

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

**Elected Title:**

Chief Elected Official

*Provide current title.*

**Local Government Affiliation:**

Cherokee County Supervisor

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

**Address:**

Box 247 Quimby, Iowa 51049

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

**Phone:**\*

712-445-2442

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

**Email:**

jeffs@midlands.net

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

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## Core Partners

### Workforce Development

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

**Organization Name:** IowaWORKS Greater Siouxland

**Address:** 2508 4th Street Sioux City, Iowa 51101

**Phone:\*** 712-233-9030 46021  
extension:

**Email:** Shawn.Fick@iwd.iowa.gov

**WIOA (Title I) Director - Youth Services:** Shawn Fick

**Organization Name:** IowaWORKS Greater Siouxland

**Phone:\*** 712-233-9030 46021  
extension:

**Email:** Shawn.Fick@iwd.iowa.gov

**Wagner-Peyser Manager:** MacKenzie Reiling

**Address:** 2508 4th Street Sioux City, Iowa 51101

**Phone:\*** 712-233-9030 46002  
extension:

**Email:** Mackenzie.Reiling@iwd.iowa.gov

### Rehabilitation Services

**Vocational Rehabilitation Supervisor:** Mary Ott

**Address:** 2508 4th Street Sioux City, Iowa 51101

**Phone:\*** 712-255-8871 22  
extension:

**Email:** Mary.Ott@iowa.gov

**Department for the Blind Supervisor:** Keri Osterhaus

**Address:** 524 4th Street Des Moines, Iowa 50309

**Phone:\*** 515-281-1281  
extension:

**Email:** Keri.Osterhaus@blind.state.ia.us

### Adult Education and Literacy

**Adult Education and Literacy Services Coordinator:** Pamela Woolridge

**Title:** Program Coordinator

**Organization:** Western Iowa Tech Community College

**Address:** 4647 Stone Ave Sioux City, Iowa 51106

**Phone:\*** 712-274-8733 1838  
extension:

**Email:** Pamela.Woolridge@witcc.edu

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## One-Stop System

**One-Stop System Center Name:** IowaWORKS Greater Siouxland

**Street Address:** 2508 4th Street

**City:** Sioux City

**Zip Code:** 51101

**Phone:** 712-233-9030

**Fax:** 712-258-0004

**Office Hours:** Office hours at the Sioux City center are 8:30 A.M. through 4:30 P.M. Monday, Tuesday, Thursday and

### One-Stop Center Operator

**One-Stop Center Operator Name:** Shawn Fick-Region 12 Coordinating Service Provider

**One-Stop Center Operator Title:** WIOA Dir-Region 12 Coordinating Service Provider

**One-Stop Center Operator Organization:** WITCC lead agency for the region's consortium

**Attach a spreadsheet of all one-stop service locations:** 1463157996489\_Region 12 Service Location One-Stop Systems.xlsx

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## Fiscal Agent

**Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds:** Dr. Terry Murrell

*Provide contact name as the fiscal agent.*

**Fiscal Agent Title:** President

**Fiscal Agent Organization:** Western Iowa Tech Community College

*Provide the name of the associated organization.*

**Fiscal Agent DUNS:** 879772143

*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

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

*Provide contact name as the fiscal agent.*

**Administrative Fiscal Agent Title:**

**Administrative Fiscal Agent Organization:**

*Provide the name of the associated organization.*

**Administrative Fiscal Agent DUNS:**

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

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## Economic Analysis

### Industry Sectors and Occupations

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

*Refer to question B-3.*

Please see the 2015 Annual Profile Region 12 in attached document "2016 IWD Region 12 LMI" pdf. A detailed analysis of the in-demand industries and occupations for the region is included in the profile through the IWD LMI department.

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

*Refer to question B-3.*

Please see the 2015 Annual Profile Region 12 in attached document "2016 IWD Region 12 LMI" pdf. The in-demand industries and sectors are reviewed and analyzed by the IWD LMI office and provide key data on high demand areas including the medical field, skilled production, and transportation, specifically truck driving positions.

### Knowledge and Skills Needed

Region 12 is specifically comprised of five counties including Cherokee, Ida, Monona, Plymouth, and Woodbury. In addition, business/industry and individuals representing the available workforce for the region also include the Sioux City MSA (Metropolitan Statistical Area) which includes Union County, South Dakota as well as Dixon and Dakota Counties in Nebraska.

Business and industry needs in the region continue to evolve as there are changes in the economy, updates in technology occur, increased/decreased demand for goods and services in the market place, competition in both domestic and foreign markets, as well as weather and other unforeseen changes that take place. The economy of Region 12 is affected by national and global changes and issues as the region exports many products out of the region. However, the regional economy is not entirely concentrated in one economic specialty or focus. The United States? Bureau of Labor Statistics (Torpey, March 2015) divides careers in to sixteen (16) different clusters. Much of the economy in Region 12 is focused in four of these clusters including Health Science, Manufacturing, Transportation, Distribution, and Logistics, and Hospitality and Tourism.

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

? Health Sciences includes but is not limited to individuals who serve as home health aides, certified nursing assistants, medical assistants, license practical nurses, registered nurses, and doctors. Education necessary to fill these positions include short term training for CNA, diplomas, as well as associate, bachelor, and advanced degrees.

? Manufacturing includes those individuals who provide general maintenance and repair, team assemblers, industrial machine mechanics, inspectors, testers, sorters, samplers, weighers,



welders, and first-line supervisors of those working in these areas. Education and training necessary to fill these positions include short term training certificates, associate and bachelor degrees, on-the-job training, and apprenticeships.

? Transportation, Distribution, and Logistics includes hand laborers, freight stock and materials movers, heavy and tractor-trailer truck drivers, automotive service technicians and mechanics, and hand packers and packagers. Training and education to meet the needs of business include short term training certificates, on-the-job training, and apprenticeships.

? Hospitality and Tourism includes food preparation and serving workers, including fast food, waiters and waitresses, janitors and cleaners, maids and housekeeping cleaners, and restaurant cooks. Training and education to meet the needs of business include short term training certificates, on-the-job training, and apprenticeships.

Information in the 2015 Annual Profile for Region 12 (Development, 2015), the top growing industries by employment include:

? Ambulatory Health Care Services: Total Growth of 1,060 positions, 32.9% increase

? Administrative Support Services: Total Growth of 735 positions, 17.4% growth

? Food Services and Drinking Places: Total Growth of 565 positions, 10.2%

? Hospitals: Total Growth of 345 positions, 10.1%

? Truck Transportation: Total Growth of 340

positions, 20.6%

These five industries represent anticipated growth of 3,045 additional openings in the region or 38.9% of the 7,820 anticipated new positions by 2022 in the top 20 growing industries.

According to the 2015 Annual Profile for Region 12 (Development, 2015), the labor force in each of the counties was found to be as follows: Cherokee-6,680, Ida-3,920, Monona-4,790, Plymouth-14,800, and Woodbury-56,400 for a total available workforce from the region's five counties of 86,570. The number employed in the region totaled 82,730 leaving 3,840 or 4.4% of the available workforce currently seeking employment or otherwise classified as "unemployed." Also in the analysis it was found that workers commute both in to and out of the region for multiple work and career opportunities. "As of 2013, there were 67,120 primary jobs in this region. 23,922 workers live in Region 12 but leave the region for their primary jobs. 71.0 percent (47,720) of the region's workers live and work in Region 12." The decrease in the available workforce due to outflow is somewhat alleviated by the 19,400 workers that commute in to the region from other areas and communities. However, there remains an overall deficit of 4,522 workers available to the region's planned future workforce needs. It is extremely unlikely 100% employment can be achieved by 2022 (which would include the 3,840 currently unemployed). These individuals in combination with the 4,522 employees currently commuting out of the region would provide only 537 additional workers in to the workforce system. In addition, the anticipated 7,825 openings by 2022 only considers the top increasing industries and none of those which will see steady growth including new business start-ups, family

business expansion, and other steady growth. Since the publication of most LMI material, plans to build a pork processing plant in Sioux City in partnership between Seaboard and Triumph Foods was announced. The initial numbers indicating a need for approximately 1,100 workers at the start of business in late summer with plans to eventually expand production to more than 2,000 workers as expansion opportunities allow.

According to the Workforce Needs Assessment Executive Summary Released in 2015 for Monona and Woodbury counties, 70.1% of businesses plan to maintain their workforce, 27.1% of employers plan to expand their workforce either within 12 months or the next one to two years and only 2.8% of employers plan to reduce their workforce. Whereas, the same analysis for several counties located in west central Iowa including Ida County, 75.8% of businesses plan to maintain their workforce, 23.2% of employers plan to expand their workforce either within 12 months or the next one to two years and only 1.0% of employers plan to reduce their workforce. An analysis of several counties located in northwest Iowa including Cherokee and Plymouth Counties, 63.7% of businesses plan to maintain their workforce, 34.9% of employers plan to expand their workforce either within 12 months or the next one to two years and only 1.4% of employers plan to reduce their workforce. A review of all three economic analysis? executive summaries showed that 8,674 individuals are currently over the age of 64. Individuals planning to retire in the next five years will by a large percentage be in the healthcare and social services industry, manufacturing industry, and the wholesale and retail trade industry.

In order to fill the labor openings available in the region both now and in future economic forecasts,

every opportunity to provide skilled individuals to the workforce need to be reviewed and considered. The Workforce Innovation and Opportunity Act requires those who are Basic Skills Deficient (BSD), ex-offenders, those with a disability, and those on public assistance/low-income individuals receive priority of service from all of the core partners.

Those with challenges and barriers to employment such as a lack of English proficiency or high school diploma/GED/HSED need up-skilling. According to the National Center for Education Statistics, 7% of the population in Cherokee and Plymouth Counties, 8% of those in Ida and Monona, and 10% of the population in Woodbury County lack basic literacy skills. These percentages include those who are unable to read and understand any written information to being able only to locate easily identifiable information in common and easily recognizable situations. Additional information provided through Iowa Workforce Development indicates of those over the age of 5 in Region 12, which is estimated to be 144,681 people, 88.7% or 128,360 individual have English only spoken in the home. The remaining members of the population, 11.3% or 16,321 people indicate "Language other than English," "Spanish," "Other Indo-European languages," "Asian and Pacific Islander languages," "Other Languages" are spoken in the home.

Individuals with a disability serve as a significant percentage of the overall population and particularly those who are seeking services from the One-Stop Center. During the months of October, November, and December 2016, 170 individuals of the 2703 new members or 6.28% of the population self-identified as having a "disability." Although there are opportunities to

improve overall effectiveness, inroads continue as efforts are underway to assist future individuals with disabilities improve their career opportunities. In 2014, students in the K-12 system working with Vocational Rehabilitation (VR) had 27 students graduate from high school but did not attend college. In 2016, that number rose slightly to 28 graduates. In 2014, 35 out of 53 or 66.0% of individuals with disabilities pursuing post-secondary education achieved a college certificate or diploma. By comparison in 2016, 39 out of 56 or 69.64% of individuals with disabilities pursuing post-secondary education achieved a college certificate or diploma, an increase of 3.64% in just two years. During the same time frame individual with disabilities that achieved employment rose from 110 individuals in 2014 to 122 individuals in 2016. The average wage also increased in the region from \$10.73 an hour in 2014 to \$11.29 an hour in 2016. There is further reason for optimism in the area average hours worked per week. The year 2014 showed 34 average hours per week per employee which was maintained at the same 34 hours per week level in 2016. Long term data suggests that individuals with disabilities are making more money per hour, increasing their presence in the workforce, maintaining the average number of hours worked, and increased their post-secondary training credentials.

Those with criminal backgrounds are also in need options to transition back in to self-sustaining careers. According to recent information provided by the Iowa Department of Corrections, in fall of 2016, Region 12 had 84 individuals (72 male and 12 female) housed at the Sioux City Residential Treatment Facility. In addition, to these individuals, Region 12 has an estimated 1,860 (1,354 men and 505 women) being supervised by the Sioux City Probation/Parole Office which is part of Iowa's 3rd Judicial Circuit.

Low-income individuals and those on public assistance are the next priority of service population. Iowa Workforce provided information indicates that of the estimated 61,129 households in Region 12, 14,747 or 24.1% had a total household income of \$24,999 or less (in 2015 inflation adjusted dollars). During the same time frame those whose income was below the poverty level for all families was on average 8.96% of all households in the region. With children in the household under 18 year of age that percentage jumped to 17.2%. Families with children 5 years of age or younger only, on average 21.08% of all families in the region fell below the poverty line. Although these numbers would indicate a high rate of use for cash assistance or food stamps/SNAP (Supplemental Nutrition Assistance Program) benefits, the rates were generally low varying from 1.8% in Monona County and 1.9% in Ida County to a median rate of 2.1% in Plymouth County up to 2.8% in Woodbury County and a high of 3.5% in Cherokee County. Numbers indicate that although many more are likely eligible to receive cash assistance, only a relatively small percentage of the population in the region applies for and receives the assistance. The numbers for food assistance though higher show a direct correlation to families with children receiving assistance over those without children in the home. Those in Region 12 who receive food assistance shows Plymouth County at the lowest with 6.3% of the population, Ida County at 9.9%, Cherokee County at 10.6%, Monona County at 12.50%, and Woodbury County at the highest level in the region at 15.7% of all households receiving the assistance.

The challenge to transition individuals off of public assistance in many cases rests with the ability to

move them from underemployment to full employment. According to the Sioux City MSA Laborshed Analysis, "the underemployed are individuals who are working fewer than 35 hours per week but desire more hours; are working in positions that do not meet their skill or education level or have worked for higher wages at previous employment." As the economy continues to transition to more middle-skill positions, those who lack additional education and training continue to lose economic ground. According to a recent report titled "Education Attainment by IWD Region (Census, ACS 2011-2015 5-Year Estimates)", 44.63% of all individuals in the region age 18-24 have their high school diploma (includes equivalency) or less. For individuals over the age of 25, 47.47% of the population in Region 12 has a high school diploma or less. In information provided on the Future Ready Iowa website citing a study completed by the Lumina Foundation, it is estimated that by 2025 that "68% of jobs in Iowa will require education and training beyond high school." In order to meet this need the State of Iowa has established a private/public partnership under Future Ready Iowa with the goal of helping the workforce in Iowa obtain at least 70% with education and training beyond post-secondary.

The components needed to meet this 70% goal a success requires partnership among all of the WIOA partners and increased outreach to business and industry. First, although the region has a relatively low unemployment rate of 4.4%, there were on average 798 new customers each month coming in to the One-Stop between July 2016 and January 2017. This is approximately 9.19% of all the customers served through the IowaWORKS One-Stop centers throughout Iowa. On average during this same quarter there were nearly 2,800 members who received services from the One-Stop

Center. In the last quarter of the year, 6.28% or 170 new members self-disclosed a "disability." During the same quarter, 23.34% or 631 new members self-identified as needing to complete their "GED" or other high school equivalency. Further analysis shows that only 20.93% or 566 new members had education beyond high school including "some college," "college degree," or "education beyond college" showing that on average more than 79% of customers need education and training.

A review of the information strongly suggests that many of those seeking services from the One-Stop Center need to improve their English language proficiency, obtain their HSED, and obtain additional training. Further still, there is a strong correlation between the need to improve referrals between the WIOA core partners as well as to community partners with the resources and knowledge to provide the necessary skills and training needed to provide a skilled workforce for business and industry.

Agency programs alone are not going to be able to provide all of the answers to the current or future skilled labor shortage. The partnership must also include businesses that are willing and able to consider alternative hiring and employment resources. In order to compete with the growing demand for workers, businesses must be willing to consider those individuals who many previously would not have considered as viable candidates. Ex-offenders continue to be an increasing part of the overall population. Resources such as the Work Opportunity Tax Credit (WOTC) and the Federal Bonding Program offer financial assistance and incentives to companies willing to take a chance on a returning citizen. In order for these resources to be better understood, education of business and industry by all of the named and necessary WIOA core partners must be a priority. The benefits of



apprenticeships for both union and non-union companies and the use of on-the-job training opportunities through grants and other public funding sources can also help increase employment opportunities and meet the needs of businesses searching for skilled workers.

*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:**

[1462223907909\\_2016 Region 12 LMI Data-LSP.pdf](#)

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

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# Workforce Analysis

Employment and Unemployment

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

The local economic components comprising the workforce in Region 12 are varied and diverse. According to the Sioux City MSA Laborshed Analysis for 2016 the estimated population of those between the ages of 18-64 is 200,059. Of those individuals in the estimate, 58,034 or 29% are very likely or somewhat likely to change or accept employment in the Siouxland area. The breakdown of that is as follows: 52,034-currently employed, 1,885-currently unemployed, 2,169-homemakers looking to go into the workforce, and 1,937-retired individuals looking to return to the workforce. 5,991 people not currently in the workforce system or almost 3% of the working age population will help provide a source of workers, the remaining 26% of workers are looking to change careers or positions which will cause current businesses to seek out new workers to fill their current and newly opened positions. This continual change in training new staff adds to the overall costs of doing business and decreases overall productivity. The same analysis determined the top desired benefits are health/medical insurance (85%), pension/retirement (45%), dental coverage (40.0%), vision coverage (30.0%), and paid vacation (25.0%) Paid holidays, prescription drug coverage, and paid sick leave rounded out the list at 15%, 15%, and 10% respectively. In order to decrease the turnover rate, business and industry will need to review these benefits and their potential return on investment for maintaining and increasing worker satisfaction and likelihood of remaining with a given company.

According to the Workforce Needs Assessment Executive Summary Released in 2015 for Monona and Woodbury counties, the top vacancy by occupational category was transportation and material handling with 16.4% of the total vacancies or 254 average vacancies per day. Whereas, the same analysis for several counties located in west

central Iowa including Ida County, the top vacancies were in production with 19.5% of the total vacancies or 126 average vacancies per day. An analysis of several counties located in northwest Iowa including Cherokee and Plymouth Counties showed the top vacancies were in production with 13.3% of the total vacancies or 101 average vacancies per day with transportation and material moving as a close second with 11.0% of the total vacancies or 83 average vacancies per day. A review of all three economic analysis? executive summaries showed companies had current or anticipated job vacancies between 27% and 29.3%.

In order to fill the labor openings available in Region 12 both now and in future economic forecasts, every opportunity to provide skilled individuals to the workforce need to be reviewed and considered. The Workforce Innovation and Opportunity Act requires those who are Basic Skills Deficient (BSD), ex-offenders, those with a disability, and those on public assistance/low-income individuals receive priority of service from all of the core partners.

Those with challenges and barriers to employment such as a lack of English proficiency or high school diploma/GED/HSED need up-skilling. According to the National Center for Education Statistics, 7% of the population in Cherokee and Plymouth Counties, 8% of those in Ida and Monona, and 10% of the population in Woodbury County lack basic literacy skills. These percentages include those who are unable to read and understand any written information to being able only to locate easily identifiable information in common and easily recognizable situations. Additional information provided through Iowa Workforce Development indicates of those over the age of 5 in Region 12, which is estimated to be 144,681 people, 88.7% or

128,360 individual have English only spoken in the home. The remaining members of the population, 11.3% or 16,321 people indicate "Language other than English," "Spanish," "Other Indo-European languages," "Asian and Pacific Islander languages," "Other Languages" are spoken in the home.

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the One-Stop between July 2016 and January 2017. This is approximately 9.19% of all the customers served through the IowaWORKS One-Stop centers throughout Iowa. On average during this same quarter there were nearly 2,800 members who received services from the One-Stop Center. In the last quarter of the year, 6.28% or 170 new members self-disclosed a "disability." During the same quarter, 23.34% or 631 new members self-identified as needing to complete their "GED" or other high school equivalency. Further analysis shows that only 20.93% or 566 new members had education beyond high school including "some college," "college degree," or "education beyond college" showing that on average more than 79% of customers need education and training.

A review of the information strongly suggests that many of those seeking services from the One-Stop Center need to improve their English language proficiency, obtain their HSED, and obtain additional training. Further still, there is a strong correlation between the need to improve referrals between the WIOA core partners as well as to community partners with the resources and knowledge to provide the necessary skills and training needed to provide a skilled workforce for business and industry.

*Refer to question B-4.*

### **Labor Market Trends**

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

Please see the 2015 Annual Profile Region 12 in attached document "2016 IWD Region 12 LMI" pdf. This document provides analysis of key labor market trends across existing industries and occupations specific to the region and are analyzed by key staff who have access to the raw data and provide the data for quick review and easy access.

