IowaGrants.gov

Application

141588 - WIOA Local Service Plan

163893 - Final Applicatn

Workforce Innovation and Opportunity Act

Status: Editing

Submitted Date:

Applicant Information

Project Officer

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Program Area of Interest* Workforce Innovation and Opportunity Act

Fax:

Organization Information

Organization Name:* Kirkwood Community College

Organization Type:* Community College

DUNS: 87-804-7943

Organization Website: www.kirkwood.edu

Address: 6301 Kirkwood Blvd. SW

Cedar Rapids (City) Iowa (State/Province) 52404 (Postal Code/Zip)

Phone: 319-398-5504 Ext.

Fax: 319-398-7106

Board Details

Board Chair Name:* Linda Langston

Title:* County Supervisor
Provide current business title.

Business Name:* Linn County
Provide current business organization name.

Business address:* 935 2nd St SW, Cedar Rapids, IA
Provide current business address.

Business phone:* 319-892-5000 extension:

Board Chair business email:* linda.langston@linncounty.org

Identify counties served by Region:* Benton County, Cedar County, Iowa County, Johnson County, Jones County, Linn County, Washington County
Indicate each county currently served by the proposed plan. Use CTRL to multi-select.

Local Area's Chief Elected Official Chair

Local Area's Chief Elected Official Chair Name:*	Bob Yoder Provide current Local Area's Chief Elected Official Chair.
Elected Title:*	County Supervisor Provide current title.
Local Government Affiliation:*	Washington County Provide local area's chief elected chair current government affiliation.
Address:*	PO Box 889; Washington, IA 52353 Provide local area elected official's current government affiliation address.
Phone:*	319-653-7711 Provide local area elected official's current government affiliation phone number. extension:
Email:*	byoder@co.washington.ia.us Provide local area elected official's current government affiliation email.

Core Partners

Workforce Development

WIOA (Title I) Director - Adult and Dislocated Worker Services:*	Carla Andorf	
Organization Name:*	Kirkwood Community College	
Address:*	6301 Kirkwood Blvd; Cedar Rapids, IA 52404	
Phone:*	319-365-9474	31107 extension:
Email:*	carla.andorf@iwd.iowa.gov	
WIOA (Title I) Director - Youth Services:*	Carla Andorf	
Organization Name:*	Kirkwood Community College	
Phone:*	319-365-9474	31107 extension:
Email:*	carla.andorf@iwd.iowa.gov	
Wagner-Peyser Manager:*	Carlos Vega	
Address:*	4444 1st Ave NE; Cedar Rapids, IA 52404	
Phone:*	319-365-9474	31104 extension:
Email:*	carlos.vega@iwd.iowa.gov	

Rehabilitation Services

Vocational Rehabilitation Supervisor:*	Holly Mateer	
Address:*	4444 1st Ave NE; Cedar Rapids, IA 52404	
Phone:*	319-294-9308	extension:
Email:*	holly.mateer@iowa.gov	
Department for the Blind Supervisor:*	Keri Osterhaus	
Address:*	524 4th St, Des Moines, IA	

Phone:*	515-281-1281 extension:
Email:*	Keri.Osterhaus@blind.state.ia.us

Adult Education and Literacy

Adult Education and Literacy Services Coordinator:*	Marcel Kielkucki
Title:*	Director
Organization:*	Kirkwood Community College
Address:*	6301 Kirkwood Blvd; Cedar Rapids, IA 52404
Phone:*	319-784-1513 extension:
Email:*	marcel.kielkucki@kirkwood.edu

One-Stop System

One-Stop System Center Name:*	IowaWORKS
Street Address:*	4444 1st Ave NE
City:*	Cedar Rapids
Zip Code:*	52402
Phone:*	319-365-9474
Fax:*	319-351-4433
Office Hours:*	8:30 AM-4:30 PM M-F; except W 9:00 AM open

One-Stop Center Operator

One-Stop Center Operator Name:*	Kirkwood Community College and IWD
One-Stop Center Operator Title:*	Director/Manager
One-Stop Center Operator Organization:*	Kirkwood Community College and IWD
Attach a spreadsheet of all one-stop service locations:*	Attachment 1 CSP-One Stop Locations.xlsx

Fiscal Agent

Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds:*	Kim Becicka Provide contact name as the fiscal agent.
Fiscal Agent Title:*	Vice President
Fiscal Agent Organization:*	Kirkwood Community College Provide the name of the associated organization.
Fiscal Agent DUNS:*	878047943 By providing the Data Universal Numbering System (DUNS), the agency is assuring that the it will maintain the correct DUNS number on file with the STATE (2 CFR 200.300) as well as an assurance of a valid and current Central Contractor Registration (CCR) in the System for Award Management (SAM.gov) system (2 CFR 200.300).

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

Economic Analysis

Industry Sectors and Occupations

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

On February 4, 2016, the RWDB reviewed available regional industry cluster, labor market, and workforce data. The region?s Workforce Needs Assessment and the Regional Labor shed Analysis provided up-to-date trends. Both reports are attached to this plan. Key findings for the Creative Corridor include:

? A third of businesses have current or anticipated job vacancies.
? There are 1.7 job openings for each unemployed person.
? Employers report more dissatisfaction with hard skills, compared to soft skills; showing a shift from past survey findings.
? Attraction and retention are key for the region.
? 31% of employers are planning to expand. 67% plan to maintain their current workforce level.
? Sales training needs is a common theme from businesses.
? Wages of $10.00/hour is the lowest amount unemployed people are willing to accept.
? Over 50% of the jobs require education beyond high school.
? IowaWORKS website is utilized 11% for job searches.

Top careers by numbers:

? Office and administrative support
? Management
? Education and training
? Production
? Healthcare
? Sales
? Business finance
? Construction
? Transportation

Specific occupations within our in-demand occupations regionally include Certified Nursing Assistants, Medical Lab Technicians, Nurses, Welders, CNC Operators, customer service/call-center specialists, Class A and B truck drivers, and food service workers.
Data was compiled by Iowa Workforce Development in its 2015 regional labor shed analysis, as well as the Regional Workforce Needs Assessment. For the Regional Workforce Needs Assessment, IWD staff contacted local businesses and industries, starting in July of 2014. Of the 5,741 business contacted, 1,305 returned completed surveys. For the Regional labor shed analysis, IWD analyzed 2,024 surveys compiled from aggregate data from labor shed studies covering Region 10.

Benefit planning is available to individuals with a disability as a core services through Iowa Vocational Rehabilitation Services and the Ticket to Work Program offered at IowaWORKS. These programs address the economic needs of one-stop customers with disabilities who are accessing services and entering employment.

Refer to question B-3.

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

Emerging industries in Region 10 are represented by the five sector boards:

? Financial Services, Banking and Customer Services
? Health Care
? Advanced Manufacturing
? Transportation and Logistics
? Information Technology

Additional areas of expansion include:

? Sales
? Food Preparation and serving

Employment within these sectors are on the rise in Region 10. Many industries in Region 10 are also being impacted by retirements in the next 10 years, creating a strong demand for newly trained workers.

Refer to question B-3.

Knowledge and Skills Needed

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

Employers in Region 10 reported occupational skills as the primary need within the workforce. Almost 40% of employers list occupational skills as lacking. Thirty percent report soft skills as lacking, while 20% report basic skills as lacking. There appears to be a shift back to a need for occupational skills, compared to past assessments where soft skills were the largest identified need. In additional, Manufacturing is especially impacted by retirements.

Region 10 is focusing on targeting two sectors:
? Advanced Manufacturing
? Insurance Services, Banking and Customer Services

These industries have developed clear employment and training pathways for the workforce system to focus on.

In-Demand Manufacturing occupational knowledge, credentials and licensures include:
CNC Skills and Certifications
CNC NIMS Credentials
Welding Skills and Certifications
AWS Credentials
OSHA 10 Safety
Forklift Operation
Basic tool knowledge
Measurements
Basic Manufacturing Terminology

In-Demand Insurance Services, Banking and Customer Services occupational knowledge, credentials and licensures include:
Customer Service Skills
Intermediate to Advanced Computer Skills
Basic Reading and Writing Skills
Critical Thinking
Basic Banking and Insurance terminology
Basic Computer networking and Support knowledge
Industries requiring customer service skills vary widely on the type of service they provide, meaning the workforce needs to be prepared with solid computer skills, customer service skills and the ability to read, write and think critically. They will be taught industry specifics upon hire.

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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:

Creative Corridor Workforce Needs Assessment Attachment.pdf
Upload a single PDF that includes all additional materials required to define regional needs.

Workforce Analysis

Employment and Unemployment

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

The Cedar Rapids one-stop served 10,832 individuals in calendar year 2015. Of the Region 10 customers seeking services:

? 10.5% report a disability
? 10.2% are age 23 or below
? 14.4% are age 55 and above
? 10.9% need their high school equivalency diploma
? 52.5% only have a high school diploma or equivalency
? 5.5% are veterans

Sixty three percent of customer only have the training required to complete low-skill jobs

Unemployment rates have dramatically reduced since the recession of 2008. Current rates for the region are almost below 3.0 with several counties registering rates below 3

Region 10 Unemployment Rates
2008 - 3.8
2009 - 5.6
2010 - 5.4
2011 - 5.1
2012 - 4.6
2013 - 4.4
2014 - 4.1
2015 - 3.1

With low unemployment, and a large workforce shortage approaching, it is important for the workforce system to respond by training low-skilled customers and identify the most at-risk citizens, helping them up skill to address the workforce shortage issue.

At-risk citizens include anyone with a barrier to accessing employment including English Language Learners, veterans, ex-offenders, TANF recipients, youth, and older workers. There are approximately sixty customers enrolled in the older worker program in partnership with the Heritage Agency on Aging which assists in leveraging capacity and gives workers over age 55 access to an older worker employment specialist. Vocational Rehabilitation provides 50% of the salary for this position. For veterans, IVRS has a memorandum of understanding with the veterans administration hospital and Vocational Rehabilitation and Employment chapter 31 This partnership allows for a veteran to receive assistance from both state and federal VR entities.

US Census Data available from the 2014 American Community Survey (ACS) shows there are 22,650 individuals in Region 10 that lack a high school diploma. 4,208 of these individuals lacking a HS diploma are between the ages of 18 and 24. Over 70 percent of those lacking a high school diploma reside in Linn and Johnson counties. 2014 ACS data also identifies 30,653 individuals ages 5 and older that speak a language other than English at home. 94 percent of these individuals reside in Washington, Linn and Johnson counties, with nearly 60 percent of the regional total residing in Johnson County.
Data compiled in the 2015 Regional Workforce Needs Assessment identified that 20.8 percent of employers that completed the survey found workers are lacking basic skill su as written communication, reading for information, and mathematics. 30.6% of respondents identified soft skills, such as motivation, dependability, time-management, and communication skills, as lacking. However, 38.2% of respondents identified hard skills as lacking. These included skills such as analytical thinking, basic computer literac and business communication.

Unemployment Data - US Census Bureau 2010-2014

	State of Iowa	Benton	Cedar	Iowa	Johnson	Jones	Linn	Washington
Ages 16-19	16.5	13.5	14.8	4.7	13.0	14.0	15.5	12.2
Ages 20-24	9.5	12.9	8.8	3.7	5.5	5.6	9.2	7.3
Below Poverty in past 12 mo.	20.1	14.1	16.0	16.2	8.4	38.1	18.7	29.9
Disabled	12.7	7.2	11.3	9.7	9.8	18.8	14.2	15.6
Less than HS Graduate	10.7	4.6	4.7	5.5	3.3	17.8	8.4	10

Above are unemployment rates for youth, low income, disabled and non-high school graduates. Fortunately, Region fairs well compared to the state of Iowa regarding youth and young adults working. Most counties are at or below the state rate. As expected

those who report living below the poverty threshold in the past 12 months have higher unemployment rates. The rates for most counties in region 10 is lower than the state rate, except for two outliers of Jones and Washington Counties. Those with disabilities also report higher rates of unemployment than the overall population. Two counties have higher rates than the state overall (Linn, Jones and Washington). Lack of transportation options in Washington and Jones could be one reason for higher unemployment rates for disabled. Those with less than a high school diploma experience unemployment at very different levels compared to the county they reside in. Some counties show very low rates of unemployment within this group which could be a sign of a very tight labor market.

Refer to question B-4.