*Refer to question B-4.*

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



In order to fill the labor openings available in the region both now and in future economic forecasts, every opportunity to provide skilled individuals to the workforce need to be reviewed and considered. The Workforce Innovation and Opportunity Act requires those who are Basic Skills Deficient (BSD), ex-offenders, those with a disability, and those on public assistance/low-income individuals receive priority of service from all of the core partners.

Those with challenges and barriers to employment such as a lack of English proficiency or high school diploma/GED/HSED need up-skilling. According to the National Center for Education Statistics, 7% of the population in Cherokee and Plymouth Counties, 8% of those in Ida and Monona, and 10% of the population in Woodbury County lack basic literacy skills. These percentages include those who are unable to read and understand any written information to being able only to locate easily identifiable information in common and easily recognizable situations. Additional information provided through Iowa Workforce Development indicates of those over the age of 5 in Region 12, which is estimated to be 144,681 people, 88.7% or 128,360 individual have English only spoken in the home. The remaining members of the population, 11.3% or 16,321 people indicate "Language other than English," "Spanish," "Other Indo-European languages," "Asian and Pacific Islander languages," "Other Languages" are spoken in the home. When working with individuals to improve their circumstances and employment opportunities, Adult Basic Education/English Language Learners (ABE/ELL) are asked to identify what employment barriers they have which include:

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

" Cultural Barriers

- ? Disabled
- ? Displaced Homemaker
- ? English Language Learner
- ? Ex-offender
- ? Foster Care Youth
- ? Homeless
- ? Long-term Unemployed
- ? Low-Income
- ? Low Level of Literacy
- ? Migrant Farmworker
- ? Seasonal Farmworker
- ? Single Parent
- ? No TANF with 2 years

Although this list is specifically provided by ABE/ELL during their application process, all of these are barriers that WIOA core and additional partners work to overcome and address.

Those with criminal backgrounds are also in need options to transition back in to self-sustaining careers. According to recent information provided by the Iowa Department of Corrections, in fall of 2016, Region 12 had 84 individuals (72 male and 12 female) housed at the Sioux City Residential Treatment Facility. In addition, to these individuals,

Region 12 has an estimated 1,860 (1,354 men and 505 women) being supervised by the Sioux City Probation/Parole Office which is part of Iowa's 3rd Judicial Circuit.

For individuals with a disability who are working to attain additional education, there are specific and measureable gains being made. In 2014, students in the K-12 system working with Vocational Rehabilitation (VR) had 27 students graduate from high school but did not attend college. In 2016, that number rose slightly to 28 graduates. In 2014, 35 out of 53 or 66.0% of individuals with disabilities pursuing post-secondary education achieved a college certificate or diploma. By comparison in 2016, 39 out of 56 or 69.64% of individuals with disabilities pursuing post-secondary education achieved a college certificate or diploma, an increase of 3.64% in just two years.

Low-income individuals and those on public assistance are the next priority of service population. Iowa Workforce provided information indicates that of the estimated 61,129 households in Region 12, 14,747 or 24.1% had a total household income of \$24,999 or less (in 2015 inflation adjusted dollars). During the same time frame those whose income was below the poverty level for all families was on average 8.96% of all households in the region. With children in the household under 18 year of age that percentage jumped to 17.2%. Families with children 5 years of age or younger only, on average 21.08% of all families in the region fell below the poverty line. Although these numbers would indicate a high rate of use for cash assistance or food stamps/SNAP (Supplemental Nutrition Assistance Program) benefits, the rates were generally low varying from 1.8% in Monona County and 1.9% in Ida County to a median rate of 2.1% in Plymouth County up to

2.8% in Woodbury County and a high of 3.5% in Cherokee County. Numbers indicate that although many more are likely eligible to receive cash assistance, only a relatively small percentage of the population in the region applies for and receives the assistance. The numbers for food assistance though higher show a direct correlation to families with children receiving assistance over those without children in the home. Those in Region 12 who receive food assistance shows Plymouth County at the lowest with 6.3% of the population, Ida County at 9.9%, Cherokee County at 10.6%, Monona County at 12.50%, and Woodbury County at the highest level in the region at 15.7% of all households receiving the assistance.

The challenge to transition individuals off of public assistance in many cases rests with the ability to move them from underemployment to full employment. According to the Sioux City MSA Laborshed Analysis, "the underemployed are individuals who are working fewer than 35 hours per week but desire more hours; are working in positions that do not meet their skill or education level or have worked for higher wages at previous employment." As the economy continues to transition to more middle-skill positions, those who lack additional education and training continue to lose economic ground. According to a recent report titled "Education Attainment by IWD Region (Census, ACS 2011-2015 5-Year Estimates)", 44.63% of all individuals in the region age 18-24 have their high school diploma (includes equivalency) or less. For individuals over the age of 25, 47.47% of the population in Region 12 has a high school diploma or less. In information provided on the Future Ready Iowa website citing a study completed by the Lumina Foundation, it is estimated that by 2025 that "68% of jobs in Iowa will require education and training beyond high

school?? In order to meet this need the State of Iowa has established a private/public partnership under Future Ready Iowa with the goal of helping the workforce in Iowa obtain at least 70% with education and training beyond post-secondary.

*Refer to question B-4.*

### **Skill Gaps**

The skills gap in Region 12 remains a challenge for business as they work to fill open positions with skilled workers. Although there are challenges by a lack of hard skills which include analytical skills, physical ability, knowledge, and experience, there are other pressing issues. Basic skills or those that include literacy, numeracy, basic computer skills, and organization along with soft skills which include timeliness, responsibility, teamwork, integrity, and self-esteem are presenting unique issues too.

According to the Workforce Needs Assessment Executive Summary Released in 2015 for Monona and Woodbury counties, 22.8 % of businesses perceive a lack of basic skills among applicants, 30.5% lack soft skills, and 30.5% lack hard skills. Whereas, the same analysis for several counties located in west central Iowa including Ida County, 26.8 % of businesses perceive a lack of basic skills among applicants, 40.2% lack soft skills, and 43.3% lack hard skills. An analysis of several counties located in northwest Iowa including Cherokee and Plymouth Counties showed 25.7 % of businesses perceive a lack of basic skills among applicants, 30.5% lack soft skills, and 47.9% lack hard skills.

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

Those with challenges and barriers to employment such as a lack of English proficiency or high school diploma/GED/HSED need up-skilling. According to the National Center for Education Statistics, 7% of the population in Cherokee and Plymouth Counties, 8% of those in Ida and Monona, and 10% of the population in Woodbury County lack basic literacy skills. These percentages include those who are unable to read and understand any written information to being able only to locate easily identifiable information in common and easily recognizable situations. Additional information provided through Iowa Workforce Development indicates of those over the age of 5 in Region 12,

which is estimated to be 144,681 people, 88.7% or 128,360 individual have English only spoken in the home. The remaining members of the population, 11.3% or 16,321 people indicate ?Language other than English,? ?Spanish,? ?Other Indo-European languages,? ?Asian and Pacific Islander languages,? ?Other Languages? are spoken in the home.

Individuals with a disability serve as a significant percentage of the overall population and particularly those who are seeking services from the One-Stop Center. During the months of October, November, and December 2016, 170 individuals of the 2703 new members or 6.28% of the population self-identified as having a ?disability.? Although there are opportunities to improve overall effectiveness, inroads continue as efforts are underway to assist future individuals with disabilities improve their career opportunities. In 2014, students in the K-12 system working with Vocational Rehabilitation (VR) had 27 students graduate from high school but did not attend college. In 2016, that number rose slightly to 28 graduates. In 2014, 35 out of 53 or 66.0% of individuals with disabilities pursuing post-secondary education achieved a college certificate or diploma. By comparison in 2016, 39 out of 56 or 69.64% of individuals with disabilities pursuing post-secondary education achieved a college certificate or diploma, an increase of 3.64% in just two years. During the same time frame individual with disabilities that achieved employment rose from 110 in 2014 to 122 in 2016. The average wage also increased in the region from \$10.73 in 2014 to \$11.29 in 2016. There is further reason for optimism in the area average hours worked per week. The year 2014 showed 34 average hours per week per employee which was maintained at the same 34 hours per week level in 2016. Long term data suggests that individuals with disabilities are making more money

per hour, increasing their presence in the workforce, maintaining the average number of hours worked, and increased their post-secondary training credentials.

Those with criminal backgrounds are also in need options to transition back in to self-sustaining careers. According to recent information provided by the Iowa Department of Corrections, in fall of 2016, Region 12 had 84 individuals (72 male and 12 female) housed at the Sioux City Residential Treatment Facility. In addition, to these individuals, Region 12 has an estimated 1,860 (1,354 men and 505 women) being supervised by the Sioux City Probation/Parole Office which is part of Iowa's 3rd Judicial Circuit.

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assistance, only a relatively small percentage of the population in the region applies for and receives the assistance. The numbers for food assistance though higher show a direct correlation to families with children receiving assistance over those without children in the home. Those in Region 12 who receive food assistance shows Plymouth County at the lowest with 6.3% of the population, Ida County at 9.9%, Cherokee County at 10.6%, Monona County at 12.50%, and Woodbury County at the highest level in the region at 15.7% of all households receiving the assistance.

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the workforce in Iowa obtain at least 70% with education and training beyond post-secondary.

The components needed to meet this 70% goal a success requires partnership among all of the WIOA partners and increased outreach to business and industry. First, although the region has a relatively low unemployment rate of 4.4%, there were on average 798 new customers coming in to the One-Stop between July 2016 and January 2017. This is approximately 9.19% of all the customers served through the IowaWORKS One-Stop centers throughout Iowa. On average during this same quarter there were nearly 2,800 members who received services from the One-Stop Center. In the last quarter of the year, 6.28% or 170 new members self-disclosed a "disability." During the same quarter, 23.34% or 631 new members self-identified as needing to complete their "GED" or other high school equivalency. Further analysis shows that only 20.93% or 566 new members had education beyond high school including "some college," "college degree," or "education beyond college" showing that on average more than 79% of customers need education and training.

A review of the information strongly suggests that many of those seeking services from the One-Stop Center need to improve their English language proficiency, obtain their HSED, and obtain additional training. Further still, there is a strong correlation between the need to improve referrals between the WIOA core partners as well as to community partners with the resources and knowledge to provide the necessary skills and training needed to provide a skilled workforce for business and industry.

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## **Activities Analysis**

**Accomplishments in Past Year**

The region's significant accomplishments during the past year include the following:

Establishment of Core Partner Group including WIOA Title I-Adult and Dislocated Workers and Youth Programs, Title II-Adult Basic Education including Adult Education and Literacy, Title III-Wagner-Peyser including Veteran's programs and Unemployment Insurance, Title IV-Vocational Rehabilitation including Iowa Vocational Rehabilitation Services and Iowa Department for the Blind.

Ongoing meetings of core partners

Creation of Partner Referral Form

Creation of Partner Referral Verification

Development of Regional Partner Contact List (required and additional partners)

Core partner development of local plan in conjunction with the LWDB and CEO boards  
Ongoing involvement of core partners in training around WIOA

Core partners leading development of Memorandum of Understanding process

Every freshman student in Sioux City, all Washington High Students in Cherokee, and some testing in all public and private schools in the remainder of the region were tested for the National Career Readiness Certificate (NCRC)

As part of the region's efforts to observe National Disability Employment Awareness Month, IWD and Vocational Rehabilitation partnered with the Manpower, the Siouxland Chamber of Commerce

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

and SHRM to host three early morning workshops-breakfast was provided-presenting opportunities to hire people with disabilities at local businesses.

Region 12's Employer's Council of Iowa (ECI) and Vocational Rehabilitation presented to businesses with a lunch and learn offering incentives for employers to hire people with disabilities.

The Sioux City Family Self-Sufficiency (FSS) Program was selected as one of the Top 10 best FSS programs in the United States.

Four (4) career fairs were held in Sioux City and Cherokee focused on Veterans, short term retail openings, recent and soon-to-be college graduates, and career focused opportunities.

8,866 new individuals were served through IWGS in the past year.

Sioux City was awarded the Skilled Iowa and Home Base Iowa designations

Fifteen (15) cities (including Aurelia, Cherokee, Cleghorn, Galva, Kingsley, Larrabee, Mapleton, Marcus, Meriden, Merville, Onawa, Pierson, Quimby, Sioux City, and Washta) and three (3) counties (including Cherokee, Monona, and Woodbury) were awarded the Skilled Iowa designation through the Governor's Office.

Planning for implementation of the WIOA program which brings Adult Basic Education and Vocational Rehabilitation Services in a closer partnership to deliver services in the region to those populations who need to be brought into the pool of potential talent for business. In doing this work with businesses they have also developed relationships that benefit both job seekers and businesses including on-the-job training, work experiences,

career fairs, business tours, meet and greets and other events where job seekers and businesses can be put together. Job seekers need this inside information in order to understand the world of work that exists around them so they can see the benefits of working in a local business.

Under WIA and now WIOA it is the goal to help youth reach their goals of obtaining high school diplomas or equivalents, get tutoring as needed, develop career plans, get financial assistance to complete training programs, develop leadership skills, gain work experience in work-based learning opportunities and gain employment.

Economic development and workforce development programs have supported and complimented each other for years in the State of Iowa. The Region 12 RWDB and CEO boards feel this is an important linkage for the region. Economic Development representatives from two counties serve as voting members of the RWDB to ensure this relationship is ongoing within the region.

Plymouth and Monona County Economic Developers on RWDB Board

Regional Leadership regularly attends SHRM meetings and serves as the local chapter president.

Regional Leadership regularly attend Family Self Sufficiency meetings

Regional Leadership regularly attend, participate, and lead Employers? Council of Iowa (ECI) meetings

An ECI annual meeting with ED members presenting

Creating Skilled Iowa and Home Base Iowa Communities serve as economic development tools for business and labor recruitment.

Vocational Rehabilitation ? all high school students with disabilities receive transitional services in conjunction with career fairs and other employment activities.

Region 12 is working toward being a Skilled Iowa Region.

Sector Board development is under development in the region.

*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:**

1461947169682\_Regional 12 One-Stop Contact List.docx

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

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

The strengths of Region 12 include the following. It has a One-Stop Center with eight agencies and partners under one roof including all four of the WIOA core partners. This provides the region with the ability to help resolve multiple barriers, provide quick referrals, and allows for regional knowledge of partners including the names of the individuals working with the program and not just the programs. In addition this collaboration by all partners is now demonstrated in writing and through the development of the local service plan. In order to serve everyone in the region there are workshops available to help all customers and participants further develop their knowledge, skills, and abilities regardless of their barriers or challenges to getting or staying in a career. Everyone in the One-Stop System is working toward the same common goal sometimes through group efforts, and other times via individual and one-to-one assistance. Partners and programs currently have the ability to call for referrals by picking up the phone i.e., direct access or simply walking them over to the most knowledgeable person available. Assistive technology is available for those with language barriers as well as physical and other barriers. Customer focused services are the goal for all of the programs in the system. The One-Stop System also host's employers in the Center for ease of access. There is a bus stop immediately outside the building which provides access to transportation services for customers who do not have their vehicles. The experience of the staff to work with employers to review and develop BSR services to truly provide business guidance to fill open positions helps benefit businesses and those interested in positions. A very knowledgeable veteran's representative (DVOP) and other staff assist vets and their families with information, resources, referrals, etc. Finally one of the greatest strengths of the region is that partners make available flexible hours and



meeting options which meet the needs of all customers in this region.

Weaknesses or challenges in this region include how accessibility for the National Career Readiness Certificate (NCRC) is determined. In order to receive an accommodation an individual must self-disclose their need, provide documentation for the accommodation, and then the scores do not count if the process is not followed precisely. The One-Stop closes at 4:30pm and is not open evenings or weekends for most services and assistance. The options for any services after hours in most cases are only available through prior arrangements and at partner locations and offices.

#### Workforce Development Needs of Employers

A concern of the employers has been the recruitment of people to live in the area as well as the readiness of the available labor force to enter employment. The Region 12 labor force population is decreasing and local employers cannot find workers to fill open positions. Basic skills which include literacy, numeracy, basic computer skills and organization skills, in addition to many of the "soft skills" necessary to be successful, are lacking as described by employers. 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 occupational skills, including specific occupational knowledge and experience, particularly for middle-skill occupations in the areas of healthcare, welding, information technology, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades. The One-Stop Center has many of the resources available or access to options to assist with soft skills, hard

skills, and career search efforts. However, according to the Sioux City MSA Laborshed Analysis of 2016, 50.0% of unemployed individuals are likely to use internet options such as indeed.com or monster.com followed by 38.5% that identify the Sioux City Journal as a resource. IowaWORKS Centers come in last at 30.8% for those considering their options for job searches.

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

1. Work in partnership with economic developers from the counties and cities in Region 12 to expand the knowledge of training opportunities available to new and expanding businesses.

? BSR Team members visit with individual economic developers to develop rapport

? Utilize economic developers for introductions to business and community leaders

2. Enhance the relationship between training providers and business employers in the region.

? BSR Team Members are meeting with and working to identify business needs through discussions with local economic development directors and through individual business contacts.

3. Identify and expand means to share information about training opportunities to entry-level workers, especially 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.

? Monthly schedules for workshops and short term,

up-skill training are available to all partners to provide to their clients.

? Recruitment of women in to non-traditional careers such as construction through the use of the Construction Simulator at the One-Stop Center

? Reemployment Services (RES) classes and PROMISE JOBS orientation sessions provide information to all customers aimed at assisting with up-skilling and retraining options.

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

? Utilizing information on work opportunity tax credit (WOTC) and federal bonding which serve as financial incentives

? Continued explanation of how the NCRC assists in defining skill levels in potential employees.

? Increasing awareness of TANF designated areas for use in applying for WOTC and other federal assistance programs.

? Provide contact information related to providing accommodations to potential employees and the resources available to ensure compliance.

? Continue to provide reverse job fair opportunities for individuals to showcase their skills to businesses interested in hiring.

5. Increase the availability of workers trained in soft skills.

? Provide workshops and interview sessions to improve skills necessary for success in the workplace.

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

? Provide basic and intermediate computer classes, OSHA certification classes,

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

? Provide additional on opportunities to meet diversity requirements in hiring practices.

? Through ECI and other business meetings provide updated safety, human resources, and other employer/business regulation mandates.

#### Workforce Development Needs of Job Seekers

Many job seekers are not aware of the products and services of workforce partners within their region. Jobseekers may need additional services beyond what they are able to access themselves. Local/regional newspapers & media, regional IowaWORKS offices, internet, social media and college/university career centers are the predominant means for job recruitment. However, a review of the demographics of the population in Region 12 shows the typical jobseeker in the region is older than the state average with a larger proportion 60 and older. The entire region is above the state average in persons with less than a high school diploma and below the state average for individuals with a Bachelor's degree. These jobseekers may need additional services to qualify

for and fill the jobs available in the region.

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

1. Continue to expand marketing of available workforce products and services throughout the communities in the region. Adding access through Core partner sites within the region will be an important part of this connectivity.

? Continue to utilize Facebook and other electronic social media working toward a joint partner venture.

? Partnering with ECI and other business involved organizations.

? Continued development of partnerships with schools.

? Continued use of low-cost, high contact career fairs

? Rapid Response meetings and services for dislocations and business closures.

2. Make a variety of IowaWORKS partner services and information available throughout the region in all partner locations.

? Develop an overall brochure which describes core partner services and provides contact information with a specific partner representative.

3. Continue to work with communities to find ways to address the needs of the ever growing diversity of the workforce, including veterans, ex-offenders, disabled, non-English speaking minorities, older workers, those on Temporary Assistance, and

youth.

? Continue to serve on community organizations, partnerships, and targeted outreach to the populations specified as needing to receive priority of service under WIOA.

? Continue working with business and industry to overcome generational gaps and diversity.

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

? Make ELL and HSED classes available at the One-Stop Center to allow for ease of access with options to attend classes at the other locations based on hours of need and transportation options. The other locations in the region include Goodwill of the Great Plains, IowaWORKS Greater Siouxland, West High School, and Western Iowa Tech Community College all located in Sioux City as well as in Le Mars and Denison.

5. Make information on citizenship training, English Language Learner (ELL), and High School Equivalency Diploma (HSED) options the more readily available to the jobseeker.

? Provide referrals to community resources such as the Mary Treglia Community Center

? Continue outreach efforts outside of Region 12 but in the low area including South Sioux City, Nebraska.

? Referrals to web and government based resources which allow customers to work at their own pace and comfort level.

? Continue summer workshops which provide Civics training for those seeking citizenship.

6. Continue to work to develop and market a greater variety and number of skill upgrade and short-term training programs with multiple entry and exit opportunities to jobseekers.

? Continue working with business and industry to determine basic skill requirements and coordinate training opportunities based on this information with regional training providers.

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

? Continue to provide information to business about the value of the NCRC and its ?no-cost? testing available through the One-Stop System.

8. Promote Skilled Iowa and Future Ready Iowa Initiative to workers in current and future jobs.

? Utilize website resources especially for remote customers in the region.

9. Develop permanent solutions for housing, communication, and other challenges to careers with both immediate referral information and regularly scheduled workshops to help with long term planning.

? Continued partnership with the Family Self-Sufficiency Program (FSSP)

? Continued partnership with the Housing Trust Fund Board.

Workforce Development Needs of Low-Income Adults and Dislocated Workers

In today?s increasingly competitive, fast paced economy, economic growth and prosperity depend

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

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

Dislocated workers and address gaps in services:

1. Increase the number of participants in programs that result in a credential.
2. Increase credential attainment of these participants.
3. Develop and refer targeted populations to more retraining opportunities in an effort that will allow them to re-enter the workforce.
4. Encourage the creation of industry-recognized training programs by local approved training providers which leads 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-Title I, Wagner-Peyser, Vocational Rehabilitation, Adult Education and Literacy, PROMISE JOBS, TAA, Job Corps, American Indian Council, Veteran's Programs, and Ticket to Work to facilitate access to workforce services and educational programs.

Additional Information for Consideration:

RWDB and Partner Review, Analysis, and Revision of Current Entry

Review of Integration Requirements and Partner Referral Efforts

Review of Partner Services and Flow of Opportunity

Updated Information and Answer:

WIOA Title II, more commonly known as Adult Basic Education (ABE) is working to add classes and up-skilling opportunities around the region. Starting in late spring of 2016 ABE and ELL (English Language Learner) classes were started at the One-Stop Center. Students coming in to the One-Stop are now able to receive assistance in improving their English Skills and/or receiving their High School Equivalency Diploma (HSED) during regular business hours. After hours services are provided around the region in several locations to assist with transportation and other logistics challenges.

One-Stop Center staff regularly provides workshops to those with such barriers. According to recent information provided by the Iowa

Department of Corrections, in fall of 2016, Region 12 had 84 individuals (72 male and 12 female) housed at the Sioux City Residential Treatment Facility. In addition, One-Stop Center staff provides workshops in the Woodbury County Jail which include the workshop "Step on Up" and O\*Net Assessments which are used to help with deciding career options. Both of these are important in helping doing the transition from incarceration to career development once an individual is released from incarceration. Staff also provides the workshop "Take This Job and Love It" at Dismas Charities which is a federal half-way house. This is a great opportunity to help those returning citizens who are looking for employment options to understand business/employer expectations and how to make the most of opportunities available to them.

*Refer to question E-2.*

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

In Region 12 it is the goal of the core partners to align economic development and workforce development programs to the fullest extent possible. Statewide programs and activities serve as a guide under which the local region can receive support and can complement statewide initiatives. The Region 12 RWDB and CEO boards feel this is an important linkage for the region in part because two Economic Development representatives from different counties serve as members of the RWDB

Current strategies in the state include alignment with the Skilled Iowa Initiative. Region 12 currently has the largest number of Skilled Iowa Communities of any region in the state. Of the 71 designated communities, Region 12 has 20 of them or 28.16% of all Skilled Iowa Communities which are comprised of the following:

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

City of Aurelia City of Battle Creek Cherokee County

City of Cherokee City of Cleghorn City of Galva

City of Kingsley City of Larrabee City of Mapleton

City of Marcus City of Meriden Monona County

City of Merville City of Onawa City of Pierson

City of Quimby City of Sergeant Bluff City of Sioux City

City of Washta Woodbury County

The region has been successful in receiving the designations in these communities through active recruitment of businesses and individuals in the region.

The Skilled Iowa Metrics were designed to measure

four different criteria that mirror the initiative's goals. The state, region, county, or city being measured will be identified as a Skilled Iowa Community/Region once 80 percent of the metric goal, in all categories, has been obtained. These metrics are measured and produced on a monthly basis.

#### Member Businesses Criteria:

Employers around the state can become Skilled Iowa member businesses by committing to recommend the National Career Readiness Certificate (NCRC) in hiring and/or promotion practices for one or more positions within their organization. The member business criteria are two-fold. The first relates to the total number of businesses within the Skilled Iowa designated community. The second is the total number of people that the member businesses employ. The reason these are measured independently is to illustrate that a small number of member businesses can make a huge impact if they employ a very large number of people.

? Member Businesses: Goal 10%

o Calculated as the number of member business locations in the region divided by the total number of business locations in the region. The source data comes from the Quarterly Census of Employment and Wages (QCEW). The QCEW data is updated once a year (when third quarter data becomes available).

o Note: An employer can sign for multiple locations of its business within the state.

? Employment: Goal 20% o Calculated as the number of people employed by member businesses in the region divided by the total employment in the region. The source data comes from the Quarterly Census of Employment and

Wages (QCEW).

Workforce Criteria:

There are also two workforce criteria that are related to the number of NCRCs that have been earned within the region. The first metric relates to the number of employed people that have earned an NCRC, while the second relates to the number of unemployed people that have earned an NCRC.

? Current Workforce: Goal 5%

o Calculated as the number of NCRC holders in the region that matched employment in the Unemployment Insurance (UI) wage database in the current quarter of measurement divided by the total employment in the region. Total employment comes from QCEW.

o Note: The ?current quarter of measurement? is the most current wage quarter available in the UI wage database, which is typically two quarters previous to the current quarter. Employment status is updated for all NCRC holders once a year (when third quarter data becomes available), so an individual can move between the Current Workforce and Transitioning Workforce metrics.

? Transitioning Workforce: Goal 20%

o Calculated as the number of NCRC holders in the region that did not match employment in the UI wage database in the current quarter of measurement divided by the total unemployment in the region. The total unemployment comes from Local Area Unemployment Statistics (LAUS).

o Note: Since employment is measured with the Iowa UI wage database, NCRC holders that have jobs outside of Iowa or with an employer that doesn't pay UI tax will be classified under the transitioning workforce metric. NCRC holders that did not include enough information to match them to the UI wage database are also classified under the transitioning workforce metric.

A second strategy is working with Home Base Iowa to develop opportunities for veterans and their families to receive assistance in finding opportunities for employment and receive services that will up-skill them or allow their current knowledge, skills, education, and experience to transition to civilian career opportunities. Veterans being served through the One-Stop System are assessed to determine eligibility for intensive Disable Veterans? Opportunity Program (DVOP) assistance. If and when an individual appears to be eligible for DVOP assistance a meeting is either immediately set up or scheduled for the near future. Of course, all veterans are eligible to receive assistance from anyone in the One-Stop system though DVOPs are keenly and uniquely aware of the issues and barriers that veterans face either during their transition from military service and/or active duty to civilian employment.

Thirdly, staff from the core partners work to be actively involved in the region. Staff members from the core partners serve on community organizations and boards including SHRM (Society for Human Resource Management) for which they also provide leadership on the board of the local chapter. Leadership also attends quarterly FSSP (Family Self-Sufficiency Program) meetings which are intended to provide outreach to multiple community partners serving low-income individuals. Monthly ECI (Employers Council of Iowa) meetings are normally held at the One-Stop Center and are planned and coordinated by One-Stop Staff as a means to provide resources for business and industry while maintaining contacts and outreach.

Fourth, business and industry regularly have Meet

and Greet events at the One-Stop Center to meet prospective candidates. There are also two large career fairs sponsored by the Core Partners in the spring and fall which allow businesses to attract pending college graduates and current members of the workforce. The region also hosted a reverse job fair with a focus on those who have unusual barriers or challenges to employment. The reverse career fair allows individuals to set up self-promotional information in a small booth area to demonstrate and highlight their individual skills, experience, knowledge, and abilities. Businesses who are interested in hiring individuals attend the event and are able to travel around the room and visit with individuals who they believe have the specific skills they are seeking. Based on the success of this year's past event, Region 12 partners are again beginning plans to host another event in late summer.

Fifth, as the mission of the Iowa Vocational Rehabilitation Services (IVRS) is to work for and with individuals who have disabilities to achieve their employment, independence and economic goals. As such IVRS is a Future Ready Iowa Partner that shares in the goal of 70 percent of Iowa's workforce to have education or training beyond high school by 2025. In order to help meet those goals IVRS is utilizing the following services:

? IVRS currently partners with local community rehabilitation program (CRP) to help individuals with disabilities explore working out in the community and to provide support to individuals as they work towards preparing for, entering into, obtaining, and maintaining employment in the community with or without supports.

? IVRS has a counselor assigned to each high

school to work with individuals with disabilities to help them develop an employment plan and provide services to help them meet their individualized employment goal.

? IVRS is also collaborating with Sioux City Community Schools, Sergeant Bluff Community Schools, OABCIG, and Ridgeview through a program called Transition Alliance Program(TAP). This allows for the school district to hire an individual to work at their high school to assist the IVRS counselor in providing services to individuals with disabilities. The position is funded half by IVRS and half by the school district.

? IVRS is also working with WITCC through an Intermediary Grant that has allowed WITCC to hire a staff member to also assist IVRS staff at all non-TAP high schools to help provide services to individuals with disabilities.

? IVRS also has benefits counselors that can meet and help individuals with SSA benefits understand how working will affect their benefits so that they can feel comfortable in pursuing employment and have the knowledge of SSA related work incentives.

Sixth, as a WIOA core partner, Adult Basic Education services provide the following classes:

? English Language Learner classes meet in LeMars on Tuesdays and Thursday evening from 5:30-7:30pm

? Students in Sioux City are able to attend classes in several locations including the following:

- o Western Iowa Tech Community College Main Campus: Monday - Thursday 8:30am-9:00pm



- o West High School meets on Monday, Tuesday, and Thursday evenings from 6:30pm-8:30pm which also have free childcare available

- o Goodwill of the Great Plains hosts classes Monday ? Thursday 10:00am-12:00pm

- o IowaWORKS Greater Siouxland hosts classes Monday ? Friday from 11:30am-2:00pm

These ELL classes provide different options allowing students the greatest possibility to attend classes that are needed to upgrade their skills. One-Stop classes provide technology and upgrade skills opportunities. One-Stop Center students can start classes immediately after their individual learning needs have been identified. If the class time does not fit the needs of the students they are referred to the other available class options to help them make the most of the resources that are available

When students begin working with the ABE office and it is found they might be in need of additional services provided by other partners, they are immediately referred to those services with direct contact to provide the most of the opportunity and to eliminate the duplication of services. Examples of such services include referrals to Sioux City Housing Authority, Child Care Assistance through the Iowa Department of Human Services or WIOA Title I, and Transportation Assistance through WIOA Title I.

There are also direct referrals to other One-Stop services for resume writing, mock interviews, and Rosetta Stone which prevents other duplications of service and allows Title II to focus their funding and resources on language and other ABE related

needs. The ABE programs also post the months One-Stop monthly calendar of events which provide current information on hiring events, workshops, and other services helping to provide better collaboration especially among core partners.

As a result of the efforts of ABE and the collaboration among the partner, Program Year 2016 ended with 1,130 students being served and acquiring 60% required testing percentage and attaining 9 of the 11 benchmarks required by the Iowa State Department of Education.

*Refer to question B-5.*

As a result of WIOA integration and collaboration many enhancements have been identified and implemented:

Adult Basic Education (ABE) classes have been expanded as a result of WIOA integration and collaboration. Classes are held throughout the region and are currently held in Cherokee, LeMars, and Sioux City (Sioux City locations include: Western Iowa Tech Campus, West High School, and IowaWORKS Greater Siouxland). The ABE program works with the K-12 system to provide a smooth transition from High School to college to encourage and motivate students to continue their skills upgrade and help them to transition into fulfill the needs they have; ELL, HSED or College. The college invites instructors and advisors to talk with students to identify needs they have and help fulfill those needs by scholarships, classes and student availability.

**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:**

The ABE program utilizes the Burlington English Software program to introduce jobs, vocabulary associated with those jobs as well as job specific duties that go along with jobs. Programs provide tutors when needed and individual help from the teachers too.

GAP funding for short term training programs has been promoted to WIOA partners as an additional funding source available to system clients that meet income guidelines and need additional skills/credentials for employment. Western Iowa Tech Community College is the training partner for these funds and has been actively involved in promoting and offering short term training programs for the targeted population. GAP training and information sessions have been part of Wednesday morning staff training at IowaWORKS Greater

Siouxland as recently as October 2016. WIOA Title I staff have been actively assisting identified and referred clients with GAP application processes.

Iowa Vocational Rehabilitation Services (IVRS) collaboration with secondary and post-secondary educational programs has been enhanced recently as a result of a Vocational Rehab Intermediary Grant received by Western Iowa Tech Community College. Vocational Rehab staff and Western Iowa Tech staff have joined forces to serve targeted students in rural secondary school districts in the region. This grant was awarded in late 2016 and staff members from the two programs are already met several times. They are collaborating on service and career/education plans for targeted high school students identified as needing IVRS services.

IowaWorks Greater Siouxland hosts many workshops, job fairs, and short term training sessions that are available to all members of the community. These sessions are promoted to and supported by all partners. The NCRC testing is available at multiple locations in the region and is yet another example of a service that has been broadly used by secondary and post-secondary schools to identify and enhance skills of individuals in our region. Job Fairs coordinated by the IowaWorks team have been particularly popular in our high employment region. Typically in April and November of each year, job fairs are held at local colleges to enhance employers' access to students with educational backgrounds that meet local industry job requirements. WITCC provides opportunities for the students to learn about the specific job needs in the Siouxland Area and provides occasions for students to meet with instructors and advisors to learn about training available including scholarships, class needs, and job prospects when they are finished with their

certification.

IowaWorks Greater Siouxland which serves as the One-Stop Center for the region has hosted all core partners who have been involved in numerous integration meetings, local service plan implementation sessions, and training sessions over the last year. Through these meetings, the core partners have collaboratively identified and developed referral and verification processes to ensure clients flow seamlessly between services and programs. An individual may initially be identified by staff from the vocational rehabilitation services team, be enrolled in adult basic education classes, move into a short term GAP funding training program, and then complete several workshops at IowaWORKS Greater Siouxland (develop a resume and enhance interview skills) and then attend a Job Fair. Through this collaborative process individuals receive the needed support to enhance their employability and self-sufficiency.

*Refer to question B-7.*

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## **Regional Strategic Vision and Goals**

### **Regional Vision Statement**

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

**Regional Vision Statement:**

IowaWORKS Greater Siouxland will deliver a demand driven system that focuses on building a workforce of high skilled, high wage jobs that will enable the employers of our region to remain competitive in a global environment. The One Stop system within our region is a comprehensive, integrated service delivery system that is responsive to the employment and training needs of the customers we serve and incorporates the products and services of our partners in order to assure that customer needs are met without duplicating services and are delivered efficiently and cost effectively. The vision of the region is for all career-seekers to have a career path and that all businesses will have their positions filled with career-ready individuals.

**Description of Regional Strategic Vision**

The values governing Region 12 including the following:

Effective partnerships are not only maintained but expanded and strengthened

Ongoing commitment to braid funds through partnerships in service management

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

The longer term business objectives for Region 12 are summarized as:

Region 12 IowaWORKS is committed to partnering with business and education to ensure we have workers who possess the needed skill sets within the region.

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

Region 12 IowaWORKS is committed to expanding the Future Ready Iowa initiative.

Region 12 Managers will serve on local and regional committees that provide services to mutual customers and business oriented organizations. Information gained from these meetings will be shared quarterly with the RWDB/CEO.

Region 12 IowaWORKS will create training opportunities for business through the Employers Council of Iowa in Region 12.

Open communication between programs and staff members, referrals to all programs as appropriate, and the blending of resources whenever and wherever possible which leads to shared, dual, and co-enrollments allows for individuals with all barriers to career pathways to receive the assistance they need to be successful. Partners assist each other with accessing comparable resources which allows for aligning pay options for

the benefit of participants. This partnering of programs and staffing resources allows the regions to individualize services to people with the most significant barriers.

Work readiness skills continue to surface as a critical need as expressed by employers, schools, and other stakeholders who struggle to deal with those who do not practice positive workplace behaviors. IowaWORKS Greater Siouxland has long-term experience in accessing and presenting work readiness curricula which assist to address this issue.

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

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

WIOA staff has developed and implemented performance tracking documents that help to ensure that the region will meet the negotiated performance standards. In addition, the WIOA



service provider conducts ongoing in-house training for staff relative to "good enrollment decisions" and WIOA performance.

Region 12 has a long history of working collaboratively with various partners within the region. Ongoing partner meetings have been held with multiple providers to determine what services are currently being offered through various programs and identify gaps within the current service structure. In this way, partners are able to maximize services and funding levels and the participants benefit by having a more complete, comprehensive service plan to reach self-sufficiency. In turn, the region is more likely to meet performance goals.

The Region 12 one-stop system partners will report on the progress of the WIOA performance measures and all partners agree to discuss ways of mutually attaining these performance measures to reach shared outcomes. All partners also agree to work collaboratively on attaining the DOL Common Performance Measures and involve a number of partners. This collaboration includes strategizing on approaches to attain these measures and providing data to the performance reporting system.

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

*Refer to question C-1.*

**Vision Alignment to State Vision and Goals**

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

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.

Improve college and career readiness, increase interest and achievement in science, technology, engineering and math (STEM) study and careers.

Minimize education-related debt.

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

### Strategies

1. Identify and quantify employers' education, training, and employment needs and capture those needs in a talent supply and demand interactive portal to be driven by a public-private collaborative, leveraging and institutionalizing the sector strategies and career pathway 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 promoting STEM disciplines.

7. Increase rigorous concurrent post-secondary 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. Adult Basic Education, English as a Second Language, Literacy and high school equivalency completions so our customers have skills that will lead them to family sustaining wages and security that comes with a marketable skill set.

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

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

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

One of the most significant challenges Iowa faces is a shortage of qualified workers to fill middle-skill jobs. Substantial disparities exist between the number of workers able to compete for middle-skill jobs and those struggling to find low-skill jobs. In Iowa, 38% of available workers possess low-skills, while workers with middle-skills represent 33% of the workforce. Only 12% of available jobs seek workers with low skill-sets while numerous middle-skill jobs remain unfilled. In fact, 56% of jobs require at least mid-level skills or some training beyond high school.

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

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

*Refer to question B-2.*

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## **Regional Strategies**

Strategic Alignment of Resources

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

Eligibility for services

Outreach, intake, orientation

Initial assessment

Labor exchange services

Referrals to programs

Labor market information

Performance, cost information

Supportive services information

UI information and assistance

Financial aid information

Follow-up services

Comprehensive assessment

Individual employment plan

Career planning, counseling

Short-term prevocational services

Internships, work experiences

**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:**

Out-of-area job search

Foreign language acquisition

English Language Learner

Workforce preparation

1. IVRS staff assigned to every high school and providing services to all students with disabilities, including career counseling on employment and training opportunities, training on work readiness and employer expectations, and on self-advocacy. Job shadows and part time work opportunities are encouraged.
2. IVRS staff, in collaboration with partner agencies, provides counseling to individuals with disabilities to help them make informed career decisions. Information on in demand careers and career pathways is utilized and assistance with training is provided that leads to successful employment.
3. IVRS provides consultation to partner agencies to ensure programs and areas are accessible. Consultation is provided to employers on disability needs to assist with recruitment and hiring of qualified individuals with disabilities and retaining valued employees.
4. The Adult Education and Literacy (AEL) Program at Western Iowa Tech Community College (WITCC) provides services that focus on the following outcomes:
  5. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
  6. Assist adults who are parents or family members to obtain the education and skills that are

necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;

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

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

9. AEL serves English Language Learners, those lacking a High School Equivalency Diploma, and those in need of basic reading and math skills. These services are offered in locations that are accessible to Workforce clients.

10. The WIOA Title I, Vocational Rehabilitation, and PROMISE JOBS intake process collects educational needs of clients. Students are referred to Adult Literacy classes on a regular basis. WIOA programs provide funding for educational barriers including daycare, transportation, and testing fees.

11. The Adult Education/Literacy program provides student progress and completion information to Workforce and PROMISE JOB staff.

12. The Adult Education/Literacy Services assess student barriers and refers students to Region 12 Workforce classes, Youth Employment services, and Vocational Rehabilitation services.



13. Career Ready 101 online study is offered to Adult Literacy students in preparation for the National Career Readiness Certificate assessment at the workforce center and Western Iowa Tech Community College. The assessment is at no cost to students who are enrolled in Region 12 workforce and is administered at the Region 12 IowaWORKS One-Stop Center.

14. Career Pathway classes have been implemented at WITCC through funding sources including Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants, GAP funding, and other state funded initiatives. HSED and ELL students are referred to PACE and participate in classes such as Forklift/OSHA training.