Labor Market Trends

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

Over 1/3 of businesses in the region have current or anticipated vacancies. Top vacancy areas include:

? Health Care and Social Service
? Wholesale and retail trade
? Manufacturing
? Transportation and Warehousing
? Construction

Currently in Region 10 there are 1.7 job vacancies for every 1.0 unemployed person. This will only get worse as retirements continue. Five percent of our workforce is age 65 or older. The average age of the workforce is 47.

Future workforce trends reported by businesses show that about two out of three plan to maintain workforce levels (not taking into account attrition due to retirements), about 1/3 plan to expand their workforce. Attracting and retaining workforce is a key priority of the region. The board also discussed the need to link citizens with barriers, and who are often overlooked, with the right skills training to help them fill workforce demands will be critical to moving Region 10 forward.

Refer to question B-4.

Educational Skill Levels of the Workforce

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

Employers report that 1 in 5 candidates lack basic skills (reading, math).

Of customers served at the Cedar Rapids IowaWORKS office in 2015:

? 10.9% need their high school equivalency diploma
? 52.5% only have a high school diploma or equivalency (no additional training)

To help bridge the gap between needed workforce and local openings Region 10 will continue to offer adult basic education and English language acquisition courses to build the basic skills of the unemployed and underemployed individuals within the region. This will create a workforce with the skills needed to enter into in-demand careers or to continue onto advanced training or certification.

Refer to question B-4.

Skill Gaps

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

Almost 2 out of 5 applicants lack the needed occupational skills according to local employers. This is a growing trend in the region, as past reports did not have lack of occupational skills as the top skill lacking in job candidates. In addition, over half of IowaWORKS customers only have a high school diploma or equivalent with more than 10 percent lacking even a diploma or equivalent. While more than 62% of customers do not have training that prepares them for local middle skill jobs.

The regional one-stop partners will continue to link job seekers lacking credentials or degrees with training to meet local industry and sector needs. The board has prioritized training in Financial Services, Banking & Customer Service and Advanced Manufacturing, as well as any in-demand STEM careers. The workforce system will work with employers and training providers to ensure job seekers have access to labor market information and local career training opportunities.

Refer to question B-4.

Activities Analysis

Accomplishments in Past Year

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

During this past year, Region 10 was given additional resources to provide itinerant services in communities where IWD provided service in the past. As a result, a Workforc Advisor was hired in September and began providing services in the communities startii in November 2015. On October 12th, 2015, Region 10 held an in-service training including all core partners (Wagner Peyser, WIOA contractor, IVRS, and AEL) where st educated each other about their programs and began the dialogue about further collaborative opportunities.

In the past year, Kirkwood Community College continues to expand service opportunitie for individuals in need of AEL services. ESL programming has been expanded to the IowaWORKS office in Cedar Rapids as a way to serve ELL learners in the area surrounding the IowaWorks office. Managed enrollment classes have been expanded i Iowa City, with Iowa City ESL programming relocated to the Iowa City Credit campus to better connect students to further training and educational opportunities. A revised intal process has been piloted in Cedar Rapids for ABE/HSED students which now require students to attend an 8 hour orientation session prior to enrollment. Student retention h been a focus for staff, with efforts being made to re-engage students that have stopped out from attendance. These efforts have led increased numbers of students being retained in the program beyond 12 hours of instruction.

AEL instructors and staff have also continued work on the adoption of the College and Career Readiness standards into classroom instructional activities through continued training in the Standards-in-Action program. Kirkwood AEL staff has also participated ir state trainings for SIA 2.0, focusing on workforce preparation integration, as well as the ANI academy, focusing on improved math instruction.

AEL staff has also worked with WIOA core partners on improving access to services for AEL students. Title I staff have increased their presence at the AEL program, providing workshops and serving as classroom presenters for ABE/HSED and ESL students. Student referrals for VR services have increased, and IowaWorks computer training sessions have been co-located at AEL locations in Cedar Rapids and Iowa City.

All core partners, including IDB, will be included in core partner trainings and meetings.

IVRS and IDB will provide outreach and support to enhance individuals that experience barriers to employment so that staff is more comfortable providing services to individual to increase accessibility within the system. IDB staff is integrated into activities related t employment development and job placement for individuals with barriers to creating mo universally designed services.

This past year the Dislocated Worker team developed a system and program around offering apprenticeship programming for dislocated workers. The team has learned mu about apprenticeship opportunities in the area, how to develop those, created linkages with training providers and employers and developed a system to quickly prepare customers for apprenticeship and helper positions. The integration of the business services team has also been a success and is helping the program spread and apprenticeship opportunities grow within the region.

The youth team has developed stronger linkages with agencies serving out of school youth. They have increased out of school enrollments throughout last year and into this year. The team has also increased employer linkages and is completing more internshi and work experiences with students. Development of stronger linkages with the busine services team is creating additional opportunities for youth.

Region 10 has five robust sector boards covering Advanced Manufacturing, Health Car Information Technology, Finance/Insurance, and Transportation. These sector boards work in partnership with local economic development group, sector partners and Workforce Development Board to develop curriculum that is industry recognized, as we as to promote the opportunities within their respective industry to both the current and future workforce.

Region 10 has two Employer Council of Iowa (ECI) groups who meet monthly to discus issues relevant to the business community and provide seminars featuring local experts

to address those topics.

Region 10 also provides industry driven, short term training opportunities as core services to our members within the center. Topics are determined through collaboration with local businesses to ensure training meets their immediate needs.

In Region 10, the core partners have been meeting since August of 2015 in order to foster additional opportunities for collaboration and to provide aligned services to customers of each program. Core partner managers have been meeting on a regular basis to discuss programs and services each program provides, look for opportunities to work together to lessen duplication and increase collaboration.

On October 12, 2015, staff members from all core partners met in a joint in-service, where representatives from each partner shared with others on their services. Staff members then participated in a modified SWOT analysis, providing the core partner managers with information for additional training and collaboration opportunities.

From that information, work has begun on creation of referral materials to be used by each program, as well as identification for additional training opportunities, as feedback from staff members indicated a desire for additional training opportunities. Staff members from the core partners were again brought together on January 13, 2016, for a joint training with Mr. Greg Newton, WIOA consultant.

The core partner management team in Region 10 has also met to work on the creation of the Region 10 local plan, as well as the formulation of the local memorandum of understanding. Core partner members have also begun to attend meeting of the local workforce development board to present information on core partner programs, and to provide assistance to the board on plan development.

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 pratners.**

Mandatory and Other Partners

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

RegionalOne-StopContactList.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:*

Weaknesses:
? Customers unaware of all services
? Customers unaware of need for services (customers do not understand that they may lack skills and/or the high expectations/needs of local employers)
? Employers report lack of soft skills. How can we incorporate more soft skills trainir
? Continuing to strengthen relationships between all programs.

Strengths:
? Relationships with employers through Sector Boards and staff work.
? Employer information sessions for career planning and developing short term in house training based upon business needs.
? All partners integrating into sector boards to serve more targeted populations. Serving higher need individuals with job placement.

In order to address some of the weaknesses the following are being implemented or enhanced:

Soft skill training is provided at the one-stop center through the Workin? It Out curriculu Goodwill of the Heartland also offers the World of Work soft skill workshop at the one-st office.

IVRS provides job candidate job seeking skill training that is tailored to provide one-on-one training for individuals with various barriers or disabilities. IVRS utilizes the 30 Way to Shine curriculum, making it available to all customers of the one-stop system.

Individuals with barriers to employment are provided services that align with their

identified barriers. Upon intake, those who disclose the need for additional services are referred to appropriate partner agencies that can provide services to address the barriers. For example, a student lacking basic academic skills is referred to the AEL program located within the one-stop for assessment and determination of classes and services.

Refer to question E-2.

Current Level of Integration and Alignment

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

The four core partners meet regularly to discuss strategies to implement WIOA, complete the Customer Service Plan and coordinate services in the region, including coordination of activities around workforce and economic development. Below are a few key examples of how the core partners are aligning services.

Regular meetings with core partner managers help keep joint strategies and services on track. Meetings typically take place every other week, but more often when needed.

The IVRS and IowaWORKS Business Services teams are more aligned in their work with employers.

Adult Basic Education is providing services at the center.

The IowaWORKS office is beginning to provide job search services and referrals at the Adult Basic Education office.

IDB regularly attends the workforce one-stop partner meetings and was invited to other trainings this fall, and was able to attend those trainings in other regions covered, receiving similar information as Region 10.

IVRS has a team member who is providing services on the floor and is acting as a resource for other one stop staff members serving individuals with disabilities.

Youth team coordinating with the Business Services team to identify youth work readiness opportunities.

The four core partners are attending sector board meetings together to better align services with employer needs.

The core partners are meeting together as full teams to participate in joint trainings. As a result several smaller work groups have been identified to work on better coordination of services.

Refer to question B-5.

Describe how the region coordinates with area secondary and post-secondary educational institutions to align strategies, enhance services and avoid duplication of core partner services:*

IVRS maintains formal Memorandums of Understanding with Kirkwood Community College, VA Vocational Rehabilitation and Employment, and Department of Education. I outlining roles and responsibilities, this creates a streamlined approach to providing wraparound supports and services that create learning opportunities to advance skills t will directly impact the areas labor market.

The Wagner-Peyser team supports secondary education with training for NCRC testing

The IowaWORKS office, Business Services team and youth team work with local schoo to offer an annual youth job fair in Cedar Rapids, and is a partner in youth job fairs in Io City.

The IowaWORKS office provides job search and basic occupational training through workshops offered at the IowaWORKS office but promoted and utilized by K12 students

To enhance and improve AEL services at the one-stop, the AEL program is currently reviewing the service delivery model at the Cedar Rapids one-stop office. Tentative pla are to move to a managed intake and managed enrollment classes to be offered at the one-stop for students with CASAS scores of 220 and above. For students with CASAS scores of below 220, referrals will be made for students to attend classes at the main Al program location in Cedar Rapids. AEL staff are also looking to schedule office hours f a transition specialist/pathway navigator at the IowaWorks office on a regular basis.

Adult Education and Literacy program representatives attend county center and regiona center meetings held by Kirkwood Community College. At the regional and county cent meetings, representatives from area K-12 schools are present to learn about current

Kirkwood offerings, including updates from the AEL program on services provided by the AEL program at each county or regional center. These meetings also provide an opportunity for the AEL program to receive feedback and suggestions from area K-12 school. The AEL program director also serves as the college?s voting member on the local RWDB. Regional center representatives also serve as members of the local AEL participatory planning committee to provide input and suggestions for programming in the service region, especially in rural areas of Region 10.

Economic development partners in Region 10 serve as ex-officio members of the local RWDB. Economic development officials also participate in regional sector board meetings. Through these efforts, the RWDB and core partners learn of workforce needs from a larger regional perspective, helping to guide programming and activities.

The Youth team works closely with area High Schools. The team receives referrals for enrollment into the youth program. Strong partnerships also exist with the iJAG programs located within the Cedar Rapids Community School District and the Iowa City Community School District. IVRS is also a key referral partner when serving in-school youth.

Refer to question B-7.

Regional Strategic Vision and Goals

Regional Vision Statement

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

Regional Vision Statement:*

Region 10 Vision:
Providing a seamless and integrated workforce delivery system for businesses and individuals by:
1. Ensuring accessibility for all individuals, including those with barriers to employment.
2. Sustaining and strengthen regional economic growth through innovative sector partnerships
3. Creating pathways that connect a pipeline of educated and skilled workers to current and emerging industries leading to self-sufficient careers.

Region 10 Mission: Effectively contributing to Iowa?s Creative Corridor?s quality of life by connecting businesses and individuals to workforce solutions.

Description of Regional Strategic Vision

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

Region 10 will develop and deliver a demand driven system that focuses in on business needs, and helps workers align their skills and abilities with the needs of the region. Use of sector board work and career ladders, local economic development groups, and labor market data the system will respond to the regions needs and align services to help workers increase wages, meet business demand and foster growth in the Creative Corridor.

The board is focused on the Advanced Manufacturing and Financial Services, Insurance and Customer Service industry sectors and career opportunities as well as STEM pathways. The need to identify and serve the underserved population such as those with disabilities, criminal backgrounds, poor work history and other barriers will be critical to help fill the workforce demands of sectors.