*Refer to question C-2.*

**Expanded Access**

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

The workforce development system can be accessed through any core partner program within the region. Multiple points of access will be established, both physical and through electronic means, throughout the region. Region-developed referral and verification forms will assist to document access to services. Orientation sessions that describe the workforce development system will be developed and available at any partner location within the region at a future date. All core partners are focused on ensuring services are delivered and available to all eligible individuals, including eligible individuals with barriers to employment. In order to expand access to employment, education, training and other support services for all individuals, there are options to access resources on-line through internet based access points and other on-line resources for which accessibility must be developed and maintained at the state level. The English Language Learner (ELL) and Adult Basic Education (ABE) services are offered at multiple locations around the region which provide better accessibility options for those with barriers. The hours for these services vary at each location though they are generally available from 8:30 am in the morning until late evening hours which end at 9:00 pm.

*Refer to question C-4.*

**Facilitate Career Pathways and Co-Enrollment**

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

**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:**

The region is working on developing strategies for credentials in career pathways specifically utilizing the following: High School Equivalency Diploma (HSED), Certified Nursing Assistant (CNA), and Commercial Driver's License (CDL). In addition, stackable certificate and credential programs including welding, HVAC, and auto-tech use a blending of funds including GAP tuition assistance to support both the direct education costs as well as other expenses such as transportation and dependent care. Labor Market Information (LMI) is provided to HSED classes to help students better understand their options for career pathways. Apprenticeship options are available for those participants who struggle with regular classroom attendance and learn in a "hands on" environment. This allows for individuals to also earn income to support themselves and their families while learning a high demand skill. One-to-one support for the most significantly disabled (MSD) participants is provided to make sure they are fully aware of their options and career expectations. Staff from all of the core and partner programs continue working one on one with students who have barriers to employment including ELL, HSED, MSD, and ex-offenders.

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:**

Additional resources developed by the region relative to workforce development includes utilizing and blending funds from the Free Application for Federal Student Aid (FAFSA), Women Aware funding sources, and GAP tuition assistance. Other grant resources such as TECH grants, Vocational Rehabilitation Services, Iowa Department for the Blind, flexible funding from the Disability Employment Initiative (DEI) grant, Promise Jobs, Veteran's services are all considered and utilized when and where appropriate to allow for a full blending of resources. In some instances private employer resources are available for short term training which leads to credentials for participants.

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

The region's goals and strategies align to the Governor's Goals which are the following:

1. Identify and meet employer needs by focusing on sector strategies, career pathways and better aligning state and federal programs and initiatives, including public-private partnerships, to support high-skill, high-demand jobs.
2. 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.
3. Improve college and career readiness, increase interest and achievement in science, technology, engineering and math (STEM) study and careers.
4. Minimize education-related debt.

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

#### Strategies

1. Identify and quantify employers, education, training, and employment needs and capture those needs in a talent supply and demand interactive portal to be driven by a public-private collaborative, leveraging and institutionalizing the sector strategies and career pathway 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 promoting STEM disciplines.

7. Increase rigorous concurrent post-secondary 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. Adult Basic Education, English as a Second Language, Literacy and high school equivalency completions so our customers have skills that will lead them to family sustaining wages and security that comes with a marketable skill set.

The region's goals will align with the State Unified

Plan which are also listed as the following:

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

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

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

One of the most significant challenges Iowa faces is a shortage of qualified workers to fill middle-skill jobs. Substantial disparities exist between the number of workers able to compete for middle-skill jobs and those struggling to find low-skill jobs. In Iowa, 38% of available workers possess low-skills, while workers with middle-skills represent 33% of the workforce. Only 12% of available jobs seek workers with low skill-sets while numerous middle-skill jobs remain unfilled. In fact, 56% of jobs require at least mid-level skills or some training beyond high school.

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

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

Accessibility to resources is always kept in mind when working with individuals who face barriers. Reasonable accommodations are also available, mentioned, and provided upon request. Everyone is greeted at the front door with a hand shake and

triage questions. Iowa Department for the Blind will be providing training to all One-Stop Center staff during the Wednesday morning training to ensure awareness of the expectations and options to provide full accessibility to all of the services in the region for anyone needing accommodations.



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**Performance Goals (Joint Goals across Core Programs)**

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

**The core partners will contribute toward the State's expected level of performance by following the Integrated Service Delivery method.**

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

**Basic Career Services are offered in the One-Stop Center and the five counties of Region 12 (Cherokee, Ida, Monona, Plymouth, and Woodbury) on an itinerant basis and as needed and include:**

**Basic career services must be made available to all job seekers and include services such as labor exchange services, labor market information, job listings, and information on partner programs.**

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

- a) Staff-assisted job search and placement assistance, including career counseling (JSP), (G&C);**
- b) Staff-assisted job development (working with an employer and job seeker) (SJD); and**
- c) Staff-assisted workshops, pre-employment training (PET).**

**Basic career services must be made available and, at a minimum, must include the following services, as consistent with allowable program activities and Federal cost principles:**

- 1) Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs;**
- 2) Outreach, intake (including worker profiling), and orientation to information and other services available through the One-Stop**

**delivery system;**

**3) Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs;**

**4) Labor exchange services, including:**

**(i) Job search and placement assistance, and, when needed by an individual, career counseling, including?**

**(A) Provision of information on in demand industry sectors and occupations; and**

**(B) Provision of information on non-traditional employment; and**

**(ii) Appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services other than those traditionally offered through the One-Stop delivery system;**

**5) Provision of referrals to and coordination of activities with other programs and services, including programs and services within the One-Stop delivery system and, when appropriate, other workforce development programs;**

**6) Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including?**

**(i) Job vacancy listings in labor market areas;**

**(ii) Information on job skills necessary to obtain the vacant jobs listed; and**

**(iii) Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs;**

**7) Provision of performance information and program cost information on eligible providers of training services by program and type of providers;**

- 8) Provision of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's One-Stop delivery system;**
- 9) Provision of information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: child care; child support; medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program; benefits under SNAP; assistance through the earned income tax credit; and assistance under a State program for Temporary Assistance for Needy Families, housing assistance, and other supportive services and transportation provided through that program;**
- 10) Provision of information and assistance regarding filing claims for unemployment compensation, by which the One-Stop must provide meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation.**
- (i) "Meaningful assistance means:**
- (A) Providing assistance on-site using staff who are well-trained in unemployment compensation claims filing and the rights and responsibilities of claimants; or**
- (B) Providing assistance by phone or via other technology, as long as the assistance is provided by trained and available staff and within a reasonable time.**
- (ii) The costs associated in providing this assistance may be paid for by the State's Unemployment insurance program, or the WIOA adult or dislocated worker programs, or some combination thereof.**

**11) Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.**

**Region 12 has a fully integrated One-Stop center located in Sioux City, Iowa.**

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

**Individualized Career Services offered at the above office and on itinerant basis in each county as needed include:**

**Individualized career services identified in WIOA are to be provided by local areas as appropriate to help individuals to obtain or retain employment. Individualized career services include: comprehensive skills assessments, career planning, and development of an individual employment plan:**

- a) Skill upgrading (SUG) is a short-term pre-vocational service, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, professional conduct and English Language Learning to prepare individuals for unsubsidized employment or training;**
- b) Out-of-area job search expenses;**
- c) Internships (INT); and**
- d) Work Experience (WEP).**

**Individualized career services are made available if determined to be appropriate in order for an individual to obtain or retain**

employment. These services include the following services, as consistent with program requirements and Federal cost principles:

**1) Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include:**

**(i) Diagnostic testing and use of other assessment tools; and**

**(ii) In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;**

**2) Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, the eligible training providers;**

**3) Career pathways to attain career objectives;**

**4) Group counseling;**

**5) Individual counseling;**

**6) Career planning;**

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

**8) Internships and work experiences that are linked to careers;**

**9) Workforce preparation activities;**

**10) Financial literacy services;**

**11) Out-of-area job search assistance and relocation assistance; and**

**12) English language acquisition and integrated education and training programs.**

**Training is made available to individuals after an interview, assessment or evaluation determines that the individual requires training to obtain employment or remain employed:**

- a) On-the-Job Training (OJT);**
- b) Entrepreneurial Training (ENT);**
- c) Customized Training (CUS);**
- d) Institutional/Occupational Skill Training (IST);**
- e) Registered Apprenticeship (APP);**

**f) Remedial and Basic Skill Training (RBS)\*;**  
**\*(for individuals enrolled in A/DW, must be in conjunction with another training activity); or**

**g) Secondary Education Certificate (SEC);**

**h) Incumbent Worker Training;**

**i) Transitional Jobs.**

**j) Workplace Experience (WEP)**

**k) Internships (INT) (formerly Limited Internships-LIN)-paid and unpaid**

**Participants enrolled in a paid WEP activity will be paid \$8.00 per hour. Participants enrolled in an INT activity will be paid at the same rate as similarly situated employees or trainees of the employer of record. However, if there are no similarly situated employees with the employer of record, an hourly wage of \$9.00 will be the default. Paid WEP and INT participants will not receive any payment for scheduled hours that they fail to work. Hours worked will be verified by the worksite supervisor.**

**Training services are provided to equip**

individuals to enter the workforce, retain employment or for career advancement. Training services may include, for example, occupational skills training, OJT, registered apprenticeship which incorporates both OJT and classroom training, incumbent worker training, pre-apprenticeship training, workplace training with related instruction, training programs operated by the private sector, skill upgrading and retraining, entrepreneurial training, and transitional jobs.

Training services are available for individuals who, after interview and evaluation or assessment through the development of an Individual Employment Plan (IEP), are determined to be unlikely or unable to obtain or retain employment that leads to self-sufficiency or higher wages from previous employment through career services alone. The participant must be determined to be in need of training services and to possess the skills and qualifications to successfully participate in the selected program. Some participants may need additional services to assist their vocational training, such as job readiness training, literacy activities including English language training, and customized training.

Additional services which may be offered within the region include:

1. Enhanced resume development
2. Job Description development
3. Extensive employee/potential employee testing



**4. Corporate Mentoring**

**5. Workshops for employers (such as employee retention)**

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

**7. Expanded employee workshops for individual employers**

**All IowaWORKS One-Stop system partners agree to utilize a common method to refer customers among the partners. The "common intake/service management" system will be used by those partners providing services under the Workforce Innovation and Opportunity Act. If the common intake/service management system cannot be used, referrals will be made between partners in a timely manner and a follow-up contact will be made with the customer to ensure service was provided. The WIOA Core Partners are responsible for conducting the overall service management to ensure that all customers referred for services are receiving needed services.**

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

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

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

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

**4. Labor market and occupational information.**

**Adults and dislocated workers will be served by the WIOA Title I service provider, the WIOA core partners, and by the IowaWORKS system partners. The services will be provided at the primary One-Stop Center in Sioux City as well as through multiple access points within the system. In addition, itinerant services will be provided as needed. WIOA Partner services are further described in the Memorandum of Understanding.**

**Once each month there is core-partner/all staff training on varied topics including accessibility. Yearly training is also provided regarding the American's with Disabilities Act (ADA), Equal Opportunity Employer (EOE), Affirmative Action (AA), in addition to monthly BSR sessions that cover human resource and related topics such as social networking, the Fair Labor Standards Act (FSLA), etc.**

*Refer to question E-10.*

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## **Assessment for Continuous Improvement**

**Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT**

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

**As part of the internal monitoring process every quarter a random sample of 10 percent, or a minimum of one file, of all participant files enrolled or transferred into each of the adult, dislocated worker and youth programs during the quarter will be monitored to ensure all guidelines are being followed and the enrollment was appropriate. These random samples must be drawn quarterly and the monitoring activity for the quarter must be completed by the end of the subsequent quarter.**

**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:**

**In addition, all WIOA Title I training contracts must be monitored during the second 30 day period of activity under the contract and at least every 90 days thereafter.**

**WIOA Title I staff regularly run performance reports to monitor progress toward meeting the negotiated standards.**

**Region 12 has a long history of working collaboratively with various partners within the region. Ongoing partner meetings have been held with multiple providers to determine what services are currently being offered through various programs and identify gaps within the current service structure. In this way, partners are able to maximize services and funding levels and the participants benefit by having a more complete, comprehensive service plan to**

reach self-sufficiency. In turn, the region is more likely to meet performance goals.

The Performance Oversight policies of the CEO and RWDB include:

WIOA core partners will provide annual reports to the CEO and RWDB, updating the boards on the region's performance and progress towards meeting performance standards.

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

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

Region 12 will implement changes as part of the statewide data management system restructuring. The information received through this statewide system will be reviewed and tracked by the region.

Performance measures are reviewed on a regular basis and are provided by the state staff who oversees the measures and completes the reports. There are challenges to reviewing and revising the performance measures once a participant has exited the program due to the lag of reporting requirements and the amount of time during which the performance is measured.

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## **Implementation of Strategies**

Regional Workforce Development Board

The core partners and programs are part of the development and long term planning for activities and events that are part of the region's implementation process. Region 12 utilizes collaboration of services and funding streams whenever possible to ensure that all participants receive the assistance and access to resources to make sure they can be successful long-term. Funding options including GAP, Pell, DEI, IVRS, IDB, Promise Jobs, and WIOA Title 1 are blended and used whenever and wherever appropriate to meet individual needs and access requirements.

At a minimum, the following career services will be provided through the Region 12 IowaWORKS center:

Describe how the regional board will implement its identified strategies:

**Eligibility for services**

**Outreach, intake, orientation**

**Initial assessment**

**Labor exchange services**

**Referrals to programs**

**Labor market information**

**Performance, cost information**

**Supportive services information**

**Unemployment Insurance information and assistance**

**Financial aid information**

**Follow-up services**

**Comprehensive assessment**

**Individual employment plan**

**Career planning, counseling**

**Short-term prevocational services**

**Internships, work experiences**

**Out-of-area job search**

**Foreign language acquisition**

**English Language Learner**

**Workforce preparation**

**As part of the Region 12 Memorandum of Understanding (MOU) development, the partners to the Region 12 MOU identified which of the above listed career services are provided through their agency/organization.**

**The State of Iowa is developing an updated 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 12 IowaWORKS center and by the Region 12 IowaWORKS system partners as appropriate.**

**The One-Stop Center partners utilize the common intake/case management system to share information about common customers when data sharing is allowed. The data derived from this system is shared with the Regional Workforce Development Board and partners.**

**The data is then used to ensure customer access and referral is occurring throughout the region.**

**IRT (Integrated Resource Team) meetings are utilized in Region 12 to ensure that resources and options are not duplicated between programs. The monthly career services workshops provided in the One-Stop Center helps individual program partners plan for already scheduled workshops to prevent duplication and allows for utilization of resources that are already available. The unified MIS system being reviewed and implemented by the State of Iowa will assist with preventing duplicating of services.**

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

**Core Partners**



In the integrated center in Region 12 the customer flow will be as listed below:

**Greet/Identify Purpose of Visit**

**Determine Registration Status and/or**

**Conduct Service Triage**

**Recommend Services**

**Registration**

**Self-attestation**

**Co-enrollment evaluation**

**Introduce to Career Services Process and/or**

**Provide Appropriate Partner Referrals and/or**

**Determine eligibility for additional individualized career services and/or training services**

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

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

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

**IowaWORKS. When eligibility permits, every customer must be co-enrolled into all qualifying programs for basic career services.**

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

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

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

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

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

**Through ongoing communication and partner meetings to coordinate services, duplication can be eliminated when we become aware that a partner is providing a service.**

*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**:

- 1. AEL/ELL staff have attended IowaWORKS staff meeting to discuss and coordinate services**
- 2. IowaWORKS staff present at Adult Education and Literacy orientations and education sessions**
- 3. Staff contact information from IowaWORKS and Adult Education and Literacy shared amongst partners**
- 4. Joint Staff In-Service training being developed**
- 5. Adult Education staff attend ongoing WIOA training opportunities at the state and regional level**
- 6. IowaWORKS staff participating in Adult Education and Literacy online WIOA Integration and Alignment and Career Pathway trainings**
- 7. Ongoing meetings of core partner group within region**
- 8. Creation of Partner Referral form**
- 9. Creation of Partner Verification form**
- 10. Core partner development of local workforce plan**
- 11. Core partners leading Memorandum of Understanding process**
- 12. AEL/ELL staff on Regional Workforce Development Board**
- 13. Participation in state developed common performance measures**

*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.*

**1. IVRS will participate on Regional Workforce Development board**

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

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

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

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

**6. IVRS will provide training to partner agencies on IVRS eligibility and services, including IVRS Continuum of Services model, so that individuals with disabilities who need more intensive one on one assistance are referred to IVRS and IVRS can provide more intensive support than what is available to all participants**

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

**8. IVRS will participate on business services and sector board teams to provide representation, expertise on disability issues, and collaborative opportunities and best practices for employing people with disabilities for partner agencies, the regional Workforce Development Board, employers, and other entities. IVRS will**

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

**collaborate with partners to identify employer needs and develop programs and services that support job seekers in attaining the needed skills and solve barriers that impact employment success.**

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

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

*Refer to question C-11. Include what efforts are taking place to enhance the provision of services to individuals with disabilities and to other individuals, such as cross training of staff technical assistance, use and sharing of information, cooperative efforts with employers and other efforts at cooperation, collaboration and coordination.*

## **Workforce Development Needs of Employers**

**A concern of the employers has been the recruitment of people to live in the area as well as the readiness of the available labor force to enter employment. The Region 12 labor force population is decreasing and local employers cannot find workers to fill open positions. Basic skills which include literacy, numeracy, basic computer skills and organization skills, in addition to many of the "soft skills" necessary to be successful, are lacking as described by employers. 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 occupational skills, including specific occupational knowledge and experience, particularly for middle-skill occupations in the areas of healthcare, welding, information technology, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.**

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

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

- 1. Work in partnership with economic developers from the counties and cities in Region 12 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 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 in soft skills.

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

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

#### **Workforce Development Needs of Job Seekers**

Many job seekers are not aware of the products and services of workforce partners within their region. Jobseekers may need additional services beyond what they are able to access themselves. Local/regional newspapers & media, regional IowaWORKS offices, internet, social media and college/university career centers are the predominant means for job recruitment. However, a review of the demographics of the population in Region 12 shows the typical jobseeker in the region is older than the state average with a larger proportion 60 and older. 4. The region works to

**coordinate services with the SCSEP/Senior Aide programs allows for program services to be available and accessible for anyone needing assistance transitioning back in to the workforce or other career options utilizing their work history, experience, and knowledge whenever possible. The entire region is above the state average in persons with less than a high school diploma and below the state average for individuals with a Bachelor's degree. These jobseekers may need additional services to qualify for and fill the jobs available in the region.**

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

- 1. Continue to expand marketing of available workforce products and services throughout the communities in the region. Adding access through Core partner sites within the region will be an important part of this connectivity.**
- 2. Make a variety of IowaWORKS partner services and information available throughout the region in all partner locations.**
- 3. Continue to work with communities to find ways to address the needs of the ever growing diversity of the workforce, including veterans, ex-offenders, disabled, non-English speaking minorities, older workers, those on Temporary Assistance, and youth.**
- 4. Make HSED/English Language Learner training information more readily available.**
- 5. Make information on citizenship training and the Future Ready Iowa Initiative more readily**

available to the jobseeker.