Strategic Priorities and Goals:

Priority #1. Community Awareness of Integrated Workforce System: Design an integrated workforce system that focuses on increased awareness of the workforce system with external customers (businesses) and internal customers (four core partner programs).

Goals:

? Develop a Workforce System Orientation for use with Businesses and Customers.
? Increase visibility through joint outreach, marketing and awareness campaigns,

especially seeking local media outlets.
? Provide ongoing staff training, continuously integrate services and evaluate regularly.
? Develop a referral process between the four core programs which includes a hand off and follow up process.
? Inform customers of career pathways and occupations that lead to self-sufficiency.

Priority #2. Preparation of the Workforce: Design, develop and offer training for individuals?including those with barriers to employment--to prepare for current and emerging industry workforce skill requirements. Support the region?s workforce through pathways that provide advanced, skilled and future ready workers.

Goals:

? Design and develop career exploration and training pathways (including basic, soft and hard skills), especially focused on Advanced Manufacturing and Financial Services/Insurance/Customer Service sector board pathways.
? Provide training information on STEM and high-demand occupations in the Creative Corridor.
? Provide tools, resources, and services to reduce barriers to work and education/training.
? Align partner services to training pathways to reduce barriers and ensure customers receive needed support.
? Expand access to training and education opportunities through the use of distance learning tools, videoconferencing, and other technology.
? Co-enroll participants in core partner programs as appropriate to provide participants with access to needed and available services.

Priority #3. Effective Business Engagement: Engage more effectively and widely, and collaborate more extensively with employers in workforce planning. Provide access to individuals with workforce resources aligned to business needs and the region?s current and emerging sectors to bolster regional workforce competitiveness.

Goals:

? Support all regional sector board work focusing on Advanced Manufacturing, Financial Services/Insurance/Customer Service, and STEM by ensuring alignment to regional workforce needs/demands.
? Create workforce system programming aligned to local business demands/needs.
? Integrate current apprenticeship career opportunities into career and training pathways and expand apprenticeship opportunities with regional employers.
? Develop systems to better prepare and help individuals with barriers to employment to enter into training career opportunities and long-term employment.

Refer to question C-1.

Vision Alignment to State Vision and Goals

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

Region 10's vision and goals align with the states vision and goals.

The focus for both the state and local vision and strategic priorities centers around accessibility to pathways for workers to enter into current and emerging industries. Through increased accessibility and awareness for individuals and businesses, Region 10 will connect customers into the integrated system in as seamless manner possible.

Priority #1: Community Awareness
This local priority works toward better accessibility and awareness within the community. It also focuses on better integration of services to create a stronger workforce system.
Priority #2: Preparation of the Workforce
This priority focuses on developing and supporting career pathways. It will involved developing a workforce pathway (internal) to link customers to training and career opportunities.
Priority #3: Effective Business Engagement
This priority will target the state focus on sector partnerships, enhancing and growing business partners to respond to business needs and develop a responsive career pathway system.

Refer to question B-2.

Regional Strategies

Strategic Alignment of Resources

Taking into account the analyses described in the Regional Strategic Planning section, describe strategies of the core partners to align resources available to the local area to achieve the strategic vision and goals:*

The board and core partners will align resources of the core programs through:

? Adult Education and Literacy representatives on RWDB
? Vocational Rehabilitation, Adult Education and Literacy, Wagner Peyser and Title 1B. attending RWDB meetings and present jointly on services and activities.
? RWDB monitors spending, performance measures, processes and referral system of core partners to ensure we are aligned, on track and targeting RWDB priorities as a workforce system.

As a result of all staff core partner workshops and meetings, three workgroups have been established, comprised of members from each core partner program, to develop action plans for FY17 to be adopted by local core partners. The teams are focusing on the areas of workforce system access, integration of customer services, and employer and business engagement. Workgroups are a grassroots approach to developing integrated system, with managers providing guidance but staff leading each work group. Recommendations and plans for implementation of recommendations will be ready by implementation by October 2016.

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 board and core partners will provide expanded access of the core programs through:
? Co-enrollment in multiple partner programs
? Development of referral process, tracking system and follow-up of referrals
? Integration and co-location of services
? Workforce system orientation
? Regional partners coordinate the development of local Memorandum of Understanding
? Ongoing staff training and work groups to ensure greater access to services with reduced duplication.
? Youth and young adults, especially out of school youth, are engaged through partnerships with community based organizations (homeless shelters, corrections, Goodwill).
? Youth are also identified through co-enrollment with IVRS and TANF programs.
? IVRS uses Microsoft accessibility suite to ensure individuals with disabilities are able to access documents and information. Core partners can utilize technical assistance from the IVRS assistive technology consultant to problem solve accessibility issues within Region 10.
? The one-stop system utilizes laptops to serve customers in rural areas, during layoff events and other community events.
? IVRS is launching a new YouTube site to connect individuals with provide expanded access for the deaf and hard of hearing customers.
? Language Line is also utilized to ensure accessibility for non-English speakers.

Refer to question C-4.

Facilitate Career Pathways and Co-Enrollment

Describe strategies the regional board will facilitate with the core partners in the development of Career Pathways and co-enrollment, as appropriate, to improve access to activities leading to a recognized post-

The board and core partners will facilitate career pathways and co-enrollment through:
? Alignment of business outreach activities
? Co-enrollment in multiple partner programs
? Monitor joint performance metrics
? Foster pathways (referrals) between the core programs to prepare individuals for post secondary credentials, and increase basic skills.
? Together work with sector boards and businesses to identify career/training pathways., and develop pathways with in the workforce system to link people with these career paths.

A cross-functional workgroup is developing a system orientation and access workplace for all workforce system customers with no wrong door into services. Until a formal state sanctioned system for co-enrollment, joint performance management is developed the

secondary credential, including a credential that is an industry-recognized certificate, portable and stackable:*	partners will coordinate services and monitor handoffs. Region 10 will comply with the new system and ensure staff receives appropriate training. 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:	The RWDB partners with existing training programs including PACE, GAP, Four Oaks PATHS, Goodwill, and Department of Corrections. These partners provided needed soft skills training, work experiences and customers into the workforce system to help us all meet the needs of businesses.

Strategy Alignment to State Strategies

Describe how the regional board's strategies align with the State's Strategies in the Unified Plan:*	The Community Awareness priority will design an integrated workforce system that focuses on increased awareness of the workforce system with external customers (businesses) and internal customers (four core partner programs). By working collaboratively to increase awareness of all services win the workforce delivery system, we will ensure employers are aware of our services and utilize the workforce system to fill their talent pipeline. This aligns with the state's strategies of accessibility and integrated education and training. Preparation of the workforce priority will focus on design, development and training for individuals to prepare for current and emerging industry workforce skill requirements. This priority will support the region?s workforce through pathways that provide advanced, skilled and future ready workers. Iowans in Region 10 will learn about in-demand careers, be able to start on their training pathway through each of the core partners and gain skill aligned with employer needs in the region. This aligns with the sate's strategies of career pathways and integrated education and training. Effective Business Engagement priority will ensure the workforce system engages more effectively and widely, and collaborate more extensively with employers in workforce planning. The system will provide businesses with access to individuals with workforce skills aligned to business needs, through participation in sector board activities, ECI events, and inclusion of businesses into activities at the center. This aligns with the state strategies of career pathways and sector partnerships. Local cross functional workgroups are developing action plans to ensure core partners understand program services. Ongoing cross training is a goal within each action plan. These plans will align processes and procedures to more effectively co-enroll customers within TANF, IDB, IVRS and A/DW/Y while integrating with other community partners (PATHS, KPACE, GAP). Youth with disabilities, especially those who are out of school, are a target audience of the Title 1 youth and young adult program with a goal of providing work experiences combined with credential training to prepare youth for local careers by developing both soft and occupational skills. The one-stop system assists all who have disabilities and barriers, including those who are blind or visually impaired.

Performance Goals (Joint Goals across Core Programs)

State Joint Performance Goals Pending.

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

Each core partner's individual performance metrics along with the joint metrics will be monitored regularly by the Regional Workforce Development Board. The core partners will work towards each hitting their individual metrics which will help all achieve the joint metrics.

Through co-enrollments, integrated services, no-wrong-door policy, increased referrals, and better linkage with employers, the four core partners will together meet the Region's joint performance metrics.

Refer to question E-10.

Assessment for Continuous Improvement

Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT

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

The regional workforce development board is prepared to measure the overall effectiveness of the one-stop system through:
(1) Review of joint performance metrics
(2) Review of individual performance metrics
(3) Review of strategic priorities and goals

Through analysis of these items at each meeting, the board will ensure the system is making progress towards the strategic priorities and goals. The board will increase goals, add goals or re-evaluate goals to meet business needs within the Creative Corridor.

Refer to question C-13.

Implementation of Strategies

Regional Workforce Development Board

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

In order to meet the requirements of WIOA for cooperation between the programs of Workforce Development, Vocational Rehabilitation, and Department of Education common portal, referred to as the ?Services Account,? collects common demographica information and assigns a state wide Participant Individual Record Layout (PIRL) numb The Services Account uses Open ID to permit users to use their personal email addres and password. This portal is owned by Iowa Workforce Development and is currently scheduled to receive upgrades which will make agency cross-use more efficient, reliabl and secure.

Iowa?s common data-collection and reporting processes are used for all programs and activities provided by workforce investment funds at Iowa?s One-Stop Centers. Iowa?s Integrated Service Delivery system uses a common job-seeker registration and enrollment process that also uses the same computer software that generates the participant data base. IWORKS is Iowa?s data management system.

Customers access career services throughout their experience with the integrated one stop center. At the first point of entry, customers answer a variety of questions (as part

the "Services Account") pertaining to their educational level, work experience, desired goals, and any known barriers. Customers become ?members? through this process resulting in full access to all WIOA core services. Staff creates an individualized service plan addressing the needs and goals of the member. Throughout the implementation of the initial service plan, staff utilizes various assessment tools to determine if more intensive services are necessary in meeting the member?s employment goal. As part of this process, it is imperative that the WIOA partner staff collaborates, utilizing subject matter expertise to determine the best course of action to assist the member rather than simply making a ?referral?.

This will create a shared pool of candidates for the fore core partners to serve together, be measured on together and create a process for stronger referrals and linkages between programs.

Currently team members from Goodwill, Wagner-Peyser, Adult, Dislocated Worker, Youth, PROMISE JOBS, IVRS, IDB and Adult Basic Education provide career services within the one-stop center and throughout the region. Career services include but are not limited to workshops, individual consultations, referrals, assessments and short term stackable credentials.

Wagner Peyser business representatives meet with IVRS staff and Apprenticeship grant staff members to plan business outreach and job fairs. Including partners in the planning of events reduces duplication of services. In addition, the region is establishing cross functional teams to reduce duplication by coordinating system access activities. Ongoing coordination to avoid duplication will continue and be enhanced through the work of the cross functional workgroups.

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

Core Partners

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

Region 10 has developed an Action Plan Worksheet serving as a menu of services available to all members. Action steps are tailored to meet the specific goal of the member. At minimum, all customers will complete their work registration; receive labor market information, training information, work readiness assessment opportunities, and referrals to core and one stop partners. Duplication of services will be minimized through the development of teams including both core and system partner staff. These teams will develop processes and procedures regarding appropriate program referrals of customers.

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

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

Current Adult Education and Literacy (AEL) services are provided locally by Kirkwood Community College. The local AEL director also serves as a voting member on the loc board, and has been a member since 2011. This has enhanced Region 10?s knowledg and understanding of AEL services, as the board has received training in the past on Al programming opportunities through the region. As part of the renewal of Kirkwood?s lo plan extension for the FY2016 cycle, the local board was presented with a summary of Kirkwood?s plan and provided a letter of support for its annual renewal. This process w occur again for the FY2017 program year, as the AEL program enhances its collaborati efforts with other local core partners.

Region 10 plans to focus its adult education and literacy (AEL) efforts on the following priority areas as outlined in WIOA: adult education, digital literacy, career pathways, English Language Acquisition (ELA) courses, integrated Education and Training opportunities for ELA as well as non-ELA students, workforce preparation, and financial literacy. These services will be delivered by AEL staff in collaboration with local partner to avoid duplication of services.

AEL services are provided throughout region 10 at Kirkwood Community College locations, the 6th Judicial District Campus, as well as at the Cedar Rapids one-stop. Fo students coming to existing AEL courses, referrals are made or on-site visits are conducted by core partner staff to provide services to AEL students. Examples of this a visits and presentations by IowaWorks staff at AEL locations, on-site appointments by Title I youth staff, and referrals or appointments for VR assessments.
Core partners have received training as well as referral materials to make appropriate referrals to AEL services. By the start of FY2017, core partners will receive web access to the appointment scheduling system utilized by the Kirkwood AEL program to be able create appointments for AEL services provided at non one-stop locations.

Members of the Kirkwood Community College AEL team have been collaborating with other core partners on training, education, and identification of potential service enhancements since July of 2015. Staff members have participated in joint trainings and have served on functional work groups convened by the core partner management team. A matrix of core partner services has been developed as a way to identify customers eligible for services from each core partner to make appropriate referrals. AEL staff members are also collaborating with one-stop partners on providing services such as computer literacy courses and job readiness workshops by hosting these workshops at AEL sites in addition to the one-stop offices. In return, AEL services have been expanded at the Cedar Rapids one-stop location to now also include ESL programming. When appropriate, referrals are made to partner agencies. The efforts being made by the local partnership and workgroups will further define how these efforts will be designed, integrated, and implemented.

Refer to question C-10. Include what efforts are being taken to enhance the provision of services such as cross-training of staff, technical assistance, use and sharing of information, cooperative efforts with employers for improved service delivery and avoidance of duplication.

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

The Region 10 IowaWorks One-Stop System will utilize expertise provided from Iowa Vocational Rehabilitation Services. IVRS services are based on an eligibility criteria determined by policy upheld by (RSA,) or Rehabilitation Services Administration. Strategic planning and training to board members and System Staff will guide delivery of vocational service to the eligible and potentially eligible Iowan adults and transition aged youth. IVRS utilizes the Continuum of services Model (Attached) to guide need for services. As a core System partner, utilization of System services will be investigated and identified at every point of job candidate engagement. Referrals using a collaborative approach provides linkage to program participants with disabilities.

IVRS' role on the Regional board links business and industry with support and education in following ADA, Legal Changes and Federal Codes, Section 511 and Section 503. Education on these laws and programs will be provided via regional board meetings and to all partners. Sector Board stake-holders will also have an integral role on the development and implementation of services for adults and transition-aged youth with disabilities to gain access to emerging trades and jobs. IVRS will provide ongoing communication, training, and input to the Region 10 Board and members. A member of IVRS will be present at RWIB meetings to provide advocacy and oversight. Regional Boards will offer feedback and guide priority needs for IVRS initiatives. The Disability Resource Coordinator and IVRS will ensure Regional Board participation in strategic implementation and inclusive access to Career Pathways, Emerging Sectors, Adult Education, Community Vocational Training, and Disability Services and Transition Programming. VR will provide oversight of programmatic provisions centered on providing inclusive services to all persons with disabilities.

The Wagner Peyser and IVRS business service teams are attending each other?s meetings and conducting business meetings together to cross train staff on what each agency offers.

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

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

Adult and Dislocated Worker services and staff are found in the Cedar Rapids IowaWORKS one-stop office and the Iowa City IowaWORKS office. Staff are integrated with Wagner-Peyser staff at the Cedar Rapids office and work together in the Iowa City office. Career Services and Individualized Career Services are provided in conjunction with center staff. These include workshops, assistance with job search and training in computer labs, assistance with linkage to other programs and services and information on in-demand careers, just to name a few. Staff also provide training services for individuals in need of additional occupational skills training. These individuals are referred from partner programs or identified when receiving Individualized Career Services.

Through the work with the local sector boards, continual training and awareness of local economic conditions and reports, Adult and Dislocated Worker staff link individuals with employment and training options that are a fit for the individual and the region, with the goal of family sustaining wages.

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

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

The following 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 youth service provider will ensure these activities are available to all youth, but especially to youth enrolled in the WIOA youth program. A strategic planning around youth services was completed in 2012, and updated in 2016. All 14 required youth elements are being offered where needed.

1. Tutoring, study skills training, dropout prevention strategies (RBS) (SEC)
2. Alternative secondary school services or dropout recovery services (SEC)
3. Experiential Learning ? Paid and unpaid work experiences that have as a component, academic and occupational education, which may include:
(v) Summer employment opportunities and other employment opportunities available throughout school year (WEP)
(vi) Pre- apprenticeship programs (PRE)
(vii) Internships and job shadowing (INT), (SHW)
(viii) On-the-Job Training (OJT)
4. Institutional/Occupational skill training shall include priority consideration for trainin programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations (OJT) (IST) (CUS) (APP) (ENT)
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster (PRE (APP) (IST)
6. Leadership development opportunities (LDS)
7. Supportive services
8. Adult mentoring for a duration of at least 12 months (MEN)
9. Follow ?Up Services (PPS)
10. Comprehensive guidance and counseling (G&C)
11. Financial Literacy education (FIN)
12. Entrepreneurial skills training (ENT)
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available within the local area (JSP)
14. Activities that help youth prepare for and transition to postsecondary education and training (WEP), (MEN) (SEC)

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

? Entrepreneurial Training (ENT);
? Job Search and Placement Activities (JSP);
? Pre-Employment Training (PET); and
? Skill Upgrading (SUG)

Support Services are those services that are necessary to enable a youth to participate activities authorized under WIOA. The following types of support services are available Region 10 or youth.

? Clothing (occupationally required or required for interview)
? Dependent Care
? Miscellaneous services
? Residential/Meals support
? Stipends (STI) youth only
? Transportation

When a support service is not available through WIOA in Region 10, every effort will be made to partner with various service providers in the region and appropriate referrals wi be provided to participants with services being delivered jointly.

As services or needs change the youth standing committee of the RWDB will meet to identify solutions to providing the right services to WIOA youth.

Other strategies within the youth program to provide services include:
? Increased focus on work based learning activities, with a growing number of youth enrolling into WEP, LIN and Pre-Apprentice activities.
? Partnership with K12 providing workshops on basic occupational skills training (OSHA, forklift) preparing students for paid summer interns upon completion of junior ye high school training.
? Increased linkage with dislocated worker apprenticeship program to link youth with apprenticeship opportunities or as a co-enrollment for dislocated workers below age 25.
? Coordination of three employment programs each year to identify and enroll a

cohort of new youth participants during each timeframe. These would align with traditional hiring seasons (summers and holidays).

Refer to questions E-5 and E-7. Include identification of successful models of such youth workforce activities being used and/or planned, and describe how each of the required fourteen program elements will be made available to youth.

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

The IDB is the vocational rehabilitation program authorized to deliver vocational rehabilitation services to individuals who are blind or visually impaired, including individuals who are deaf or have additional disabilities. The IDB, through provision of accessibility studies within the one-stop, can identify accessibility gaps and staff training needs for other members of the one-stop system.

All core partners will collaborate to ensure that participants with vision disabilities have full inclusion and access into programs and services offered throughout the system. Core partners recognize that Iowa Department for the Blind has expertise in serving individuals with vision disabilities. IDB will provide technical expertise and consultation to ensure that services are fully accessible. When an individual with a vision disability requires intensive services form IDB a referral to IDB will be made. IDB will provide cross training to all core partner staff on eligibility and services available through IDB. IDB staff will attend Regional Workforce Development Boards meetings, as available, and provide representation on business services teams. IDB VR staff will make themselves available in the Regional one-stop location to collaborate with partners and clients to provide information and services to meet their needs.

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

Integrated Customer Service

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

Attached is the flow chart of services for Region 10.

There is no wrong door into workforce services. The core partners will work together to develop a streamlined, but effective, referral system to ensure customers get to the right services. Those in need of training or support services will be linked with the appropriate programs such as Adult, Dislocated Worker, Youth, Vocational Rehabilitation or TANF. All services are offered at the one-stop. Where possible services may also be offered at other partner offices or within the community to ensure greater access to the workforce system.

A cross functional workgroup of core partners have been developed to address integration of services and customer pool. Action plans will be developed by October 2016.

Refer to question D-14.

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

Core partners meet regularly to coordinate services and projects. This aligns services, support services and training for customers. Customer outreach for individuals will include identification of target groups for specialized
services and contact through direct mail, email and phone calls. Examples of outreach to customers include: Ongoing to worksites (e.g. Proteus); Rapid Response meetings; marketing
efforts (newspapers, press releases, social media); targeted email and mailing lists from data
bases, and outreach to schools and social service agencies.

Kirkwood Community College and Iowa Workforce Development Business Team, Economic Development organizations and Iowa Department of Vocational Rehabilitation will notify local businesses about opportunities for training, job development, and job matches with available clients.

Customer outreach also includes direct feedback from the individuals and businesses served.
Surveys will be distributed to both groups for evaluation of provided services. In addition to this direct feedback an annual outreach effort will be made to request feedback about outreach
efforts and ways to improve services and communication. This will be accomplished through a statewide job-seeker satisfaction survey and (for businesses), through the Employers Council of
Iowa (ECI) and surveys the IWD Labor Market Bureau may implement. The coordinating services providers (KCC, IWD, Adult Education Services (AES) and Vocational Rehabilitation) will also conduct an annual evaluation with one-stop partners to identify areas for improvement they see within the workforce system to better serve clients.

Targeted populations such as youth (especially out of school youth/at-risk), individuals with disabilities, veterans, and individuals with criminal backgrounds, older workers, migrant and seasonal farm workers and other populations are especially targeted for services.

Youth receive information about the services at IowaWORKS through the efforts of the WIOA
Creating Futures youth team and Youth Advisory Council activities Partnerships have been
developed with schools, foster care services and youth serving agencies. Job Corps also housed at the One-Stop office, serves many at-risk youth.

Veterans are especially targeted through outreach by the Veteran Representatives and WIOA consultants at veteran events and veteran offices in the region.

The Department of Corrections is a workforce partner in the region who refers clients to the
center. They also make available workforce training activities to IowaWORKS staff to allow
better services to clients.

Older workers are referred between the IowaWORKS integrated team and the AARP

program.

Migrant and seasonal farm workers are served through PROTEUS and Iowa Workforce Development with job search and training activities, as well as many other services. Referrals are also made between workforce partners and PROTEUS.

Goodwill and the Department for the Blind are partners who refer to the one-stop center and receive services from the IowaWORKS office. These groups, as well as the IowaWORKS office are official Ticket to Work providers. The IowaWORKS office can also assist disabled individuals with workforce preparation and training. Email lists of members who claim a disability are used to reach out to this population.

The Directors of Kirkwood Community Colleges county (Benton, Cedar, and Iowa) and regional centers (located in Johnson, Jones, Linn, and Washington counties) help facilitate WIOA outreach efforts for students and local community members of all ages and ethnic backgrounds. The Directors also contact IowaWORKS when they become aware of business hiring and workforce reductions in rural communities. IowaWORKS and the county/regional Directors work together to provide local services as needed in the communities that make up Region 10.

One-stop partners meet 6 times per year to ensure referral systems are working discuss ways
to better serve targeted groups and share information about new or ongoing services. Region 10's Workforce Development System is comprised of One-Stop partners and programs
that serve as the access points to the Workforce Development System and WIOA core services.
Various methods of coordinating services are utilized. These include co-locating staff and services; cross-referring customers; using a common intake system where applicable and
available; cross-training staff; and partner meetings.

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

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

Flow Charts.pdf

Coordination, Alignment and Provision of Services

Employer Focus

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

The region has developed and implemented summer youth job training programs in the past. With the renewed interested in providing more work readiness to youth, an ongoi youth internship program is in development with targeted outreach and enrollment goals Through these programs youth are linked with temporary subsidized job opportunities which provide training on soft skills and/or basic occupational skills needed in the workplace. Permanent placement is not expected or a goal, but these opportunities oft lead to a part time or full time job.

Apprenticeships and On the Job training are two tools used with dislocated workers anc adults. Through both activities the customer is hired by the employer and then participates in on the job training and for apprenticeships, additional classroom training. These opportunities are great for individuals with good basic and soft skills.

Region 10 will align services and outreach to meet needs of businesses through feedba from sector boards. Pathway training programs called Pathways to Academic Career Education and Employment create very formalized systems for customers to move

with basic ABE training in conjunction with occupational skills training as part of a career pathway. This KCC program also provides support services. These pathways are developed based upon Sector Board feedback.