**6. Continue to work to develop and market a greater variety and number of skill upgrade and short-term training programs with multiple entry and exit opportunities to jobseekers.**

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

**8. Promote Skilled Iowa workers to current and future jobs.**

**9. Develop permanent solutions for housing, communication, and other challenges to careers with both immediate referral information and regularly scheduled workshops to help with long term planning.**

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

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

**employment for participants in the public workforce system to meet the economy's need for more skilled workers.**

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

**Dislocated workers and address gaps in services:**

- 1. Increase the number of participants in programs that result in a credential.**
- 2. Increase credential attainment of these participants.**
- 3. Develop and refer "targeted populations" to more "retraining opportunities in an effort that will allow them to re-enter the workforce.**
- 4. Encourage the creation of industry-recognized training programs by local approved training providers which leads 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-Title I, Wagner-Peyser, Vocational Rehabilitation, Adult Education and Literacy, PROMISE JOBS, TAA, and Ticket to Work to facilitate access to workforce services and educational programs.**

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

**The mission of Region 12 when dealing with youth is to assist young people who face significant barriers in making a successful transition to self-sufficient adulthood by successfully entering and being retained in the workforce, higher education, or advanced training.**

**In order to support young people who face significant barriers in transitioning to self-sufficient adulthood, the following services are available to youth participants in Region 12. The Youth Career Advisors will work with each participant to determine which elements to provide to a participant based on the participant's objective assessment and goals established by the participant and included on his or her service strategy. The 14 elements of the WIOA Youth Program are:**

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

- 1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential (RBS) (SEC)**
- 2. Alternative secondary school services, or dropout recovery services, as appropriate (SEC)**
- 3. Experiential Learning, Paid and unpaid work experiences that have as a component, academic and occupational education, which may include:
  - i. Summer employment opportunities and other employment opportunities available throughout****

**the school year (WEP)**

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

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

**iv. On-the-job training opportunities (OJT)**

**Participants enrolled in a paid WEP activity will be paid \$8.00 per hour. Participants enrolled in an INT activity will be paid at the same rate as similarly situated employees or trainees of the employer of record. However, if there are no similarly situated employees with the employer of record, an hourly wage of \$9.00 will be the default. Paid WEP and INT participants will not receive any payment for scheduled hours that they fail to work. Hours worked will be verified by the worksite supervisor.**

**4. Institutional/Occupational skill training, which shall include priority consideration for training programs that lead to recognized post-secondary credentials that are aligned with in demand industry sectors or occupations in the local area involved, if determined by the local board (OJT), (IST), (CUS), (APP), (ENT)**

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

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

**7. Supportive services**

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

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

**10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate (G&C)**

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

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

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

**14. Activities that help youth prepare for and transition to postsecondary education and Training (WEP), (MEN), etc.; (SEC-when leads to credential)**

**The above-referenced programs are available through multiple partners within the region and include but not limited to WIOA, Iowa Vocational Rehabilitation, Adult Education and Literacy and other community providers.**

**The following is a list of additional activities and services that are available in Region 12 to support the required youth elements:**

- 1. Job Search and Placement Activities (JSP);**
- 2. Pre-Employment Training (PET); and**
- 3. Skill Upgrading (SUG)**
- 4. Staff Assisted Job Development (SJD)**

**Support Services are those services that are necessary to enable a youth to participate in activities authorized under WIOA. The following types of support services are available in Region 12 or youth.**

- 1. Dependent Care (DPC)**
- 2. Clothing (CHG)**
- 3. Miscellaneous services (MSS)**
- 4. Stipends (STI)**
- 5. Transportation (TRN)**
- 6. Counseling (CLG)**
- 7. Financial Assistance (FAS)**
- 8. Healthcare (HLC)**
- 9. Residential/Meals Support (RMS)**
- 10. Services for Individuals with Disabilities (SID)**
- 11. Supported Employment and Training (SET)**
- 12. Incentive and Bonus (INB)**

**Given limited WIOA funding every effort will be**



**made to partner with various service providers in the region and appropriate referrals will be provided to participants.**

**The Region 12 Youth Standing Committee will identify the potential gaps in services within the region. However, the following issues are already known to exist in the region and will need to be addressed in the future as the goals for youth:**

**1. Develop additional opportunities to increase basic skills, life skills, of youth in reading, math, computer literacy, financial literacy, and budgeting.**

**2. The region lacks outreach materials which identify various youth service partners within the region, and the services those partners provide. Outreach materials will allow for a more comprehensive approach to engaging youth in the region. In addition, current and past youth participants and parents may be invited to assist in outreach to potential youth participants and families.**

**3. Within the One-Stop Center the region may lack a well-defined referral process among system partners for potential youth participants and co-enrollments.**

**4. Work readiness skills continue to surface as a critical need as expressed by employers, schools, and other stakeholders who struggle to deal with youth who do not practice positive workplace behaviors.**

**5. The skills new workers (youth) lack, include basic work ethics, interviewing skills, basic academic skills, responsibility, organizational**

skills, and self-esteem. These can be addressed through career services and in-paid or unpaid work experiences. Labor market information review is lacking to better understand longevity and how length of service affects yearly pay and benefits. Additional service providers, including area schools which expand the ability to provide needed training for youth through the referral process. Those referrals will be made on an individual basis, meeting the needs of each person. Youth not enrolled in high school needing English Language Learning will be referred to programs such as that offered by Adult Education and Literacy programs. Those who are in need of housing assistance and other related resources will receive referrals for those as well.

#### **WIOA Youth Program Elements**

The Workforce Innovation and Opportunity Act (WIOA) identifies 14 program elements that must be available to youth in the region. In Region 12, all of the program elements are considered to be WIOA funded in that the youth service provider facilitates or schedules access to all of the elements. The youth service provider does not outsource any of the 14 program elements.

Given the resources that are available to serve youth in Region 12, the youth service provider collaborates with multiple service providers who partner with each other to avoid duplication and to leverage existing resources to ensure that services are available to all youth.

Listed below are the 14 WIOA youth program

elements. Included under each of the elements are the service providers who currently help coordinate delivery of services to youth.

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

a. HSED programs available through Western Iowa Tech Community College in each of the five counties in Region 12

b. Alternative classroom settings which focus on potential dropouts

c. Goodwill-YouthBuild

d. Bridging and Overcoming Obstacles through Service and Training (BOOST)

e. Juvenile Court Services Education Specialist

f. Job Corps

g. PROMISE Jobs

h. TRIO Programs at Western Iowa Tech Community College

i. Retention specialists at local colleges

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

**a. Alternative schools in Sergeant Bluff, Le Mars, Cherokee, Marcus, Battle Creek, Onawa, YouthBuild, BOOST, and the School Within a School at the three public high schools in Sioux City**

**b. Job Corps**

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

**a. All high schools in the region offer job shadowing**

**b. Siouxland Historical Railroad Association (Urban Youth Corps grant)**

**c. BOOST**

**d. PROMISE Jobs**

**e. Community service through Juvenile Court Services or Adult Corrections**

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

**a. Western Iowa Tech Community College**

**b. Tri-State Nursing**

**c. St Luke's College**

**d. Northeast Community College**

**e. YouthBuild**

**f. Job Corps**

**g. Career Academies in most school districts**

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

**a. YouthBuild**

**b. Career Academies in most school districts**

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

**a. BOOST**

**b. YouthBuild**

**c. Talent Search and other TRIO programs**

**d. Iowa State Extension- 4-H programs**

- e. Native Youth Standing Strong**
- f. Talent Search and other TRIO programs**
- g. Iowa State Extension - 4-H programs**

**7. Supportive Services**

- a. PROMISE Jobs**
- b. Department of Human Services**
- c. Iowa Vocational Rehabilitation Services**
- d. YouthBuild**
- e. BOOST**
- f. Goodwill Industries**
- g. West Central Community Action Agency**
- h. Community Action Agency of Siouxland**
- i. Mid-Sioux Opportunity**
- j. Project Life**
- k. Siouxland Regional Housing**
- l. Sioux City Housing**

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

- a. Big Brothers/Big Sisters**
- b. Project Life**

**c. HOPES (Healthy Opportunities for Parents to be Successful)**

**d. FaDSS (Family Development and Self-Sufficiency)**

**e. Child Connect/Children's Square**

**f. BOOST**

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

**a. BOOST**

**b. PROMISE JOBS**

**c. Iowa Vocational Rehabilitation Services**

**d. Department of Human Services**

**e. Women Aware**

**f. Sioux City Housing**

**g. Siouxland Regional Housing**

**h. Child Connect/Children's Square**

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

**a. Jackson Recovery Centers**

**b. Synergy Center**

- c. Plains Area Mental Health**
- d. Siouxland Mental Health**
- e. Siouxland Community Health Center**
- f. Iowa Vocational Rehabilitation Services**
- g. Council on Sexual Assault and Domestic Violence**
- h. Planned Parenthood**

**11. Financial Literacy education.**

- a. PROMISE JOBS**
- b. BOOST**
- c. YouthBuild**

**12. Entrepreneurial skills training.**

- a. Small Business Development Center-Western Iowa Tech Community College**

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

- a. Iowa Workforce Development-Labor Market Division**

**14. Activities that help youth prepare for and**



**transition to postsecondary education and training.**

**a. YouthBuild**

**b. TRIO programs**

**c. BOOST**

*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.*

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

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

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

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

**IDB will provide training to partner agencies on IDB eligibility and services, including IDB Continuum of Services model, so that individuals with disabilities who need more intensive one on-one- assistance are referred to IDB and IDB can provide more intensive support than what is available to all participants**

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

**IDB will participate on business services and sector board teams to provide representation, expertise on disability issues, and collaborative opportunities and best practices for employing people with disabilities for partner agencies, the regional Workforce Development Board, employers, and other entities. IDB will collaborate with partners to identify employer needs and develop programs and services that support job seekers in attaining the needed**

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

**skills and solve barriers that impact employment success.**

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

**Although the NCRC is available for all individuals to take, accessibility and accommodation issues with the company providing this service prevent a participant from being able to fully receive the benefits of this testing format. Although the region has worked to overcome this obstacle, it remains unchanged at this point. The region will continue to work with all participants to assist with taking all credentials and testing options to make sure their needs are met whenever possible. Staff will also receive training on how to best utilize accommodation and accessibility resources to eliminate duplication.**

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

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## **Integrated Customer Service**

**In the integrated center in Region 12 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 Title I eligibility for individual training services. The monthly calendar of scheduled workshops providing basic career services is available to all partners to help eliminate duplication of services and coordination of efforts to provide assistance to all participants.**

**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.**

**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.**

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

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

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

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

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

**Outreach**

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

**Field staff are able to provide outreach services in all counties within Region 12 as needed. Such efforts enable applicants with transportation barriers to meet with WIOA staff who can initiate registration and training activities. An example of this would be a major employment dislocation and rapid response requirements. In addition to providing outreach services directly to potential WIOA title I applicants, the staff has developed contacts with multiple partner agencies. As an example, PROMISE JOBS registrants are routinely referred to WIOA Title I and because of the proximity of staff are often able to work closely during the intake process. This type of outreach is evident in youth programming whereby staff are able to establish relationships with youth interested in services by working closely with partners who provide referrals and non-duplicated services necessary to support youth success.**

### **Registration and Eligibility Determination**

**The first step in the WIOA Title I enrollment process is completion of registration or the application form as appropriate especially for those under the age of 18.**

**The WIOA Title I Registration or application is designed to elicit information required to make an eligibility determination and to report statistical data. In addition to eligibility information, the registration includes a self-assessment section. At the time the registration**

is received, a verification process is completed. Upon receipt of the registration, the employment specialist receiving the registration will review it with the applicant. If it appears that the applicant is eligible for one or more services, the applicant is requested to provide documentation to verify eligibility.

### **Verification**

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

Region 12 does 100% Eligibility Verification for adults, dislocated workers and youth enrolled into the WIOA Title I program. The region follows the guidelines outlined in the State WIOA Manual.

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

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

Registrants meeting the eligibility criteria will be provided information on WIOA Title I services, including services available through partner service providers. Because of the ever changing composition of WIOA applicants,



**registrants who are considered most in need and able to benefit from WIOA services will be offered an opportunity to proceed with a WIOA enrollment and/or will be referred to partner service provider as needed.**

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

### **Participant Process**

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

**Following the initial registration review during which WIOA services are outlined and limited assessment occurs to the extent that an individual desires enrollment, an orientation session will be provided. Objective assessment may include measurement of basic skills (math and reading), aptitudes, interests and occupational skills. Assessment instruments commonly used in Region 12 are identified below. Assessment instruments are evaluated on an ongoing basis by the service provider and new or varied assessments may be used**

within the region.

### **Basic Education Skills**

**CASAS Assessments (Math, Reading, and Listening)**

**School District Assessments**

**Community College Assessments**

**National Career Readiness Certificate (NCRC)**

### **Aptitudes**

**School District Assessments**

**Community College Assessments**

**Armed Services Vocational Aptitude Battery (ASVAB)**

### **Interests**

**I Have a Plan Iowa**

**The Career Decision Making System  
ONet**

**School District Assessments**

**Community College Assessments**

### **Occupational Skills**

**America's Career InfoNet  
ONet**

**School District Assessments**

**Community College Assessments**

**Family situation**

**Personal interview**

**Assessment documents**

**Work history**

**WIOA registration**

**Personal Interview**

**IWORKS**

**Education**

**WIOA Registration**

**Personal interview/limited assessment  
document**

**Financial aid documents**

**Transcripts/statements from authorized  
education institution**

**IWORKS**

**Attitude and Motivation**

**Insight Personality Assessment**

**I Have a Plan Iowa**

**Personal interview**

**Objective assessment will include the basic  
elements listed. The selection/addition of actual**

**instruments will occur at the discretion of the Employment Specialist and will occur throughout the course of enrollment.**

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

**Employment Goal**

**Training and Support Services**

**Schedule of Activities and Services**

**Achievement Objectives**

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

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

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

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

**Achievement Objectives: Accompanying the schedule of activities and services are achievement objectives which will function as benchmarks of success throughout the course of program participation. These achievement objectives will parallel each activity and service.**

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

### **Activities and Services**

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

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

**Post program services will be provided upon exit of WIOA services for those participants desiring such. Due to limited budgets, an emphasis will be placed on providing low or no cost services. An array of services may be provided based on individual circumstances/needs. During the post program phase, follow-up information will be obtained as needed. In the event that post program services**

are not desired by a participant, follow-up information will still be collected. For Youth participants, follow-up services will be provided at a minimum for a 12-month period following exit.

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

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

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

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

There are three categories of exit:

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

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

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

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

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

**Additional Positive Exits for Youth Include:**

**Attainment of a Degree or Certificate:** related to achievement of educational skills (such as a secondary school diploma or its recognized equivalent) or occupational skills by participants who enter post-secondary education, advanced training or unsubsidized employment.

**Literacy and Numeracy Gains:** youth who

**improve one of more Educational Functioning Levels (EFL) during within one year, more than 90 days following a pre-test, and are deemed Basic Skills Deficient (BSD) at the time of enrollment.**

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

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

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

**Other Miscellaneous: A participant can no longer continue in program activities, but no other method of exit applies.**

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

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

**- Family Care: A participant is no longer able to continue program activities due to the**



**responsibility for the care of one or more family members.**

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

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

**- Deceased: A participant is deceased.**

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

**- Invalid Social Security Number: Participant does not voluntarily disclose a valid social security number. (In this instance, a pseudo social security number is assigned to the participant in I-Works at enrollment. The participant will receive services but will not be included in the performance measures.)**

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

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

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

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

- Assistance in securing better paying jobs or career;
- Additional career planning and counseling;
- Assistance with work-related problems;
- Peer support groups;
- Information about additional educational or

**employment opportunities;**

- Referral to other community services; and**
- Post-program supportive services.**

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

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

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

- If the participant was exited due to unsubsidized employment and post-program services are planned;**
- If post-program services are provided during the 12-months post-exit; and/or**
- If the participant was attending post-secondary education when exited (to track**

**credential attainment by the 3rd quarter post-exit).**

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

**The Workforce Innovation and Opportunity Act Title I Director is available to assist staff with appropriate follow-up plan development and maintenance.**

*Refer to question D-14.*

**Service provision outreach has long been part of the various programs and activities offered in the tri-state corner in western Iowa. This provision has especially been offered to those clients most in need. This has resulted in partnerships with Siouxland Human Investment Partnership's (SHIP) Bridging and Overcoming Obstacles through Service and Training (BOOST-FF3) Grant which serves youthful offenders. In addition there referrals between the Goodwill Youthbuild Program, the alternative schools within the public school systems, the juvenile court system, the Crittenden Center, Siouxland District Health Center, Department of Human Services, Child Connect, adult corrections, Job Corps, and the WIOA Title I Youth Program. This effort will continue into the foreseeable future as new partnerships are identified and developed.**

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

**Service providers in Region 12 have always had an open relationship and often meet together to discuss how they can benefit one another as well as their mutual clients. As a result of this effort, there are many successful programs being operated in Region 12 that serve all categories of individuals.**

**Region 12 IowaWORKS has been a pilot program for the Disability Employment Initiative for a number of years and has successfully increased services to persons with disabilities. IowaWORKS has a sound partnership with Iowa Vocational Rehabilitation Services and Iowa Department for the Blind which allows co-enrollments to occur between the partners whenever appropriate. All staff in the IowaWORKS center serve veterans and their families. In addition, the region's Disabled Veterans Outreach Program (DVOP) staff**

member serves eligible veterans and their families for more individualized career services. The Home-Based Iowa initiative is reaching out to returning veterans and encouraging those veterans and families to locate to northwest Iowa. The PROMISE JOBS program is operated through the Region 12 IowaWORKS office and many of the Temporary Assistance to Needy Families (TANF) recipients are co-enrolled in multiple programs through the One-Stop system. Ongoing Trade Adjustment and Rapid Response activities are offered through the center as needed to assist affected dislocated workers in becoming re-employed.

The area also has worked on firming up relations with other agencies that can assist the residents of the area. For example, PROTEUS, who serves displaced, seasonal and migrant farmworkers, has ongoing contact with staff as does the Migrant and Seasonal Farmworker staff from Iowa Workforce Development. This allows for the discussion of cross referrals of clients and a better understanding of available services and funding.

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

*Refer to question D-12. Special populations include: persons with disabilities, returning veterans and skilled military retirees, Temporary Assistance to Needy 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:

**1462056886193\_Region 12 Core Partner  
Flow of Services.docx**

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

**Employer Focus**

To the extent feasible based on employer needs 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. All partners of the IowaWORKS system are invited to be a part of the regional sector board. Career Pathway training opportunities are offered throughout the region by multiple partners, including the community college, IowaWORKS, economic development, and local employers. The regional sector boards will be employer driven.

Employer services within the region are:

1. 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.
2. 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.
3. 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.
4. Reverse Referrals - This service directs all interested job seekers to apply for openings at the IowaWORKS offices, freeing the employer's

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



time for other tasks.

**5. NCRC - A system developed by American College Testing (ACT) for documenting and improving work place skills. The National Career Readiness Certificate (NCRC) is the work-related skills credential. The certificate provides fair and objective measurement of workplace skills that can be accepted nationwide.**

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

**7. 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.**

**8. 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.**

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

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

**11. 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.**

**12. 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. Dislocated workers are provided access to services, including financial support and training.**

**13. Tax Liability Information - IWD tax liability specialists are housed in Sioux City to work with new and existing employer accounts.**

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

**15. 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.**

**16. 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.**

**17. IowaWORKS - Businesses can use IowaWORKS 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.**

**18. Meet & Greet - Career and Employment Fairs offer employers and job seekers the opportunity to interact at a single location. Meet & Greet sessions scheduled at the IowaWORKS center provide individual businesses with an**

**opportunity to recruit from customers coming in to the Center on any given day.**

**19. Workshops-Several workshops including basic computer, Word, Excel, Powerpoint, customer service, resume writing, mock and recorded interviewing, ex-offender re-entry, and others to upskill candidates making them career ready for business needs.**

*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)*

**The small business development center at WITCC provides ongoing entrepreneurial training and assistance throughout the region for anyone interested in starting or expanding their own business.**

**Iowa Vocational Rehabilitation and Iowa Department for the Blind promote self-employment for eligible participants through the Iowa Self-Employment program**

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

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

**WIOA offers support and 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**

**Small Business Development Staff participate in Rapid Response Employee Meetings**

**Business Enterprise Program which prepares people to run their own business under the Randolph-Sheppard Act.**

*Refer to question C-6.*

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

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

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

**IowaWORKS provides pre-screening of participants for the specific occupations the employer needs.**

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

**WIOA Title I and Title IV may be able to provide support services for individuals in apprenticeships to be successful.**

**Apprenticeship requirements will be reviewed with IDB/IWRS counselors to ensure that individuals who have disabilities are able to participate with the use of an accommodation whenever possible.**

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

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

**IowaWORKS and WITCC held an apprenticeship**

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

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

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

**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 12.**

**Shawn Fick**

**IowaWORKS Greater Siouxland**

**2508 4th Street**

**Sioux City, Iowa 51101**

**712-233-9030 ext. 46021**

**Shawn.Fick@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:**

**MacKenzie Reiling**

**IowaWORKS Greater Siouxland**

**2508 4th Street**

**Sioux City, Iowa 51101**

**712-233-9030 ext. TBD**

**MacKenzieReiling@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 12 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 12 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 lead 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. Wagner-Peyser or Workforce Innovation and Opportunity Act staff may have on-going direct connection to local and statewide employers and job openings resulting in customers being 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. 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 allowing accessibility of case notes by either program, allowing staff to determine if monthly contact has been made. If contact has been made and the documentation shows ongoing progress toward goals with no issues, the contact will satisfy all programs' requirements. Ongoing communication is stressed among all partners. Workforce Innovation and Opportunity Act, Wagner-Peyser, and the State Trade Adjustment Act office. Examples include: periodic combined staff meetings to reinforce the open communication and staffing between a

**customer and relevant program representatives as needed to address customer needs or issues while working toward an integrated approach to address such needs and issues.**

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

### **Re-Employment Services**

**Worker profiling and Reemployment Services are offered within the region and are designed to help persons identified as being at risk for long-term unemployment insurance eligibility to return to the workforce as quickly as possible.**

**A variety of services are available, including but not limited to: career assessment, job search workshops and job search/job placement assistance.**

*Refer to question C-8.*

### **Education and Training Focus**

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

**Local educational institutions including all of the approved training providers on the approved training provider list are focused on career and technical programs that are state of the art and meet the needs of our regional employers. The colleges utilizes advisory boards to review and work with program faculty to ensure curriculum meets the needs of the local job market. Job driven education and training is delivered in both credit and non-credit formats. Most of the career program areas offer short term certificate options as well as one year diploma and two year associate programs to meet the various needs and timeframes of job seekers and employers. In addition, customized training is an option to structure training that is directly linked to job skills needed in the workplace.**

**WITCC has a Disability Coordinator to assist with developing plans to determine what accommodations are needed and how they will be implemented. The training institutions utilized on the approved training provider list provide accommodations upon request. The training institutions currently provide interpreters, human readers, Kurzweil readers, sign language interpreters, and other accommodations as requested.**

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:

All of the approved training providers will be a resource for workforce development as it relates to many levels of education. Adult basic education and English language acquisition programs are available for those with these needs. In addition, state GAP funding is an excellent source of short term training funding for individuals. All of the short term programs covered by the GAP funding are in high demand and offer opportunities for completers to become employed fairly quickly. In addition the colleges have several federal grant programs that supply additional support services such as tutoring, mentoring, and FAFSA assistance.