OJT- On the Job Training Program: Provided to meet business and industry labor market needs. This program serves as a tool to bridge the gap to employment linking individuals with disabilities to specialized training plan that provides and incentive to business. This creates access to the untapped workforce creating new applicant streams.

Project Search- Partnership with Unity Point: 9 month training program offering internships are provided to assist individuals advance within various employment opportunities in a health care setting.

Occupational Skill Training programs- Goodwill Programs (Healthcare, Foodservice, Retail): Labor market driven training programs that offer opportunities in specific areas. Individual support and coaching are core components of this program. Persons with disabilities are trained and prepared to enter fields via a hands-on training program that provides 1:1 instruction, feedback and support.
Skilled Iowa-The skilled Iowa Initiative encourages employers to recognize the Nation Career Readiness Certification to assist them in hiring workers with the right skills for the job.

Home Base Iowa- State wide imitative to provide veterans and transitioning service members and their families with opportunities and benefits for a successful transition in Iowa. Home Base Iowa?s private-public partnership provides a high level of commitment and resources for our veterans, transitioning service members and their families.

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

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

IVRS & IDB?s collaboratively offer the Iowa Self Employment Programs to offer specific business consulting and guidance to assist persons with disabilities in investigating and implementing viable entrepreneurial business platforms. The Iowa Self Employment Program assists to create sustainable income with the goal being self-sufficiency.

The workforce system makes referrals to the Small Business Development Centers in the region to help individuals link with resources. In addition, the team is researching entrepreneurial workshops that may be offered within the workforce system and center through SCORE and the Small Business Development Center.

Refer to question C-6.

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

Apprenticeships within the construction trades and manufacturing are growing within the region. Through a recent DOL grant focused on linking dislocated workers with apprenticeship opportunities, Region 10 has made much progress on developing relationships with JATCs, non-union apprenticeship shops and union contractors. These relationships have allowed for placement of dislocated workers and low-income adults into helper and apprenticeship roles.

Development of new apprenticeships is ramping up as a result of this grant opportunity. Through the work of Wagner Peyser and Title I DW staff, more businesses are learning about apprenticeships and are starting the process of developing their own. The Business Service Representative are completing outreach to registered apprenticeship employers to help fill positions.

Lessons learned are that many workers are not ready for an apprenticeship position, but instead may need to work on basic skills, work readiness and job search skills before placement. They can be referred to the entire system of core providers to build those skills. Workers can become ready through on the job training as a helper. Attached is a pathway map outlining the apprenticeship pathway. Job seekers may enter into the pathway at any point that is right for them.

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

Provide a description of how the regional board coordinates workforce activities carried

Local WIOA core partner managers are part of a Rapid Response team. When there is a mass layoff or business closure, the local leadership team provides immediate outreach to the affected workers. First meeting with the business leadership to further understand the circumstances of the layoff or closure and to educate them of the array of services available to workers. The end goal of the management meeting is to schedule worker meetings, on-site if possible, where out-placement services are provided. A summary of

out in the Local Area with statewide rapid response activities:*

all Rapid Response activities is provided at every local Workforce Development Board meeting.

Workers are provided packets of information on unemployment insurance, job seeker services available in the center, community resources. Other community partners are invited to present on information. Partners include DHS, Horizons (financial and mental health counseling), economic development and HACAP typically attend. For larger layoffs the team may facilitate workshops onsite, coordinate job fairs targeted to the impacted workers and set up needed SUG and IST training in the community.

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:*

If gaps in training options for board identified targeted industries, the partnres will notify the board and develop a process to identify area providers who may be able to develop training programs to meet local needs.

Currently local training providers use the following methods to educate customers and workforce staff of educational offerings they provide:

(1) Utilize center lobby to promote training opportunities with customers.
(2) Present to workforce staff and partners on training opportunities and services available.
(3) Make handouts and resources available in the center.

In addition:

The team participants in sector board meetings and activities, bringing the workforce system perspective on business and job seeker needs to develop training pathways, and to help engage new businesses.

Goodwill of the Heartland provides basic skills training and is integrated into the center. The IowaWORKS center meets monthly with Goodwill and Department of Corrections to identify training needs, and learn about employer connections, bringing that information into sector boards to guide pathway training programs.

By coordinating with IVRS and IDB, all workforce system partners can evaluate handouts and resources accessibility and link with IDB/IVRS resources to make updates and provide accommodations as needed.

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

Through coordination with Kirkwood Community College's additional workforce training initiative, especially GAP Tuition Assistance and the Pathways to Academic Career Education & Employment (PACE)programs, more individuals can be trained and placed into employment. By co-locating these programs at the one-stop center more WIOA customers can be linked to these funding sources, allowing them to gain needed skills and credentials from a high school diploma up to a two year degree. The GAP and PACE programs only fund opportunities that are listed as high demand by local sector boards or employee advisory committees, or through LMI.

Adult Basic Education services, provided through KCC, are offered on site at the Cedar Rapids IowaWORKS center.

The GAP and PACE programs are also part of the Food Assistance Employment & Training Program. Through this program, any GAP or PACE funds expended on a food assistance recipient will be reimbursed back to the college at 50%. These funds are reinvested into additional training and support needs of students.

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

Through better coordinating of training funds more individuals can be linked with the training they need, and the support services required for training completion. Currently WIOA (A, DW, Youth, and VR), TANF and GAP/PACE all co-enroll students to provide the most wrap around services possible for success.

Apprenticeships, especially within the construction industry, are on the rise. Currently, Region 10 is administering an apprenticeship grant which links dislocated workers with opportunities at apprenticeship employers. Through this grant, apprenticeship provider and workforce system relationships have grown. Awareness of each others needs and services is leading to more referrals to these employers and an increased used of On the Job Training activity.

To prepare individuals for entry level jobs or training the Cedar Rapids one-stop center

and Iowa City centers offers basic in-demand training including:
OSHA 10
NCRC
Modern Manufacturing
Prepare to Care (core)
CPR
First Aid
Customer Services
Keyboarding
Microsoft Word
Microsoft Excel
Email& Internet Usage

These workshops pathway into careers or additional training for customers, especially into the high demand fields and certifications listed earlier within Manufacturing and Insurance Services/Banking/Customer Services.

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:*

Local economic development groups serve as ex-officio members of the local board. Through these meetings and at other community meetings (such as sector boards) partnerships have been developed to jointly share information and partner on job fairs, outreach events, training needs, and layoff activities.

Regional Workforce Development Board Functions

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

The Region 10 Workforce Development Board has 14 voting members representing business, labor, county government, city government and education. Membership is balanced by gender and political affiliation consistent with Iowa Code sections 69.69 and 69.16A. Members also represent counties within Region 10?s service district. Five members represent business, five represent labor; one member each represents a school district, a community college, a county elected official, and city elected official. The RWDB meets six times a year ? typically in September, December, January, March, May and June.

The RWDB has an executive committee the meets between full board meetings to conduct needed business.

Two standing committees complete additional activities of the board.

(1) The audit committee reviews program and fiscal monitoring reports, identifies additional operational functions to monitor (such as employee reviews, payroll, AP). They report out to the full board.

(2) The youth standing committee will begin meeting in FY 2017. This committee will include members of the board, along with community partners serving youth. This group will review youth services provided, youth needs and ensure resources are being directed appropriately.

The Region 10 RWDB will be reviewing board structure options and making a decision on local structure over the next two years.

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

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

Chief Elected Official Board Role and Responsibilities
The Region 10 Chief Elected Official (CEO) Board meets at least twice a year in conjunction with the Regional Workforce Development Board. CEO meetings are typically held in May and December.

The roles and responsibilities of the Chief Elected Official (CEO) board include:
? Providing input to the Governor, through IWD, on designation of local workforce investment regions.
? Securing nominations for RWDB vacancies in accordance with Iowa Administrative Rules 877 ? Chapter 6, and making final selection for appointment.
Accepting liability for any misuse of WIOA funds expended under the contract.
Serving as Local Grant Recipient under WIOA, including designating an entity to serve a local sub-recipient.

The Roles and Responsibilities of the RWDB include:

? Selecting service providers for WIOA adult and dislocated worker intensive service and youth programs.
? Establishing a policy for the region?s Workforce Development Center system.
? Developing a budget to carry out the duties of the local board, subject to the approval of the CEO board.
? Coordinating WIOA youth, adult and dislocated worker employment and training activities with economic development strategies, and developing other business linkage with these activities.
? Promoting the participation of private sector businesses in the workforce development system, and ensuring the availability of services to assist such business linkages with these activities.
? Certifying eligible training providers
? Determining the use of the Strategic Workforce Development Fund including:
? Operation and funding of a summer program and/or in-school youth program
? Use of the discretionary funds and
? Selection of service providers
? Submitting an annual report to the state workforce development board
? Establishing cooperative relationships with other local boards
? Directing the activities of the Youth Advisory Council.

? Negotiating and reaching agreement with IWD on local performance standards
? Appointing a Youth Advisory Council.
? Determining the role of the Coordinating Service Provider
? Designating and certifying the Coordinating service Provider
? Developing a Chief Elected Official-Regional Workforce Investment Board Agreement, outlining how the two boards will cooperate and collaborate in establishing and overseeing the region?s Workforce Development Center system.
? Developing and entering into a Memorandum of Understanding with the Workforce Development Center System partners.
? Conducting oversight of the local WIOA adult, dislocated worker services and youth programs and the Workforce Development Center system; evaluating service delivery to determine if local needs and priorities are being met, determining whether regional needs have changed and if so ,whether a plan modification is necessary? ensuring quality improvement is on-going, and ensuring that performance standards are met.
? Developing and submitting the Regional Workforce Development Local Service Plan based on the Regional Assessment and Analysis.

Regional Workforce Ex-Officio and Public Input

In addition to 14 voting board members of the RWDB, nine ex-officio members representing economic development, older workers, individuals with disabilities, partner agencies and youth programs.

Public notices announcing these meetings are placed in the Cedar Rapids Gazette, the recognized newspaper for the seven-county region. Meeting agendas are posted at the IowaWORKS office for public access.

CEO and RWDB Oversight
An audit subcommittee of CEO and RWDB members meeting twice a year to review audits, monitoring and review internal controls and processes. Performance is reported at each meeting. State does program/budget monitoring and reports findings to the RWDB. Budget information is also provided and reviewed at each meeting.

In addition to the services provided by both boards to ensure oversight of the center and services, the Adult Dislocated Worker and Youth provider has established additional monitoring and oversight actions including a secondary review of all initial files, and a review of paperwork each time funds are expended. Quarterly a 10% sample of all new enrollments and contracts are pulled and re-reviewed to ensure everything is correct and that subsequent services were provided and documented correctly. Any errors are corrected and common themes identified are then used as training topics at staff meetings.

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

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

On February 8, 2016 the board met to review youth services. They determined a youth committee would serve Region 10. The committee will function like the audit committee with two meeting per year and a report out to the full board. The Youth Committee will include 3 board members and additional community partners that serve youth. The purpose, mission and vision of the committee will be established upon their first meeting in FY 17. The board felt they should include:
(1) Identifying youth needs
(2) Aligning programming to fit our clients' needs
(3) Eliminate barriers
(4) Oversight

The RWDB has determined the youth subcommittee will develop a vision during their first meeting. The subcommittee will also work on identifying youth, priority youth services and development of experiential learning options. The subcommittee will review and provide guidance on budget expenditures, service provision to youth populations to align with funding limits, co-enrollment, and targeted sectors.

The board will continually evaluate youth subcommittee composition and identify who should be included, such as youth participants.

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

Describe how the regional board facilitates access to

The Workforce Development board provides insight and direction regarding access to services in remote areas within the region. With the inclusion of adult education in WIO/ there is access to services at Kirkwood Community College locations in all counties in

services provided through the One-Stop Center: *

Region 10. AEL students have access to instructors at these locations on a weekly basis, and the region will study how these instructors and locations can serve as entrance points for other core partner services and customers, using technology such as Zoom or other videoconferencing tools. Though the AEL program students also have access to online learning programs for basic skills, workforce preparation, and English language learning.

In addition, virtual access points have been provided in all seven counties within region 10, including libraries, armories, public service agencies, and schools. The decision to provide additional services to an area are based on factors including unemployment rate, labor market information, and various economic development factors, natural disasters, etc. For example, the Workforce Development Board determined that the community of Washington was in need of in-person services, which are now provided weekly as a result.

Region 10 management is aware of transportation barriers. Managers or staff attends local transportation committees meeting in various communities to provide input and resources.

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.

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

The Region 10 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 individual with disabilities. The Disability Resource Coordinate and IVRS will ensure compliance with this effort on an ongoing basis. The accessibility is reviewed quarterly and in a mor comprehensive manner on an annual basis. An accessibility survey was conducted in 2015 by the Department of Human Rights ? Iowa Client Assistant Program liaison, Pag Easton. Iowa Vocational Rehabilitation provides ongoing training to staff on ADA policy, education, and compliance. As referenced in D-8, Utilization of satellite centers, meetin in community space, and activities using technology are leveraged to provide inclusive services.

A joint effort between IVRS and Iowa Department of Human Rights is addressing accessibility and conducting formal accessibility surveys. Preliminary accessibility studi have been completed at the Cedar Rapids one-stop office and in the Iowa City IVRS office (located within the same building as IowaWORKS). Feedback on these will be used to increase accessibility.

The Region 10 One-Stop System Prohibits discrimination against individuals on the bas of age, disability, sex, race, color or national origin. The System promotes accessibility f all customers of the system and program services and is fully compliant with accessibili requirements. The EEO processes are reviewed quarterly, at a minimum, by local management, staff and EEO State staff. Adjustments are made as necessary to ensure compliance.

The IWORKS data management system provides the full EEO policy and process to all customers entering the one-stop center.

Complaint Policy and Procedure
This section contains the procedure to be used to file a WIOA- related complaint in IWD Region 10. Complaints may be filed with the Coordinating Service Provider to resolve alleged violations of the Workforce Innovation Opportunity Act (WIOA), Federal or State regulations, grant agreement, contract or other agreements under the Act.
Filing a Complaint
Any interested person, organization or agency may file a complaint within 90 calendar days of the alleged occurrence.
Content of the Complaint
Complaints must be clearly portrayed as such and meet the following requirements:
1) Complaints must be legible and signed by the complainant or the complainant?s authorized representative;
2) Complaints must pertain to a single subject, situation or set of facts and pertain to issues over which the State has authority (unless appealed from the local level);
3) The name, address and phone number (or TDD number) must be clearly indicated. the complainant is represented by an attorney or other representative of the complainant's choice, the name, address and phone number of the representative must also appear in the complaint;
4) Complaints must state the name of the party or parties complained against and, if known to the complainant, the address and telephone number of the party or parties

complained against;
5) Complaints must contain a clear and concise statement of the facts, including pertinent dates, constituting the alleged violations;
6) Complaints must cite the provisions of WIOA regulations, grant agreements, or other agreements under WIOA believed to have been violated, if applicable. Complaints alleging a program violation not covered under the WIOA will be referred to the appropriate organization;
7) Complaints must state the relief or remedial action(s) sought; and
8) Copies of documents supporting or referred to in the complaint must be attached to the complaint; and
9) Complaints must be addressed to:
Coordinating Service Provider
Iowa Workforce Development
IowaWORKS
4444 1st Ave, NE -Suite 436
Cedar Rapids, Iowa 52402

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

Regional Workforce Development Board Policies

Describe how the regional board will ensure the continuous improvement of eligible training providers and ensure that such providers meet the employment needs of local employers, workers, and job seekers:*	The RWDB will review joint performance metrics of the core partners at each meeting. They also review budget information for the Title 1B programs and direct spending. The board has established an audit subcommittee which meets twice a year to review monitoring reports, audits, and internal processes and controls. This group reports out to the larger RWDB, providing recommendations and observations. Through ongoing presentations, Q&A and report outs of the core providers the RWDB will be able to assess and guide the direction and work of the WIOA core providers. The board also includes businesses, labor and economic development representatives who help provide information and guidance on local conditions to ensure WIOA resources are being targeted appropriately. ‹ › Refer to question F-2.
Attach the regional board's process to meet priority of service requirements:*	Priority of Services - Adult Veteran.docx Refer to question F-9.
Provide the regional board's definition of self-sufficiency. Describe the process used to define self-sufficiency: *	Employment self-sufficiency has been defined locally in Region 10 as individual or family income annualized at or above 150% of LLSIL. Refer to question F-10.
Attach the regional board's Individual Training Account Policy:*	Attachment ITA.xlsx
Attach the regional board's policy(ies) on supportive services for core partners:*	Attachment Support Services.docx Refer to question F-5.

Regional Workforce Development Board Fiscal Policies

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

A board meeting was held on 2/25/16 to develop an RFP template for Title 1 services in Region 10. The RFP was released March 1st, 2016 with questions received from potential applicants through March 15, 2016 and answers provided on March 18th, 2016. Proposals were due April 8, 2016. The RFP was posted on the board website and within the one-stop office. The proposals were reviewed by the review committee on April 26, 2016 and approved by the board on April 28, 2016. RFPs were evaluated utilizing a scoring tool.

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

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:*

Region 10 is focused on serving youth with the most barriers to success. While continuing to serve in school youth through either enrollment or referrals to other service providers, Region 10 has been increasing out of school enrollments over the past 2 years. Increased linkage and partnerships with agencies serving out of school youth has begun and will continue. The Region 10 youth team increased spending on out of school youth in FY 15 to 65% and are on track to spend out at 75% in FY 16. Through additional partnership with the PROMISE JOBS program, young adults using the center, Department of Corrections programs, Iowa Vocational Rehabilitation Services, foster care programs and other service agencies, out of school enrollments are increasing.

Work readiness experiences are a powerful tool for youth, helping them develop the basic skills needed to be successful in the workplace and life, as well as providing the reward of a paycheck. Increasing access to these opportunities is important for the success of our youth adults. The youth team is focusing on stacking work experiences with classroom training opportunities, has set goals to increase the number of businesses signed up to provide work experiences and internships. A stronger partnership with the business service team is also linking more young adults with appropriate employers in the region.

e Title 1 Youth program will spend 20% of funding on experiential learning activities by:
? Coordinating 3 youth job hiring events each year
? Bolster business partnerships through coordination with the Business Services and IVRS teams to identify worksites, especially those known to serve disabled youth.
? Establishing expectations for all youth at enrollment that participate in Title 1 Youth programming typically includes an experiential learning component and credential training component.
? Complete ongoing, year round youth placements.

Refer to question E-6.

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

The board approves the A/DW/Y budget each year. They receive updates at each meeting on spending progress.

The board audit subcommittee typically meets twice per year to review program and fiscal monitoring reports. These are then shared with the full board. The audit committee also selects 1 or 2 additional areas of focus such as travel policy and payments, PCards, 10% sample policy and procedure, and annual evaluations to help the board understand and monitor our internal processes.

Below is a list of frequency and types of oversight and monitoring activities:
State-Program Monitoring-Annually
State-Fiscal Monitoring-Semi-Annually
RWDB Meetings-Review performance and budget-six times annually (or as requested)
CBO Meetings-Review performance and budget-semi-annually (or as requested)

Refer to question F-1.

Additional Documentation

Attach a spreadsheet of all Board Members: *	RWDB List.docx
Attach a copy of the current Regional by-laws: *	Bylaws.docx
Attach a copy of the current Priority of Services policy: *	Adult Priority.docx
Attach a copy of the current Oversight and Monitoring policy: *	Local oversight and monitoring policy.docx
Attach a copy of the current Supportive Services policy: *	Attachment Support Services.docx
Attach a copy of the current EEO Grievance procedure: *	EEO Grievance Policy.docx
Attach a signed copy of the Certificate Regarding Debarment:*	C:\fakepath\Place Holder while Saving.docx
Attach a spreadsheet of all public and State partner comments with the Board's response:*	State comments and Local Response.pdf
Attach a signed copy of the Signatory Page:*	Place Holder while Saving.docx

Regional Workforce Development Board General Assurances

The Board and CEO agree to the General Assurances:*	No
Title:*	sd
Name:*	sd
Date:*	04/22/2016

Regional One-Stop System Partner Contact Information

Mandatory Partners	Local Area?	Entity	Name	Telephone Number	Email Address
Career/ Technical Education	X	Kirkwood Community College	Kim Becicka	319-398-5525	Kim.becicka@kirkwood.edu
SCSEP (Older Worker)	X	AARP Foundation Experience Works Senior Service America Inc. (SSAI) Community Action Agency of Siouxland	Cynthia Cannavo Tracey Dormady-Ketcham Ivy Nielsen Antoinette Green	515.287.1555 515.243.2430 712.755.5135 ext. 230	ccannavo@aarp.org tracey_dormady-ketcham@experienceworks.org inielsen@westcca.org agreen@caasiouxland.org
Job Corps	X	Denison Job Corps Ottumwa Job Corps	Jim Whitmire Mark Douglas	712.265.2300 641.682.2000	Whitmire.jim@jobcorps.org Douglas.mark@jobcorps.org
Native American	N/A				
Migrant/Seasonal Farm Worker	X	Proteus	Jesus Soto	515-271-5303	jesuss@proteusinc.com
Veterans		Iowa Workforce Development	Linda Rouse	641.680.3591	Linda.rouse@iwd.iowa.gov
YouthBuild	N/A				
Trade Act	X	Iowa Workforce Development	Kristi Judkins	515.281.5364	Kristi.judkins@iwd.iowa.gov
Community Action (E/T)	X	FaDSS/ Community Action Hawkeye Area Community Action Program	Jane Drapeaux	(319) 393-7811	jdrapeaux@HACAP.ORG
Housing Authority (E/T)		City of Cedar Rapids City of Iowa City	Sara Buck Steve Rackis	(319) 286-5192 319-887-6065	s.buck@cedar-rapids.org steven-rackis@iowa-city.org
Unemployment	X	Iowa Workforce Development	Ryan West	515.725.1086	Ryan.west@iwd.iowa.gov
TANF(PROMISE JOBS)	X	Iowa Workforce Development Gina Robinson	Heidi Wicks	515.281.2810	Heidi.wicks@iwd.iowa.gov

Regional One-Stop System Partner Contact Information

Service Locations of the One Stop System

Partner	Address	City	County	Phone	Office Hours	Point of Contact	Email
& A/DW/Y	**1700 S. 1st Ave; Suite 11B**	Iowa City	Johnson	319-351-1035	M-F 8:30-4:30; W 9:00 AM	Scott Mather	scott.mather@iwd.iowa.gov
	1700 S. 1st Ave; Suite 11A	Iowa City	Johnson	319-354-4766	M-F 8-4:30	Monica Brockway	monica.brockway@iowa.go
	1810 Lower Muscatine Road	Iowa City	Johnson	319-887-3656	M-R 9:00-	Marcel Kielkucki	marcel.kielkucki@kirkwood.
	6301 Kirkwood Blvd SW	Cedar Rapids	Linn	319-784-1510	M-R 9:00-7:30, F by appointment	Marcel Kielkucki	marcel.kielkucki@kirkwood.edu
	1214 9th Avenue	Belle	Benton	319-444-2549	T 4:00-7:00 R	Marcel Kielkucki	marcel.kielkucki@kirkwood.
	220 Welter Drive	Monticello	Jones	319-465-2304	M/T 8:30-2:30 W 3:00-8:00	Marcel Kielkucki	marcel.kielkucki@kirkwood.edu
& A/DW/Y, AEL	444 1st Ave NE, Suite 436	Cedar Rapids	Linn	319-965-9474	M-F 8:30-4:30; W 9:00 AM	Carlos Vega	carlos.vega@iwd.iowa.gov
	951 29th Ave SW	Cedar Rapids	Linn	319-297-3574	M/T 1:00-7:00, W/R 9:00-3:00	Marcel Kielkucki	marcel.kielkucki@kirkwood.edu
	1410 N. Cedar Street	Tipton	Cedar	563-886-6077	T 11:00-4:00 W 2:00-7:00	Marcel Kielkucki	marcel.kielkucki@kirkwood.edu
	111 W. 3rd Street	Vinton	Benton	319-472-2318	T/R 9:30-3:30 W 10:30-5:30	Marcel Kielkucki	marcel.kielkucki@kirkwood.edu
	2192 Lexington Blvd.	Washington	Washington	319-653-4655	M 11:00-6:00 T 1:00-6:30 W 11:00-6:30	Marcel Kielkucki	marcel.kielkucki@kirkwood.edu
	200 West Street	Williamsburg	Iowa	319-668-2461	T 10:00-5:00 R 10:00-6:00	Marcel Kielkucki	marcel.kielkucki@kirkwood.edu

	406 North High Street	Anamosa	Jones	319-462-3504	M-F 7:30-3:30	Marcel Kielkucki	marcel.kielkucki@kirkwood.edu
	2700 Coral Ridge Ave	Coralville	Johnson	319-626-2391	M-F 6:30-2:30	Marcel Kielkucki	marcel.kielkucki@kirkwood.edu

Individual Training Accounts Summar

Dollar Limits
Time Limits
Degree or Certificates Allowed
Procedures for determining case-by-case exceptions for training that may be allowed
Period of time for which ITAs are issued (semester, school year, short term, etc.)

y

$6,000
per year
all ISTs board approved
As determined by local director
Semester or by length of certificate or certificate bundle

Support Services Policy

Adult and Dislocated Workers Support Services

Dependent Care (DPC)
Participants enrolled in IST, SEC and SUG may be eligible to receive assistance with dependent/childcare expenses not to exceed $2.50/hour/child. Reimbursement for dependent/childcare expenses will be made to the participant and will not be reimbursed if the provider is the spouse/parent of child.