Western Iowa Tech Community College operates a Testing Center that administers the NCRC test. In addition, many academic programs offered at the other colleges in the region have industry recognized credentials imbedded in the curriculum. This allows a student to graduate with a diploma or an associates degree from the training institution of their choice with industry recognized credentials. WITCC's corporate and business training division also has several registered apprenticeship programs that have been approved by the state.

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

Stackable credentials including those in the health field, welding, and maintenance provide the basic instruction in high demand fields where students can quickly gain a credential allowing them to get employed quickly. Once they are established with their employer they are able to return for additional short term training classes both in the credit and non-credit fields making them more successful in obtaining higher wages in higher skilled positions.

*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:

**All training institutions and organizations such as Western Iowa Tech serve as a key component in the region's economic development efforts. The College's partnership with the Siouxland Initiative as well as county Economic Development directors in our region is a testament to the high interest and support for economic development for our region. The College campus is also the home of the local SBDC (Small Business Development Center) which has been successful in launching numerous businesses in the region.**

**One-Stop Center staff receive training on economic development and employer incentives to hire individuals who face barriers in many forms including their background, low-income, veterans, and disabilities.**

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## Regional Workforce Development Board Functions

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

The Regional Workforce Development Board (RWDB), appointed by the Governor in consultation with the Chief Elected Official (CEO) board, plays a leading role in establishing policy for the region's Workforce Development Center system. The RWDB also selects the WIOA service providers, directs the activities of the board standing committees, and shares responsibility for many other duties with the CEO board, including oversight of the regional Workforce Development Center system's service delivery. The Region 12 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. During regular meetings of the RWDB and CEO boards they are provided updated information with regard to performance measures, training programs being considered for approval in the region, they receive updated LMI data to determine options for future training programs, and vote with a simple majority on issues brought before them.

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

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

**The RWDB has oversight of the One-Stop Center system and ensuring quality customer service. The RWDB structure follows state guidelines. The board meets three times per year, at a minimum, with the CEO Board, and all meetings are open to the public.**

**The Region 12 Workforce Development Board and Chief Elected Officials are responsible for the development and oversight of the Local plan. The WIOA core partners participate in the process and provide input to the RWDB/CEO in the development of the plan. Through this process, the board is involved in the planning and oversight of the One-Stop system in Region 12. Many of the strategies described in the plan are in place to ensure quality customer service throughout the region.**

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

**On a regular basis and when requested by the boards, the RWDB/CEO boards will review the employment and training (career services) activities within the region and hear reports on enrollments, obligations and expenditures and performance. All partners participate and provide information relative to the employment and training (career services) activities within the region. Youth activities within the region are also detailed and reviewed.**

**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 12 Monitoring Responsibilities**



**The monitoring system for each WIOA Title I program ensures that at least ten percent (10%) of all participants who register or are enrolled during each quarter, and who are still active at the time of verification, receive a complete verification of eligibility as part of a quarterly monitoring process conducted by the WIOA Title I 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 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 IWORKS System which is the MIS system utilized for enrollments;**

**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 WIOA Title 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:**

**1. Date of contact;**

**2. Name of person providing information;**

**3. Contact method;**

**4. Relationship of person contacted to applicant;  
and**

**5. 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).

Once during each program year, the WIOA Title I Service Provider must monitor each contract written for \$25,000 or more. The WIOA Title I 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 12 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 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 is working to establish a standing committee for youth services in Region 12.**

**Youth Standing Committee Role and Responsibilities:**

**The Region 12 Youth Standing Committee provides guidance for local youth programs operated under the Workforce Innovation and Opportunity Act. In addition the Council provides expertise in youth policy and assists the Regional Workforce Development Board in:**

- 1. Developing and recommending local youth employment and training policy and practice;**
- 2. Broadening the youth employment and training focus in the community to incorporate a youth development perspective;**
- 3. Establishing linkages with other organizations serving youth in the local area; and**
- 4. Promoting the services of the WIOA Title I Youth development program in their personal and professional networks.**

**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 12 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 12 Youth Standing Committee will meet on a quarterly basis during the months of January, April, July and October. The committee members will consist of:**

- 1. At least one (1) member of the Regional Workforce Development Board that has a special interest or expertise in youth policy;**
- 2. Individuals representing youth service agencies, such as juvenile justice and local law enforcement agencies;**
- 3. Individual representing local public housing authorities (if applicable);**
- 4. Parent of youth eligible for WIOA youth services or that were served under prior employment and training youth programs;**
- 5. Individuals with experience relating to youth activities, including former JTPA or WIA participants;**
- 6. Other interested individuals with youth expertise as suggested.**

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



**obtain youth input. In the selection of committee members including the positions filled by a parent of a youth or the youth representative, a parent of a youth with a significant disability and/or a youth with a disability will be considered. This will be in addition to representation by community partners that serve youth with disabilities.**

**The Region 12 Youth Standing Committee Members are:**

**Jackie Stellish  
Job Corps  
IWGS**

**2508 E. 4th. St.**

**Sioux City, IA 51101**

**233-9034**

**Michele Haupt  
Sioux City Housing Authority**

**405 6th St**

**(712) 279-6303**

**[mhaupt@sioux-city.org](mailto:mhaupt@sioux-city.org)**

**Cheryl Connot-Perez**

**Mid-Town Family Community Center**

**525 14th St**

**Sioux City, IA 51105**

**712-224-3363**

**connotpe@iastate.edu**

**Matt Merk**

**Siouxland Historical Railroad Assoc.**

**PO Box 1355**

**3400 Sioux River Road**

**Sioux City, IA 511012-1355**

**712-253-7531**

**merk@frontiernet.net**

**Diane Neri**

**Goodwill of the Great Plains**

**3100 W 4th St**

**Sioux City, IA 51103**

**Wk: 712 224 1332**

**nerid@goodwillgreatplains.org**

**Judy Peterson, Chairperson**

**2612 S Lyons St**

**Sioux City, IA 51106**

**H: 712-276-9571**

**jpeterson1804@yahoo.com**

**Rachel Parmalee**

**Mid States Electric**

**1658 US Hwy 20**

**Sioux City, IA 51106**

**712 202 0977, Ext 15**

**Rachel@midstateselectric.com**

**Chris Jones-BOOST**

**705 Douglas, Suite 250**

**Sioux City, IA 51101**

**712-224-2166**

**cjones@siouxcityBOOST.org**

**Adam Dahlke-IVRS**

**2508 E. 4th St.**

**Sioux City, IA 51101**

**Wk: 712-255-8871**

**Adam.Dahlke@iowa.gov**

**Teresa Miller**

**Monona Co Economic Development Partnership**

**PO Box 135**

**Onawa, IA 51040**

**712-433-4493**

**mocoecdev@gmail.com**

**PARENT-VACANT**

**ADDRESS**

**Sioux City, IA 51103**

**Wk: 712-555-1234 ()**

**email address**

**Rebecca Meyer-Junior Achievement of  
Siouxland**

**810 29th St**

**Sioux City, IA 51104**

**712 258 4415**

**becky@brucemeyerproductions.com**

**To Be Determined, Juvenile Court Services**

**822 Douglas St, Suite 201**

**Sioux City, IA 51101**

**712-560-2132**

**Suzanne Woodruff-American Indian Council**

**2508 East 4th St**

**Sioux City, IA 51101**

**712-233-9036**

**aicsuzanne@yahoo.com**

**Jo Fokken-WIOA Youth Services**

**WITCC**

**4647 Stone Ave**

**Sioux City, IA 51106**

**712-274-6401**

**Jo.fokken@iwd.iowa.gov**

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

**The IowaWORKS center delivery system is provided throughout the region. There are multiple points of access in all 5 counties that comprise the region.**

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

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

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

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

**5. Partners provide One-Stop system services ongoing through various partner affiliated locations**

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

**7. 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 12 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. The Disability Resource Coordinator and Iowa Vocational Rehabilitation Services will ensure compliance with this effort on an ongoing basis. The accessibility is reviewed quarterly and in a more comprehensive manner on an annual basis.**

**The Region 12 One-Stop system prohibits discrimination against individuals on the basis of race, creed, color, gender, national origin, religion, age, disability, sexual orientation, gender identity or other protected basis. 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:**

**In order to facilitate better transportation options, IowaWORKS managers and staff serve on the Siouxland Interstate Metropolitan Planning Council (SIMPCO) based in Sioux City. The goals for SIMPCO include developing long term plans to assist the region under their Transportation Planning. Another program coordinated by SIMPCO is the Siouxland Regional Transit System (SRTS) which provides transportation in and around the region. Although the options for transportation are available on a limited basis in most cases, the region is continuing to work toward increasing the available times for transportation to everyone needing transportation assistance.**

**The vehicles that are used for SRTS transportation provide accessibility options including pick up and drop off at either the curb or door depending on individual need and power lifts for those using wheelchair or other mobility devices. The services are not free though more affordable than other transportation options.**

**Services available to anyone seeking them through electronic means can be accessed through any computer and internet connected system to allow for access at home through a personal computer. Anyone not having access to the internet can go to locations around the region that have computer and internet access through the VAP system which was developed by IWD who oversees and maintains accessibility services.**

**Anyone seeking assistance at the One-Stop Center is able to access the services through electronic readers, large print, and a human reader depending on which option they prefer. Braille is an accommodation that is available though it is not immediately available in most cases due to regular updates and changes to documents.**

**The One-Stop System core and partner programs will be reviewing accessibility for new materials, items, programs, workshops, etc. on a regular basis. In order to make certain everyone is receiving the assistance they need, individualized one-on-one services and accessibility is available to anyone with the most significant disabilities.**



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## **Regional Workforce Development Board Policies**

**The Region 12 RWDB will conduct ongoing analysis of the region's 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 RWDB's 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:**

**1. A review of the local area data gathered from customers of the One-Stop;**

**2. 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;**

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

**4. 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 12 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 12 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 12 One-Stop System in order to integrate services, eliminate duplication, and improve overall service delivery.**

**Currently each core and related partner is responsible for its own satisfaction surveys. Until the state is able to institute a uniform manner by which all services provided to customers can be linked, each partner will need to continue measuring their individual customer satisfaction.**

*Refer to question F-2.*

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

*Refer to question F-9.*

**1463160913912\_Region 12 Process to Meet Priority of Service Requirements.docx**

**A self-sufficiency wage is defined as employment which when combined with the wages of all other family members, brings the entire family income to at least 150% of the United States Department of Labor's LLSIL.**

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

**For dislocated workers, the same standards previously described (selection of demand occupations and willingness to relocate) apply, as well as the following:**

**1. Achievement of earnings replacement at 6 months that meets the negotiated standard at the time of the measure.**

*Refer to question F-10.*

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

**1463160913881\_Region 12 Individual Training Account Policy.docx**

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

**1463160913897\_Region 12 Policies on Training and Support Services.docx**

*Refer to question F-5.*

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

**Currently Region 12 does not intend to utilize subcontracts for WIOA Title I.**

**The following procurement policy and procedures are in place in Region 12.**

### **REGION 12 WIOA TITLE I PURCHASING PROCEDURES**

**This is the Western Iowa Tech Community College Administrative Purchasing Procedure. According to the local Customer Service plan, the policies of the Fiscal agent for WIOA funds will be followed in making purchases. Purchases up to \$1,000 may be made by WIOA staff with approval of the Region 12 WIOA director. Items costing more than \$1,000 will require the WIOA director to initiate and follow the procedures:**

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

#### **Purchases up to \$1,000**

- 1. Bidding is not required.**
- 2. Local area suppliers should be used when possible and competitive.**
- 3. Requisitions will be processed by originator and approved by their administrative supervisor**

#### **Purchases in excess of \$1,000 but less than \$10,000**

- 1. Written description or specifications will be developed.**
- 2. A minimum of three oral or written quotes must be obtained.**

**3. Advertising is not required.**

**4. Requisitions will be processed by originator and approved by their administrative supervisor and their Executive Council supervisor, if different from supervisor.**

**Purchases in excess of \$10,000 but less than \$40,000**

**1. Written specifications will be developed and approved by their administrative supervisor and Executive Council supervisor prior to bidding.**

**2. Sealed written bids are required unless waived by the College President.**

**3. Advertising is required for purchases over \$15,000 and coordinated with the Board Secretary or through the Purchasing Accounting Specialist.**

**4. Request for bids, including specifications, will be sent to all known responsible suppliers in the merged area as well as other competitive suppliers. Whenever possible and applicable, bid requests will be sent to suppliers identified on the most current listing of Targeted Small Businesses by the State of Iowa.**

**5. Each request for bids and notice of bid letting will provide that the College reserves the right to reject any or all bids.**

**6. Bid requests will identify a closing date for receipt of bids and a bid opening date.**

**7. Appropriate personnel will review bids to make a recommendation.**

**8. The selected bidder will require approval by**

**the College President/designee.**

**9. Unsuccessful bidders will be notified by the Board Secretary or designee.**

**10. Requisitions will be processed and approved consistent with approvals.**

**Purchases in excess of \$40,000.00**

**1. All above procedures apply.**

**2. Bids will be opened by the College administration.**

**3. All awards will be authorized by Board action.**

**Equipment Purchases**

**1. Procedures outlined above apply.**

**2. The College President may elect to review/approve purchases on a periodic or ongoing basis.**

**3. The Chief Financial Officer/designee will approve all equipment purchases.**

**4. All computers, printers, software, etc. will require approval by the Iowa Workforce Development Chief Information Technologies Officer or their designee to assure compatibility with existing technology and equipment with the Iowa Workforce System.**

**5. All computers, printers, software, etc. will require approval by the Western Iowa Tech Community College Chief Information Officer or their designee to assure compatibility with existing technology and equipment with the**



**Western Iowa Tech Community College system.**

### **Public Input Process and Legal Notices**

**A detailed input process was followed by the Region 12 Regional Workforce Development Board and Chief Elected Officials in the development of this plan. The process began with copies of the plan being provided to various individuals and made available to the public. This began a public comment period, notice of which was published through the Regional Workforce Board Website and physical copies were available at IowaWORKS Greater Siouxland. A Public Hearing was held on Thursday, May 12, 2016 and the formal comment period ended on Thursday May 12, 2016. This resulted in a comment period of at least 30 days duration.**

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

### **Public Comments Received**

**There were no public comments received. Comments from state program administration were reviewed and in many cases acted upon with additional information being included in the plan.**

For several years, at the direction of the Youth Advisory Council, it has been a priority for Region 12 Youth Programs to focus on Out of School/Older Youth. This approach will likely continue in the youth program design both for in-school and out-of-school youth.

As a result of the 75% minimum youth expenditure requirement under WIOA, Region 12 will utilize the following strategies to increase out-of-school youth enrollments:

- 1. Continue commitment to offer services to in-school youth while expanding out-of-school youth services**
- 2. Continue conversations and communication with area school districts about the WIOA out-of-school requirement.**
- 3. IowaWORKS Partner programs meet together regularly to staff referrals and to determine which program(s) would best meet the needs of each individual youth.**
- 4. 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.**
- 5. Partner with the Independent Living Aftercare program which provides services to former foster care youth as they age out of the system at the age of 19.**
- 6. Partner with the Juvenile Justice System to serve more youth who have dropped from the education system prior to completion.**
- 7. Partner with Adult Basic Education to serve youth who lack secondary level credentials or who need English Language Learner skills.**

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:

**8. Partner with Job Corps to serve at-risk youth in need of additional career technical, academic, and employability skills training to prepare them for successful careers.**

**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 Title I youth program and various partner programs. Iowa Vocational Rehabilitation and Iowa Department for the Blind will partner with IowaWORKS to deliver work experience opportunities for disabled youth. IDB provides transition weekend retreats throughout the year and extended summer camps. VR (IVRS and IDB) provides pre-employment transition services to youth during the school year and throughout the summer months.**

**The region will ensure that at least 20% of the WIOA Title I youth funds are expended on work related activities and 75% of expenditures on out of school youth. The youth program at the direction of the Youth Advisory Council has prioritized services for older/out-of-youth school for a number of years.**

*Refer to question E-6.*

## **Region 12 Monitoring Responsibilities**

**Internal participant monitoring includes verification of eligibility and ensuring adequate services were provided in a timely manner including career guidance, staff training/education, and case notes completion.**

**The monitoring system for each WIOA Title I program ensures that at least ten percent (10%) of all participants who register or are enrolled during each quarter, and who are still active at the time of verification, receive a complete verification of eligibility as part of a quarterly monitoring process conducted by the WIOA Title I 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 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 IWORKS System which is the MIS system utilized for enrollments;**
- 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 WIOA Title 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:

1. Date of contact;

2. Name of person providing information;

3. Contact method;

4. Relationship of person contacted to applicant;  
and

5. 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).**

**Once during each program year, the WIOA Title I Service Provider must monitor each contract written for \$25,000 or more. The WIOA Title I 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 12 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 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 question F-1.

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## Additional Documentation

Attach a spreadsheet of all Board Members:	1463162144099_Region 12 RWDB WIOA List 5-13-16.docx
Attach a copy of the current Regional by-laws:	1463156352714_RWIB 12 Bylaws-Revisions 4-25-13.doc
Attach a copy of the current Priority of Services policy:	1463156352776_Region 12 Process to Meet Priority of Service Requirements.docx
Attach a copy of the current Oversight and Monitoring policy:	1463157338698_Region 12 RWDB Oversight & Monitoring Policy.docx
Attach a copy of the current Supportive Services policy:	1463156352854_Region 12 Policies on Training and Support Services.docx
Attach a copy of the current EEO Grievance procedure:	1463157538846_Region 12 EEO Grievance Policy.docx
Attach a signed copy of the Certificate Regarding Debarment:	1463156352839_Region 12-Certificate Against Debarment.pdf
Attach a spreadsheet of all public and State partner comments with the Board's response:	1463156352745_Region 12 WIOA Public Comments Response Document.docx
Attach a signed copy of the Signatory Page:	1463161082751_Region 12 LSP Signature Page 5-12-16.docx

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## Regional Workforce Development Board General Assurances

The Board and CEO agree to the General Assurances:	Yes
Title:	RWDB Chair
Name:	Bridget Hoefling
Date:	05/13/2016

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## Local Board Member - Point of Contact

Point of Contact Name:	Craig Levine
------------------------	--------------

Title:

**Staff Member-Membership Development**

*Provide current business title.*

Phone:\*

**712-255-8138**

extension:

Point of Contact Email:

**ibew231cl@cableone.net**

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## **Review Committee Selection**

On January 26, 2017 the Regional Workforce Development Board (RWDB) and Chief Elected Officials (CEO) held their regular joint meeting. During the meeting and as part of their published and approved agenda the RWDB reviewed the options pertaining to development of a Title II review committee. The purpose of the committee is to conduct an alignment review of adult basic education and English language acquisition services with one-stop center activities and services as described in the local plan. As part of the selection and approval process, the RWDB chair reminded everyone present that in order to serve on the review committee an individual needed to be free of any potential conflict of interest concerns. At that time the RWDB members present who had potential or known conflict of interest concerns recused themselves from consideration of nomination to the committee.