Financial Assistance (FAS)
Emergency assistance payable to a vendor that will enable the participant to participate in WIOA activities. Allowable FAS services include, but are not limited to:
- Housing assistance
- Eyeglasses repair
- Auto repair
- ($500 maximum per enrollment)

Miscellaneous Services (MSS) (as occupationally required)
- Bonding as required
- Required tools
- Application and licensing fees related to education and/or employability.
- Other occupationally required licenses
- ($500 maximum per enrollment)

Health Care (HLC) – Physical or eye exam ($150.00 maximum per enrollment)

Relocation (RLT) for a bona fide job out of the area (50 mile minimum). The job must provide a self-sufficient wage ($500.00 maximum per enrollment)

Services for Individuals with Disabilities (SID) ($200 maximum per enrollment)

Transportation (TRN) $.35 per mile. Ten (10) miles round trip minimum and 100 miles per day maximum for mileage reimbursement; bus passes within the municipality will be utilized for all distances, whenever possible. Available to participants enrolled in Institutional Skills Training, Remedial Basic Skills Training, Secondary Education Certification, or Skills Upgrading. Participants enrolled in JSP may receive transportation assistance at the rate of $10.00 per week, maximum. Participants in unsubsidized employment may receive transportation assistance for the first thirty (30) days or until the first paycheck is received, whichever comes first.

Clothing (CHG) Participants may receive assistance with the purchase of clothing, shoes, etc., necessary for participation in WIOA activities or to obtain unsubsidized employment, in an amount not to exceed **$450.00 maximum per enrollment.**

Supported Employment and Training (SET) ($500 maximum per enrollment)
Supportive Services and training-related contributions may not exceed $6,000 total per year.

Youth Support Services

Dependent Care (DPC)
Participants enrolled in a training based activity be eligible to receive assistance if denied by other DPC funding sources. Reimbursement for dependent/childcare expenses will not to exceed $2.50 an hour per child. Reimbursement for dependent/childcare expenses will be made to the participant and will not be reimbursed if the provider is the spouse/parent of child.

Financial Assistance (FAS)
Emergency assistance payable to a vendor that will enable the participant to participate in WIOA activities. Allowable FAS services include, but are not limited to:
- Housing assistance
- Eyeglasses repair
- Auto repair
- ($1,000 maximum per enrollment)

Miscellaneous Services (MSS) (as occupationally required)
- Bonding as required
- Required Tools
- Application and licensing fees related to education and employability.
- Other occupationally required licenses
- ($500.00 maximum per enrollment)

Health Care (HLC) – Physical, eye exam, or eyeglasses ($150.00 maximum per enrollment)

Relocation (RLT) for a bona fide job out of the area (50 mile minimum). The job must provide a self-sufficient wage ($500.00 maximum per enrollment)

Services for Individuals with Disabilities (SID) ($500 maximum per enrollment)

Transportation (TRN)
$.35 per mile. Ten (10) miles round trip minimum for mileage reimbursement; bus passes within the municipality will be utilized for all distances, whenever possible. Available to participants enrolled in Institutional Skills Training, Remedial Basic Skills Training, Secondary Education Certification, Leadership, or Skills Upgrading. Participants enrolled in JSP may receive transportation assistance at the rate of $10.00 per week, maximum. Participants enrolled in Experiencial Learning activities (WEP, PRE, INT, SHW, OJT) may or receive transportation assistance through the length of the activity. Those entering into unsubsidized employment, may receive transportation assistance for the first thirty (30) days of employment.

Clothing (CHG)
Participants may receive assistance with the purchase of clothing, shoes, etc., necessary for participation in WIOA activities, or to obtain unsubsidized employment, in an amount not to exceed $450.00 maximum per enrollment.

Supported Employment and Training (SET)

Participants may receive individualized assistance with one-on-one instruction and the support necessary to enable them to complete occupational training and to obtain and retain competitive employment.

Supportive Services and training-related contributions may not exceed $6,000 total per year.

Veteran Priority of Service Policy

Region 10 gives priority for enrollment into WIOA for all levels of services to veterans who seek assistance in the WIOA Adult and Dislocated Worker program. Veterans are informed through verbal and written notices of this service priority. If a person meets the eligibility and selection criteria for services (and there are insufficient resources to cover all requests for assistance), Region 10 gives priority for services to eligible veterans. If there are insufficient funds for training or other services and activities, eligible veterans are given preference for the remaining funds. When there are no funds for services, a waiting list is maintained. Eligible veterans are placed at the top of the waiting list in order of their application date.

One-Stop center partnerships are included in training curriculum on veteran issues for the center. Topics covered include working with Vet preference; the referral process of veterans to obtain case management from DVOPs; and sources for community service referrals for veterans. All IowaWORKS center staff have access to the same information regarding services or our veteran clients. Each partner organization serves as a gateway to workforce services, such as cross-referral, outreach, capacity-building and cross-training of staff.

Program managers monitor the veteran services provided in the One-Stop system. In order to qualify for veteran's preference, a person must provide a copy of his/her DD214 which confirms a discharge other than Dishonorable, and meet eligibility criteria for the designated program. Veterans eligible for services provided through the WIOA Youth, Adult, or Dislocated Worker program(s), and who have separated with an honorable discharge (or under honorable conditions) from the Armed Forces after more than 180 days of active duty – or as determined by a Veterans Representative – are granted priority for selection to receive training services through applicable WIOA program(s). Veterans who do not meet income eligibility criteria for Adult services are considered under the 5 percent eligibility window.

Adult Priority of Service Policy

Adults are also to receive priority of service based upon need. Priority should be given to recipients of public assistance, other low income individuals and individuals who are basic skills deficient. Services are to be provided to those who can benefit from and who are most in need of such opportunities. Region 10 gives priority to individuals who fit one of the three priority populations below.

(1) Receive public assistance
(2) Other low-income indiviudals
    a. Receives or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the Supplemental Nutrition Assistance Program (SNAP), TANF, Supplemental Security Income (SSI) under Title XVI of the Social Security Act, or state or local income-based public assistnce program' or relation to family size, is not in excess of the current U.S. DOL 70 Percent

Lower Living Standard Income Level and U.S. Department of Health and Hman Services Poverty Guidelines or

b. Is a homeless individual, or
c. Is an individual wih a disability whos own income meets the income requirements above, but who is a member ofa family whos income does not meet this requirement.

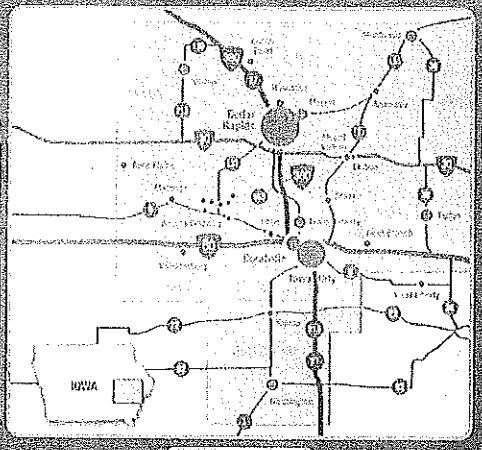
(3) Individuals who are basic skills deficient. The term "basic skills deficient" is defined to mean a youth or adult who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family or in society. Iowa Workforce Development's guidance for making this determination is to include an individual who meets any one of the following:
    a. Lacks a high school diploma or equivalency and is not enrolled in secondary education; or
    b. Scores below 9.0 grade level (8.9 or below) on the TABE; CASAS or other allowable assessments as per National Reporting System (NRS) developed by the U. S. Department of Education's Division of Adult Education and Literacy; or
    c. Is enrolled in Title II adult education (including enrolled for ESL); or
    d. Has poor English language skills (and would be appropriate for ESL even if the individual isn't enrolled at the time of WIOA entry into participation. The career planner makes observations of deficient functioning and records those observations as justification in the data management system or as a case note.
(4) Individuals (non-covered persons) who do not meet the above priorities may be enrolled on a case by case basis with documented managerial approval. The WIOA eligible adult must meet one or more of the following categories of an individual with a barrier to employment:
    a. Displaced homemakers;
    b. Individuals with disabilities;
    c. Older individuals;
    d. Ex-Offenders;
    e. Eligible migrant and seasonal farm workers;
    f. Single parents (including single pregnant women)

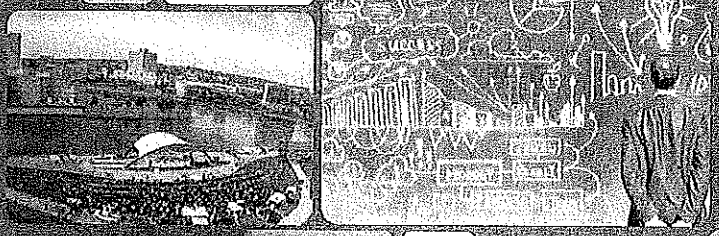
The core partners work together to co-enroll individuals into WIOA services. These individuals are often public assistance recipients through PROMISE JOBS, receiving or in need of a high school diploma equivalency or who may have other barriers such as a disability. Through co-enrollments and better linkages more individuals meeting the adult priority will be served. All Adult enrollments into Training Services are clearly documented with the type of priority they fit into.

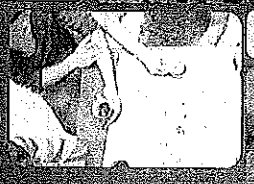
Region 10 also strategically aligns their services with other training services such as GAP and PACE to provide more services to at-risk, priority adults.

iowa's creative corridor

2016







regional laborshed analysis

a study of workforce characteristics

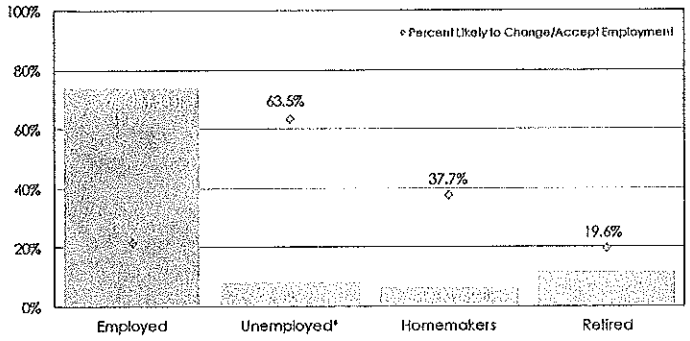
Creative Corridor Laborshed Analysis

A Laborshed is defined as the area or region from which an employment center draws its commuting workers. To determine the approximate boundaries of a Laborshed area, local employers supply the residential ZIP codes of each of their employees. This regional analysis is based on aggregate data from the Benton, Cedar, Iowa, Johnson, Jones, Linn and Washington county Laborshed studies (2,024 total completed surveys).

Occupations and Employment Status in the Creative Corri

Survey respondents from the Creative Corridor were asked to identify their current job title and the industry in which they are currently working. The largest concentration of workers are employed within the office and administrative support; management; or education, training & library occupational categories. The top industries are education; healthcare/ social services; manufacturing; and wholesale & retail trade.

The chart below shows the percentage of respondents by employment status within the Creative Corridor commuting area.