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

The RWDB took nominations from eligible voting and ex-officio members of the Board. A committee of three (3) approved by the voting board members selected Craig Levine (Voting Member-Labor Representative), Christine Kennedy (Voting Member-K-12 Representative), and MacKenzie Reiling (Ex-Officio-Title III (Wagner-Peyser) Representative) to serve as reviewers. At that time there were no other volunteers from among the remaining RWDB members or those present in the audience.

The process of reviewing each of the committee members took their current employment and affiliation to the RWDB in to consideration. Kennedy is employed at United Bank of Iowa (previously known as Blencoe State Bank until acquired by United Bank of Iowa) in Onawa and has been with this institution for more than 25 years. She serves on the RWDB board as a

representative of the K-12 school system as she serves as a board member West Monona Community Schools. She has direct interest in reviewing and serving as a member of the committee through her efforts as a school board member through which students might be served though she receives no direct benefit from Title II programs or fiscal agents in either position.

Craig Levine serves with the International Brotherhood of Electrical Workers (IBEW #231) which serves Region 12 as well as areas in Iowa, Nebraska, and South Dakota. He serves as a staff member for Membership Development and on the Examining Board for the local union. He serves on the RWDB as a representative of Labor as he member and representative of a local labor union. He has direct interest in reviewing and serving as a member of the committee through his efforts as membership development through which students might be served though he receives no direct benefit from Title II programs or fiscal agents in either position.

MacKenzie Reiling is the Operations Manager for Iowa Workforce Development at the IowaWORKS Greater Siouxland Office located in Sioux City. She currently serves on the RWDB as an ex-officio member representing Title III or Wagner-Peyser. She has direct interest in reviewing and serving as a member of the committee through her efforts as a core partner at the One-Stop Center which serves customers who are in need of Title II services which include Adult Basic Education and English Language Learner courses. She has direct interest in reviewing and serving as a

**member of the committee through her efforts as a manager of a WIOA core partner through which students are served though she receives no direct benefit from Title II programs or fiscal agents in either position.**

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

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## **Conflict of Interest**

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

The RWDB took nominations from eligible voting and ex-officio members of the Board. A committee of three (3) approved by the voting board members selected Craig Levine (Voting Member-Labor Representative), Christine Kennedy (Voting Member-K-12 Representative), and MacKenzie Reiling (Ex-Officio-Title III (Wagner-Peyser) Representative) to serve as reviewers. At that time there were no other volunteers from among the remaining RWDB members or those present in the audience.

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**member of the committee through her efforts as a manager of a WIOA core partner through which students are served though she receives no direct benefit from Title II programs or fiscal agents in either position.**

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

# 2015 ANNUAL PROFILE

# REGION 12

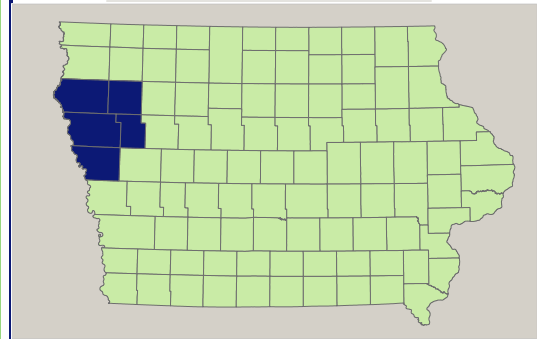
## IOWA WORKFORCE DEVELOPMENT

### Executive Summary

As of 2014, Iowa Workforce Development's (IWD) Region 12's largest private industry was Trade, representing 18.0 percent (13,525) of the region's total covered employment of 75,053. The region's total employment increased by 0.6 percent since 2013, while the average annual wage increased by 3.9 percent to \$37,663 for all industries. The Construction industry posted the largest employment percentage increase of 15.2 percent during 2014.

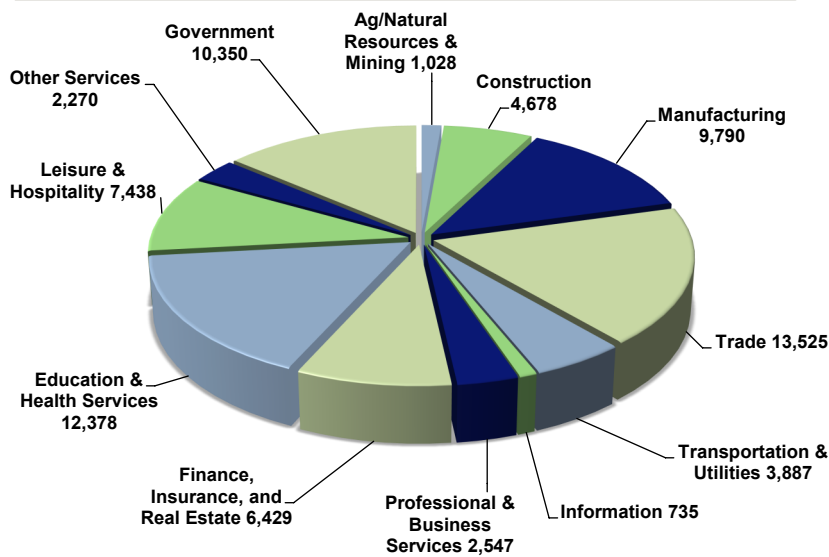
IWD's Region 12 average weekly wage for all industries was \$724 for 2014. This was an increase of 3.9 percent since 2013. The highest average weekly wage for a private sector was in Construction averaging \$1,039. Between 2013 and 2014, the Agriculture, Natural Resources, and Mining sector reported the largest percentage increase in average weekly wage of 11.5 percent.

### STATE OF IOWA



IWD Region 12

### 2014 Industry Breakout by Employment



Source: Quarterly Census of Employment and Wages

### Ten Major Private Industry Employers

Listed alphabetically

Name of Company	Industry
Stream Global Svc Inc	Professional Services
Morningside College	Education
Tyson Retail Deli Inc	Manufacturing
Curly's Foods	Manufacturing
Mercy Medical Ctr-Sioux City	Health Services
Boys & Girls Home	Social Assistance
Cloverleaf Cold Storage	Transportation
Kustom Pak Foods	Manufacturing
Wilson Trailer Co	Manufacturing
Goodwill	Social Assistance

Source: Infogroup®

### QUICK FACTS

#### Counties Included in Iowa Workforce Development's Region 12

Cherokee      Monona  
Ida              Plymouth  
Woodbury

#### 2014 Covered Employment (QCEW)

		%
Total Employment	75,053	5.0 <sup>1</sup>
Average Weekly Wage	\$724	88.5 <sup>2</sup>
Largest Private Sector: Trade	13,525	18.0 <sup>3</sup>

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

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

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

#### Census Statistics

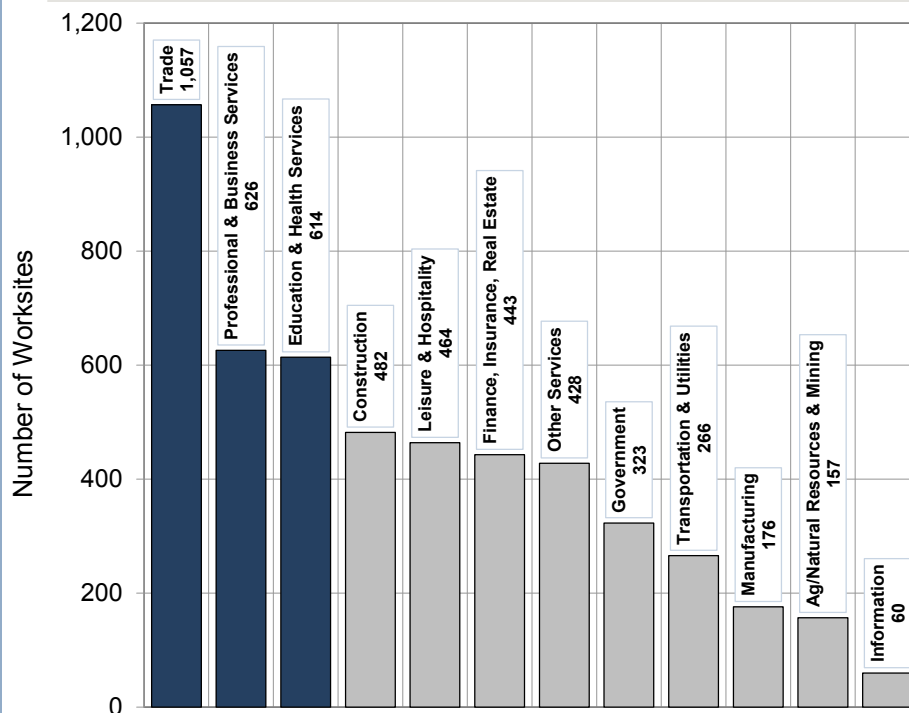
IWD Region 12 Population (2015)	155,019
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# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

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

Reporting Units				Employment		
2013	2014	% Change		2013	2014	% Change
5,009	5,095	1.72%	Total All Industries	74,596	75,053	0.61%
4,683	4,772	1.90%	Private Business	64,197	64,703	0.79%
149	157	5.37%	Ag/Natural Resources & Mining	1,047	1,028	-1.81%
461	482	4.56%	Construction	4,061	4,678	15.19%
177	176	-0.56%	Manufacturing	9,829	9,790	-0.40%
1,049	1,057	0.76%	Trade	13,434	13,525	0.68%
359	366	1.95%	<i>Wholesale Trade</i>	3,290	3,347	1.73%
691	691	0.00%	<i>Retail Trade</i>	10,145	10,178	0.33%
265	266	0.38%	Transportation & Utilities	3,845	3,887	1.09%
59	60	1.69%	Information	774	735	-5.04%
436	443	1.61%	Finance, Insurance, and Real Estate	2,692	2,547	-5.39%
613	626	2.12%	Professional & Business Services	6,910	6,429	-6.96%
585	614	4.96%	Education & Health Services	12,160	12,378	1.79%
459	464	1.09%	Leisure & Hospitality	7,224	7,438	2.96%
430	428	-0.47%	Other Services	2,219	2,270	2.30%
326	323	-0.92%	Government	10,399	10,350	-0.47%
79	80	1.27%	<i>State</i>	827	813	-1.69%
164	162	-1.22%	<i>Local</i>	8,700	8,670	-0.34%
83	82	-1.20%	<i>Federal</i>	873	866	-0.80%

### Reporting Units by Industry in 2014



\*Trade includes Wholesale & Retail Trade

### QUICK FACTS

**IWD Region 12's  
Greatest Number of  
Worksites**

\*Trade  
1,057

Professional &  
Business Services  
626

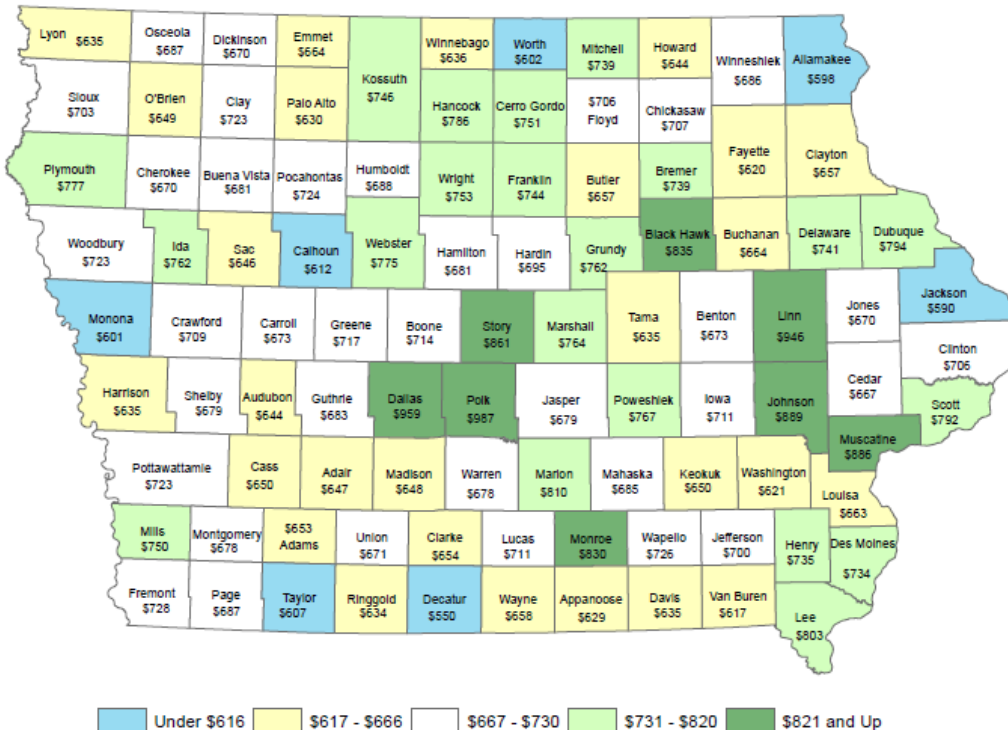
Education & Health  
Services  
614

# 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
\$ 36,267	\$ 37,663	3.85%	Total All Industries	\$ 697	\$ 724	3.87%
\$ 35,599	\$ 37,020	3.99%	Private Business	\$ 685	\$ 712	3.94%
\$ 32,074	\$ 35,753	11.47%	Ag/Natural Resources & Mining	\$ 617	\$ 688	11.51%
\$ 51,565	\$ 54,028	4.78%	Construction	\$ 992	\$ 1,039	4.74%
\$ 47,008	\$ 48,241	2.62%	Manufacturing	\$ 904	\$ 928	2.65%
\$ 29,927	\$ 30,694	2.56%	Trade	\$ 576	\$ 590	2.43%
\$ 51,083	\$ 52,049	1.89%	<i>Wholesale Trade</i>	\$ 982	\$ 1,001	1.93%
\$ 23,067	\$ 23,670	2.61%	<i>Retail Trade</i>	\$ 444	\$ 455	2.48%
\$ 47,172	\$ 49,012	3.90%	Transportation & Utilities	\$ 907	\$ 943	3.97%
\$ 37,664	\$ 38,947	3.41%	Information	\$ 724	\$ 749	3.45%
\$ 44,512	\$ 46,797	5.13%	Finance, Insurance, Real Estate	\$ 856	\$ 900	5.14%
\$ 34,351	\$ 37,918	10.38%	Professional & Business Services	\$ 661	\$ 729	10.29%
\$ 37,290	\$ 37,763	1.27%	Education & Health Services	\$ 717	\$ 726	1.26%
\$ 13,418	\$ 14,240	6.13%	Leisure & Hospitality	\$ 258	\$ 274	6.20%
\$ 27,095	\$ 27,752	2.42%	Other Services	\$ 521	\$ 534	2.50%
\$ 40,393	\$ 41,682	3.19%	Government	\$ 777	\$ 802	3.22%
\$ 53,895	\$ 54,428	0.99%	<i>State</i>	\$ 1,036	\$ 1,047	1.06%
\$ 37,056	\$ 38,407	3.65%	<i>Local</i>	\$ 713	\$ 739	3.65%
\$ 60,856	\$ 62,486	2.68%	<i>Federal</i>	\$ 1,170	\$ 1,202	2.74%

Average Weekly Wage for All Industries by County  
Annual 2014



### QUICK FACTS

#### Average Weekly Wage Comparisons

IWD Region 12  
\$724

Rank  
Among All 15  
IWD Regions  
10

Statewide  
\$818

# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

## QUICK FACTS

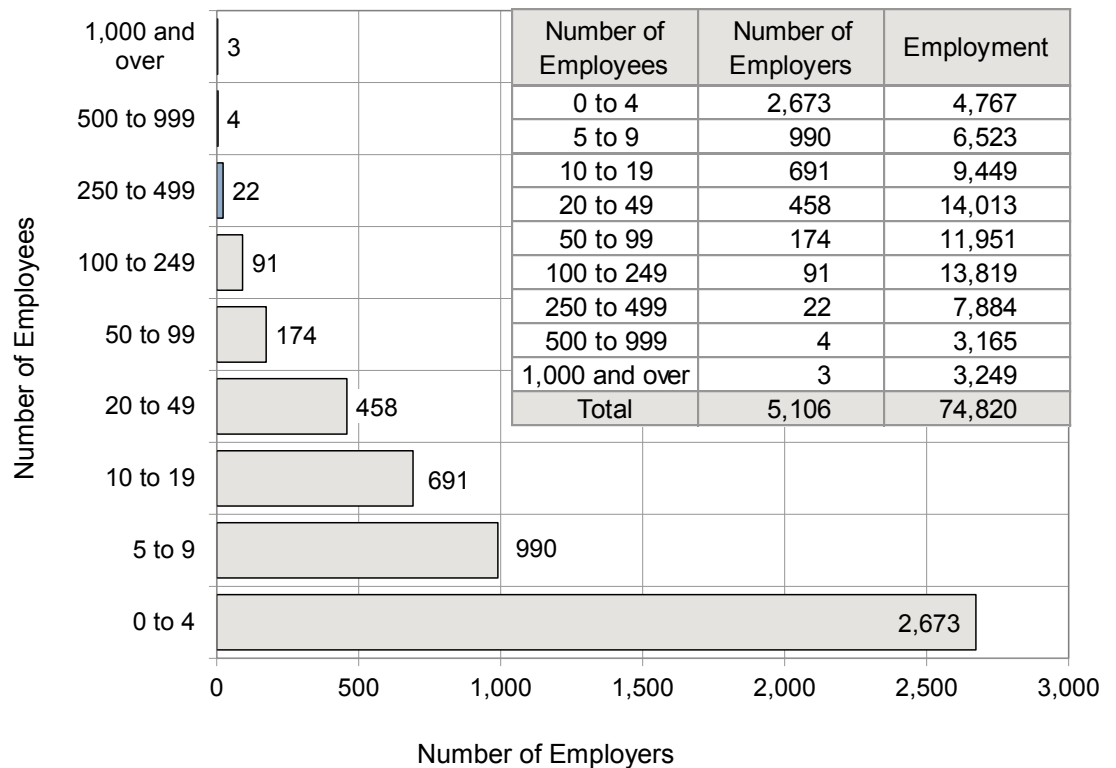
### Size of Firm

Seven firms in Region 12 employ 500 or more workers, totaling 6,414 workers, which accounts for 8.6 percent of total employment in the region.

Firms that employ less than 50 workers represent 94.2 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 3rd Qtr 2013 to 3rd Qtr 2014

Quarterly Workforce Indicators	Region 12 (2013)	Region 12 (2014)
Total Employment	72,865	71,983
New Hires	13,369	13,438
Separations	16,063	14,857
Turnover Rate %	0.095	0.104
Average Monthly Earnings	\$3,105	\$3,201
Average New Hire Earnings	\$1,959	\$2,349

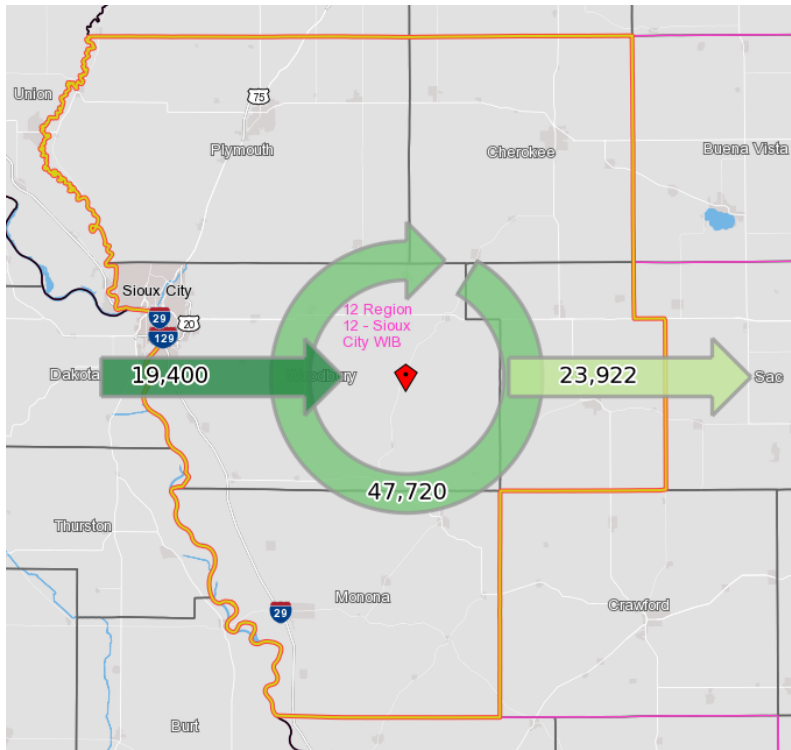
Quarterly Workforce Indicators	Iowa (2013)	Iowa (2014)
Total Employment	1,498,453	1,514,462
New Hires	226,009	231,425
Separations	278,960	277,585
Turnover Rate %	0.091	0.095
Average Monthly Earnings	\$3,526	\$3,610
Average New Hire Earnings	\$2,078	\$2,221

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

# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

## Inflow/Outflow Job Analysis of Region 12 2013

Characteristics of workers who commute in, out, and within Region 12



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

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

### QUICK FACTS

#### 'On the Map' Interactive Mapping Application

As of 2013, there were 67,120 primary jobs in this region.

23,922 workers live in Region 12 but leave the region for their primary jobs

71.0 percent (47,720) of the region's workers live and work in Region 12.

## ON THE MAP Statistics — Region 12

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	67,120	100.0%	65,760	100.0%	66,636	100.0%
<b>Jobs by Worker Age</b>						
	2013		2011		2009	
	Count	Share	Count	Share	Count	Share
Age 29 or younger	16,697	24.9%	16,457	25.0%	17,266	25.9%
Age 30 to 54	34,316	51.1%	34,396	52.3%	35,541	53.3%
Age 55 or older	16,107	24.0%	14,907	22.7%	13,829	20.8%
<b>Jobs by Earnings</b>						
	2013		2011		2009	
	Count	Share	Count	Share	Count	Share
\$1,250 per month or less	16,871	25.1%	16,409	25.0%	17,202	25.8%
\$1,251 to \$3,333 per month	26,015	38.8%	27,098	41.2%	29,804	44.7%
More than \$3,333 per month	24,234	36.1%	22,253	33.8%	19,630	29.5%
<b>Jobs by Worker Race</b>						
	2013		2011		2009	
	Count	Share	Count	Share	Count	Share
White Alone	63,413	94.5%	62,567	95.1%	63,404	95.1%
Black or African American Alone	1,300	1.9%	1,053	1.6%	965	1.4%
American Indian or Alaska Native Alone	878	1.3%	772	1.2%	855	1.3%
Asian Alone	886	1.3%	816	1.2%	859	1.3%
Native Hawaiian or Other Pacific Islander Alone	46	0.1%	40	0.1%	41	0.1%
Two or More Race Groups	597	0.9%	512	0.8%	512	0.8%

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 total primary jobs of 67,120 in Region 12 and the distribution of age and monthly earnings of the workers.

38.8 percent of Region 12 workers earn from \$1,251 to \$3,333 per month.

24.0 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		
Ambulatory Health Care Services	621	3,225	4,285	1,060	32.9%
Administrative and Support Services	561	4,220	4,955	735	17.4%
Food Services and Drinking Places	722	5,530	6,095	565	10.2%
Educational Services	611	6,870	7,405	535	7.8%
Nursing and Residential Care Facilities	623	3,225	3,750	525	16.3%
Specialty Trade Contractors	238	1,890	2,385	495	26.2%
Self Employed and Unpaid Family Workers	671	7,695	8,125	430	5.6%
Management of Companies and Enterprises	551	1,205	1,600	395	32.8%
General Merchandise Stores	452	2,400	2,765	365	15.2%
Hospitals	622	3,425	3,770	345	10.1%
Truck Transportation	484	1,650	1,990	340	20.6%
Social Assistance	624	1,335	1,675	340	25.5%
Warehousing and Storage	493	890	1,180	290	32.6%
Food Manufacturing	311	5,350	5,605	255	4.8%
Construction of Buildings	236	690	920	230	33.3%
Food and Beverage Stores	445	1,955	2,155	200	10.2%
Local Government, Excluding Education and Hospitals	930	3,220	3,405	185	5.7%
Professional, Scientific, and Technical Services	541	1,240	1,420	180	14.5%
Repair and Maintenance	811	950	1,130	180	18.9%
Wood Product Manufacturing	321	505	675	170	33.7%

Source: Long-Term Industry Projections

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

## "Hot Jobs" in Region 12

2012 - 2022

Occupational Title	2012	2022	Annual	Region 12		
	Estimated Employment	Projected Employment	Growth Rate (%)	2015 Mean Annual Wage	Job Education	Job Training
<b>Bachelor's Degree</b>						
Mental Health & Substance Abuse Social Workers	240	300	2.5	22.11	BA	N
Child, Family, & School Social Workers	235	280	2.1	19.81	BA	N
<b>Postsecondary Education</b>						
Registered Nurses	1,890	2,215	1.7	24.09	AS	N
Heating, AC, & Refrigeration Mechanics & Installers	210	260	2.4	22.59	PS	L
Computer User Support Specialists	410	490	2.0	21.10	SC	M
Heavy & Tractor-Trailer Truck Drivers	2,345	2,730	1.6	20.16	PS	S
Licensed Practical & Licensed Vocational Nurses	255	315	2.4	18.68	PS	N
<b>High School Diploma (or Equivalent) or less</b>						
First-Line Supvs of Trans & Material-Moving Machine Operators	190	220	1.6	29.32	HS	N
First-Line Supervisors of Construction Trades & Extraction Wkrs	310	375	2.1	25.63	HS	N
Self-Enrichment Education Teachers	295	335	1.4	22.12	HS	N
Insurance Sales Agents	210	240	1.4	21.77	HS	M
Industrial Machinery Mechanics	310	395	2.7	21.46	HS	L
Plumbers, Pipefitters, & Steamfitters	475	585	2.3	20.85	HS	A

Occupations were selected based on the annual growth rate from Region 1's 2012-2022 occupational projections. (see website for full listing)  
<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
Cherokee	6,680	360	5.3	6,320
Ida	3,920	150	3.8	3,770
Monona	4,790	250	5.2	4,540
Plymouth	14,800	500	3.5	14,300
Woodbury	56,400	2,600	4.5	53,800
<b>Total (*=Average)</b>	<b>86,570</b>	<b>3,840</b>	<b>4.4</b>	<b>82,730</b>

*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.

## QUICK FACTS

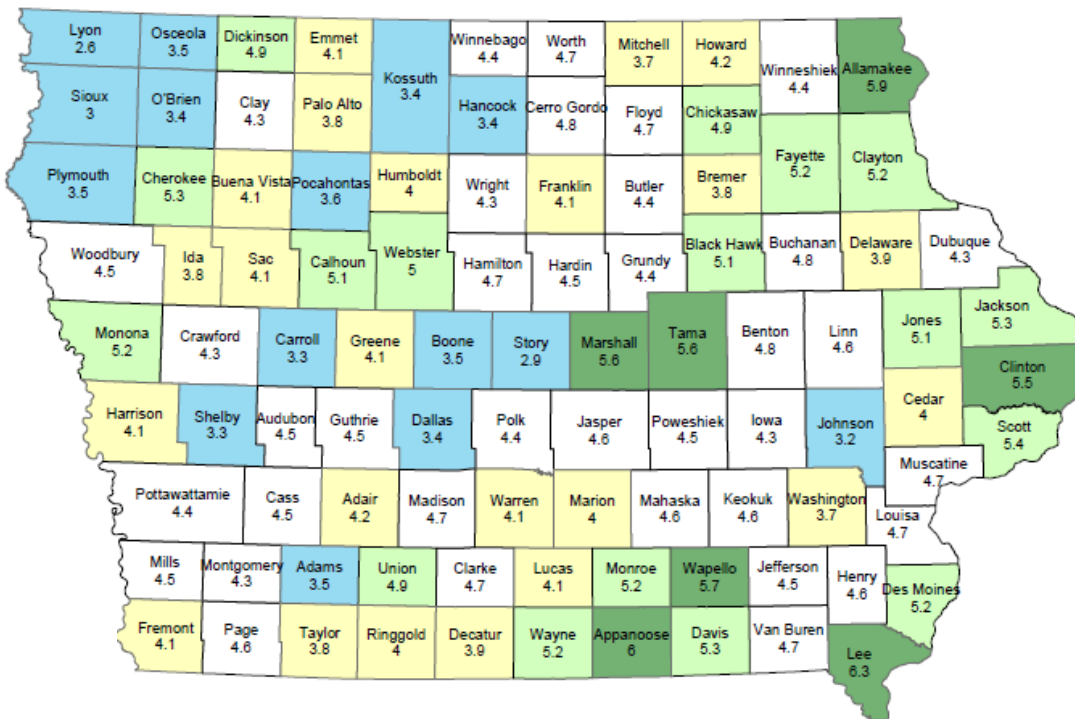
### Labor Force 2014

Unemployment averaged 4.4 percent in Region 12 for 2014. The region's jobless rate translated into 3,840 unemployed persons.

The 2014 unemployment rate for Region 12 was higher than the statewide average of 4.3 percent.

## Unemployment Rates per Iowa Counties

2014 Annual Average



Source: Local Area Unemployment Statistics (LAUS)

## 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.



# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

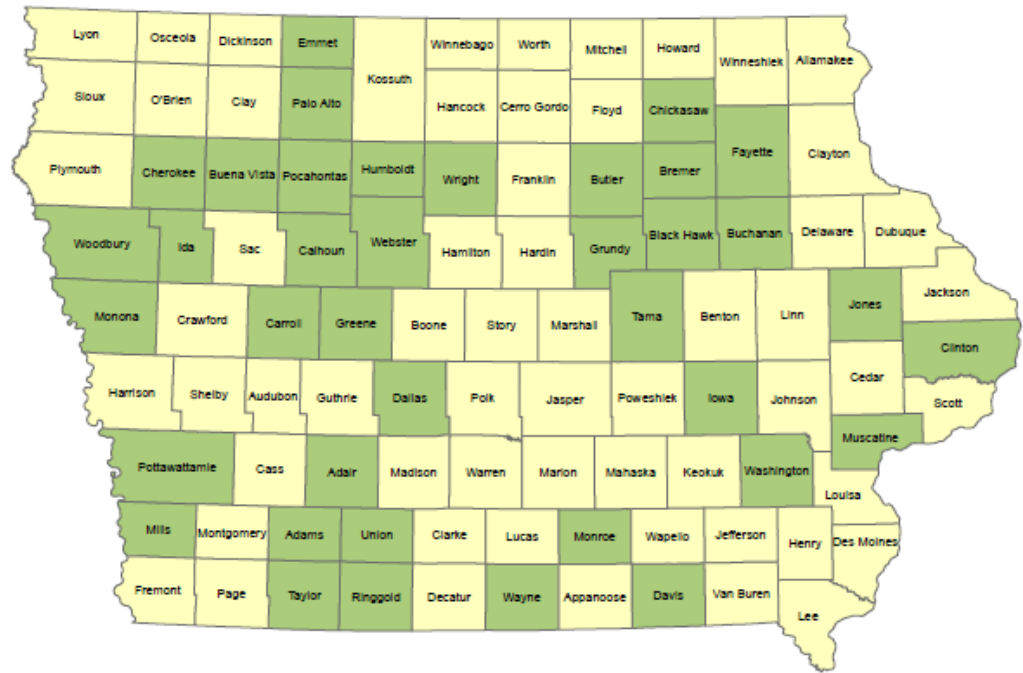
## QUICK FACTS

### 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. Only one county in Region 12 saw a decrease in UI benefits paid in 2014.

## Percentage Change in Total Unemployment Insurance (UI) Benefit



Decrease Increase

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](http://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 12 — Visit our Website!

<http://www.iowalmi.gov>

**LMI Quick Links**

- LMI Home
- Career Exploration Resources
- Current Employment Statistics (CES)
- Education Outcomes
- Employment & Unemployment (LAUS)
- Employment & Wages (GCEW)
- Industry Profiles
- Industry Projections
- Laborshed Studies
- Occupational Employment & Wages
- Occupational Projections
- Workforce & Economic Development Status Reports
- Workforce Needs Assessment
- Unemployment Insurance Statistics

**Additional Links**

- Special Publications
- Outside Resources

**Indicators**

- Current Employment (CES)
- Employment & Unemployment (LAUS)
- UI Statistics
- More ...

**Industry**

- Employment & Wages (GCEW)
- Profiles
- Projections
- More ...

**Occupation**

- Career Exploration
- Employment & Wages
- Projections
- More ...

**Research**

- Education Outcomes
- Laborshed Studies
- Workforce Needs
- More ...

Welcome to the Labor Market Information Division

The Labor Market Information (LMI) Division collects, analyzes and prepares a wide array of labor market data including: employment, industry and occupational statistics, wages, projections, trends and other workforce characteristics. This information is reported for the State of Iowa as a whole as well as for other geographic areas within the State.

The LMI Division works in cooperation with the United States Department of Labor's Bureau of Labor Statistics (BLS) and Employment and Training Administration (ETA) along with the United States Census Bureau. The Labor Market Information website is financed by the ETA.

**Local Labor Force Summary Data Tool**

The tool below provides a summary for the State of Iowa labor force statistics which include: number of individuals in the labor force, unemployed, employed and the unemployment rate by month. To view historical data, change the year selected in the drop-down menu below the table. Navigating between the three tabs at the top of the frame will provide data for other geographies other than the State of Iowa.

Seasonally Adjusted (Statewide-Only) Not Seasonally Adjusted (Other Geographies) Annual Averages

**2015 Iowa Labor Force Summary (Seasonally Adjusted)**

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Labor Force	1,716,900	1,716,800	1,715,100	1,713,400	1,710,500	1,704,400	1,700,400	1,700,100	1,701,900	1,704,800	1,705,100	1,708,700
Unemployment	71,800	70,300	68,000	65,600	64,800	63,900	63,900	62,500	61,400	60,400	58,800	58,300
Unemployment Rate	4.2%	4.1%	4.0%	3.8%	3.8%	3.7%	3.8%	3.7%	3.6%	3.5%	3.4%	3.4%
Employment	1,645,000	1,646,500	1,647,100	1,647,800	1,645,700	1,640,500	1,636,500	1,637,600	1,640,500	1,644,400	1,647,300	1,650,500

Select Year: 2015

Iowa Workforce Development, Labor Market Information Division, Local Area Unemployment Statistics (LAUS) program.

<http://www.iowalmi.gov>

# IVRS by the Numbers

IVRS successfully placed **2,205** lowans into employment in 2014.

The Sioux City Area Office successfully placed **147** lowans into employment in 2014.

Approximately **96%** of successful VR and Sioux City Area Office Job Candidates remain in Iowa; working, paying taxes, and contributing to their communities.

The increase in annual income between application and closure was **390%** statewide for IVRS Job Candidates.

The increase in annual income between application and closure was **508%** for Sioux City Area Office IVRS Job Candidates.

**38** new Iowa businesses were started or expanded in 2014 through Iowa Self-Employment Program.

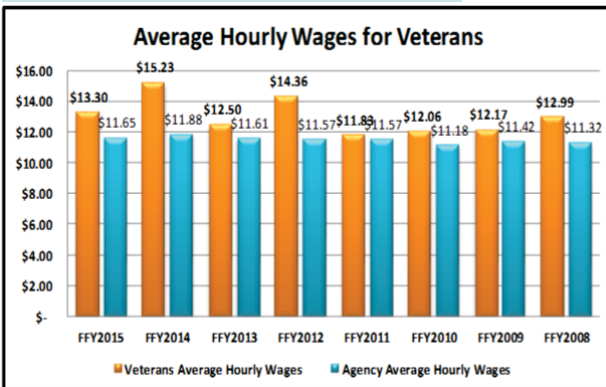
**4** new Iowa businesses were started or expanded in 2014 through Iowa Self-Employment Program in the Sioux City Area Office.

More than **6,000** individuals were referred for services at Iowa Vocational Rehabilitation Services in 2014.

The Sioux City Area Office had **346** individuals who were referred for services at Iowa Vocational Rehabilitation Services in 2014.

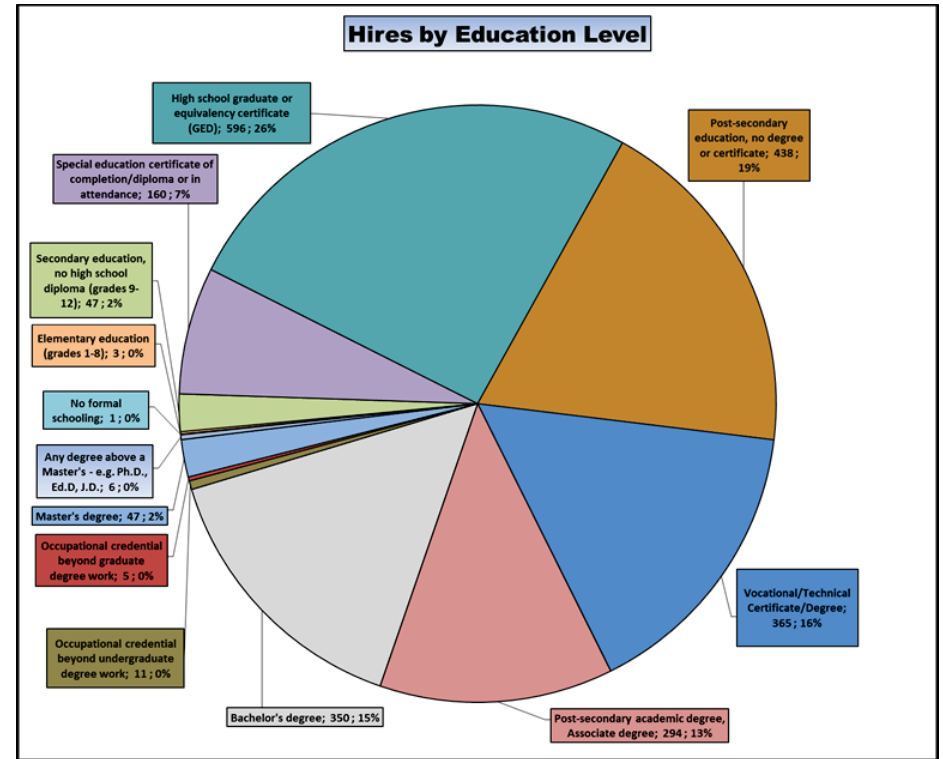
lowans with disabilities served by IVRS in 2014 have an income that is an estimated **\$46.3 million** annually.

lowans with disabilities served by the Sioux City Area Office in 2014 have an income that is an estimated **\$2.45 million** annually.



**70** Veterans served by IVRS in 2014 achieved successful employment

Four of those Veterans were served by the Sioux City Area Office.



In 2014, students who were successfully placed into employment, worked **35** hours a week with average earnings of **\$11.23** per hour.

In 2014, students who were successfully placed into employment in the Sioux City Area Office worked an average **37** hours a week with an average earnings of **\$10.41** per hour.

More than **\$5.34 million** was spent on tuition assistance for students in post-secondary training to obtain educational or occupational skills training to help compete in today's labor market.

More than **\$324 thousand** in the Sioux City Area Office was spent on tuition assistance for students in post-secondary training to obtain educational or occupation skills training to help compete in today's labor market.

In 2014, 42% of IVRS referrals were students, resulting in **922** employment outcomes.

In 2014, 44.5% of Sioux City Area Office referrals were students, resulting in **85** employment outcomes.

In 2014, of the IVRS Candidates that completed post-secondary training, **63%** successfully obtained employment.

In 2014, of the Sioux City Area Office Job Candidates that completed post-secondary training, **68%** successfully obtained employment.

## Iowa Department for the Blind

Performance Indicator	RSA Standard	FFY 15 Outcome
1.1: Number of Individuals with Employment Outcomes	Equal or exceed	101
1.2: Individuals Receiving Services under an Individualized Plan for Employment and Percentage with an Employment Outcome	68.9%	76.5%
1.3: Competitive Employment Outcomes as a Percentage of all Employment Outcomes	35.4%	85.15%
1.4: Competitive Employment Outcomes for Individuals with Significant Disabilities as a Percentage of all Individuals with Significant Disabilities	89%	100%
1.5: Ratio of Average VR Wage to State Wage as a Percentage	59%	82.45%
Average Hourly Rate		\$16.28
1.6: Percentage of Individuals Achieving Competitive Employment Outcomes Reporting Own Income as Primary Source of Support at Application and Closure	30.4%	35.22%
2.1: Access to Services for Minorities: The service rate for all individuals with disabilities from minority backgrounds as a ratio to the service rate for all individuals with disabilities from non-minority backgrounds.	.80	.659

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

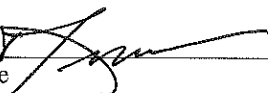
1. The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals:
  - a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency;
  - b) Have not within a three-year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

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

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

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

TROY A. JASMAN, Vice President of Finance  
Printed Name and Title of Authorized Administrative Entity Signatory Official

Signature 

4/21/14  
Date