Total Potential Labor Force: 617,155
(entire regional commuting area)

Occupations	% Within Industry
Office & Administrative Support	15.6%
Management	14.6%
Education, Training & Library	8.2%
Production	7.7%
Health Care Practitioners & Technical	6.3%
Sales & Related	6.0%
Business & Financial Operations	5.6%
Construction & Extraction	4.3%
Installation, Maintenance & Repair	4.3%
Transportation & Material Moving	3.8%
Food Preparation & Serving Related	2.8%
Personal Care & Service	2.8%
Architecture & Engineering	2.7%
Computer & Mathematical Science	2.4%
Community & Social Services	2.2%
Health Care Support	2.2%
Building/Grounds Cleaning & Maintenance	1.9%
Life, Physical & Social Science	1.6%
Arts, Design, Entertainment, Sports & Related	1.6%
Legal	1.2%
Protective Service	1.0%
Farming, Fishing & Forestry	0.8%
Military Specific	0.1%

Underemployment

	Total Potential Labor Force
Inadequate Hours	1.4%
Mismatch of Skills	1.4%
Low Income	0.7%
Total Underemployment	3.1%

Individuals may be underemployed for more than one reason but are counted only once for total estimated underemployment.

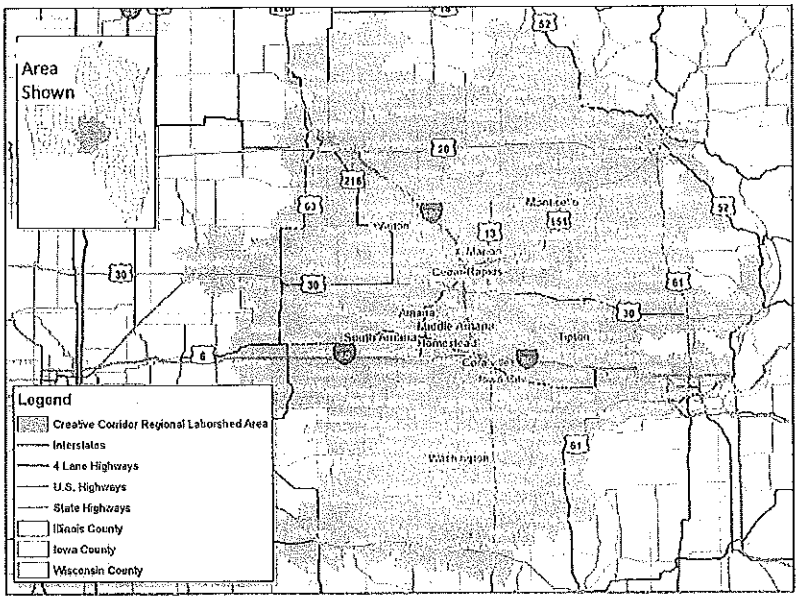
The underemployed are individuals who are working fewer than 35 hours per week but desire more hours; are working in positions that do not meet their skill or education level, or have worked for higher wages at previous employment; or are working at wages equal to or less than the national poverty level and are working 35 or more hours per week.

Employment Levels and Status by Industry

	Total Potential Labor Force	Unemployed	Employed	% Likely to Change Employment	% Unemployed
Education	17.2%	78,182	77.3%	18.9%	4.2%
Healthcare & Social Services	15.1%	68,636	74.1%	24.2%	5.7%
Manufacturing	13.4%	60,900	78.6%	24.7%	10.3%
Wholesale & Retail Trade	13.1%	59,545	70.7%	30.1%	11.9%
Professional Services	7.7%	35,000	83.6%	19.6%	4.0%
Transportation, Communications, Utilities	6.3%	28,636	74.4%	20.7%	10.3%
Finance, Insurance & Real Estate	6.1%	27,727	74.3%	17.9%	6.2%
Public Administration & Government	6.0%	27,273	68.0%	20.5%	5.7%
Construction	4.8%	21,818	77.7%	24.5%	11.8%
Personal Services	4.4%	20,000	77.3%	12.9%	8.8%
Agriculture	3.7%	16,818	91.2%	8.6%	5.8%
Other Non-profit, Religious, Military, etc.	1.1%	5,000	*	*	*
Entertainment & Recreation	1.0%	4,545	63.6%	14.3%	9.1%

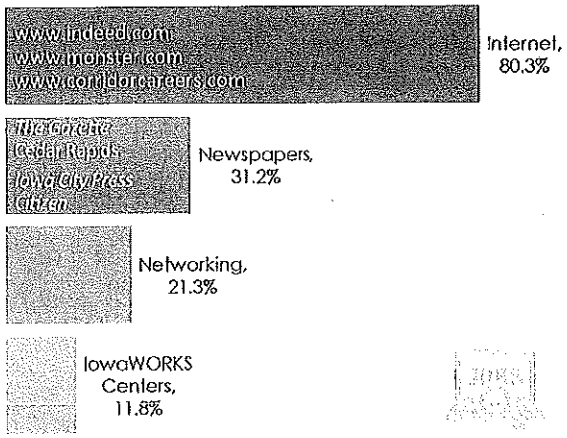
*Insufficient survey data/refused

Creative Corridor Regional Laborshed



Employed - Likely to Change Employment

- 21.9% are likely to change employment
- 15.1% are working multiple jobs
- Currently working an average of 41 hours per week
- Average age is 47 years old
- 29.5% currently working in the professional, paraprofessional & technical occupational category, followed by 24.2% in the production, construction & material handling occupational category
- Most frequently identified job search resources:

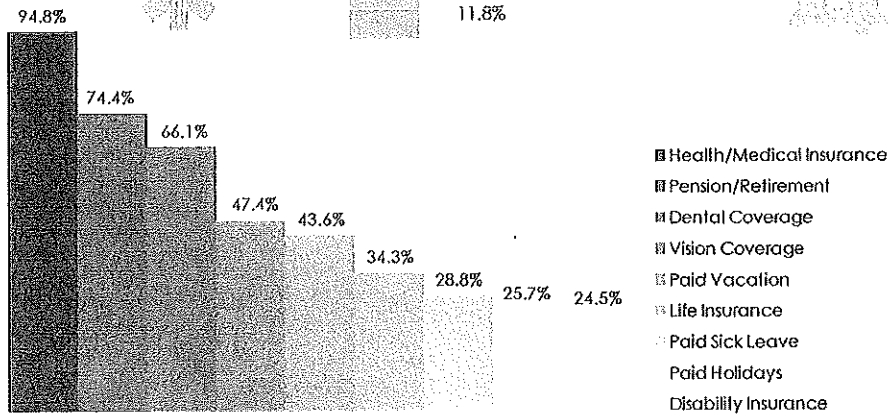


Those who are employed likely to change employment in the Creative Corridor Laborshed area are willing to commute an average of 25 miles one-way for employment opportunities.

Top Benefits of Full-Time Employed

The survey provides respondents an opportunity to identify employment benefits they are currently offered. The chart at right shows the percentage of those who are employed full-time that receive each benefit.

The majority (77.7%) of full-time employed respondents state they are currently sharing the cost of health insurance premiums with their employer while 14.9 percent indicate their employer covers the entire cost.



Education Levels and Median Wages by Industry

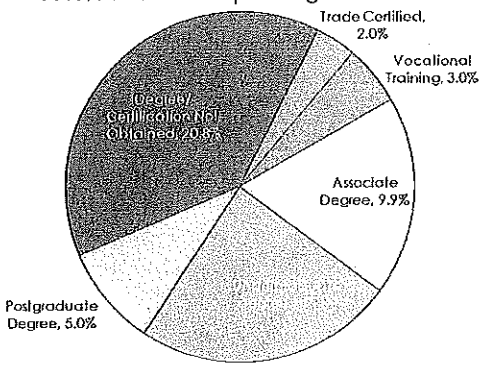
	Education				Median Wages	
	[illegible]	Associate Degree	Undergraduate Degree	Post-Graduate Degree	Salary Wage	Hourly Wage
Agriculture, Forestry & Mining	73.6%	21.1%	26.3%	3.5%	$45,000	$14.00
Construction	59.3%	7.0%	14.0%	*	$50,000	$21.75
Education	88.3%	5.5%	29.5%	38.6%	$58,000	$15.00
Entertainment & Recreation	91.8%	18.2%	31.8%	4.5%	*	$11.33
Finance, Insurance & Real Estate	77.0%	8.0%	43.4%	4.4%	$61,250	$15.25
Healthcare & Social Services	86.5%	21.3%	27.0%	14.2%	$56,500	$14.68
Manufacturing	64.2%	13.3%	19.5%	6.6%	$75,000	$18.30
Personal Services	75.0%	12.5%	22.3%	7.5%	$46,000	$10.50
Professional Services	78.1%	14.8%	22.7%	17.2%	$56,000	$13.75
Public Administration & Government	71.3%	16.4%	22.1%	9.0%	$64,000	$21.64
Transportation, Communication & Utilities	65.0%	3.4%	24.8%	8.5%	$77,500	$17.00
Wholesale & Retail Trade	63.7%	12.7%	19.3%	4.9%	$60,000	$11.00

This table includes all respondents without consideration of employment status, willingness to change/enter employment, or occupation

**Insufficient survey data/refused*

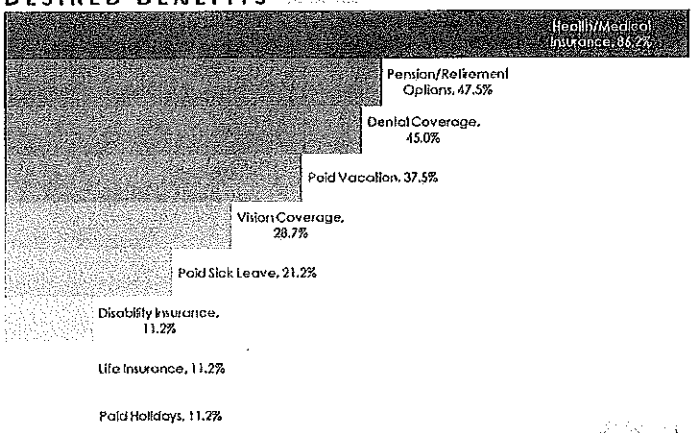
UNEMPLOYED - LIKELY TO ACCEPT EMPLOYMENT

- 7.9% of the region are unemployed*
- 57.6% have become unemployed within the last year
- 63.5% are likely to accept employment
- Average age is 47 years old
- 59.4% are male and 40.6% are female
- **Education:**
  - 53.6% have some post high school education

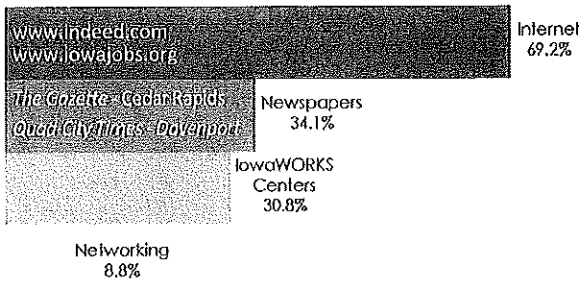


- **Wages:**
  - $13.00/hr - to attract 66% of applicants
  - $15.00/hr - to attract 75% of applicants
  - $10.00/hr - lowest median wage willing to accept
- Willing to commute an average of 26 miles one way for the right opportunity
- 61.4% expressed interest in seasonal and 67.3% in temporary employment opportunities
- 54.5% expressed interest in working varied shifts

DESIRED BENEFITS



TOP UNEMPLOYED JOB SEARCH RESOURCES



**Employment status is self-identified by the survey respondent. The unemployment percentage does not reflect the unemployment rate published by the U.S. Bureau of Labor Statistics, which applies a stricter definition.*

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WCRF
Washington County Industrial Foundation

FOR MORE INFORMATION REGARDING THE CREATIVE CORRIDOR REGIONAL LABORSHED STUDY, CONTACT:

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Cedar Rapids, IA 52401
(319) 730-1425
Email: Brian Crowe, bcrowe@cedarrapids.org

Iowa City Area Development Group
316 E Court Street
Iowa City, IA 52240
(319) 354-3939
Email: DaLayne Williamson, dwilliamson@icadgroup.com
Email: Mark Nolte, mnolte@icadgroup.com

www.iowascreativecorridor.com

IOWA WORKFORCE DEVELOPMENT

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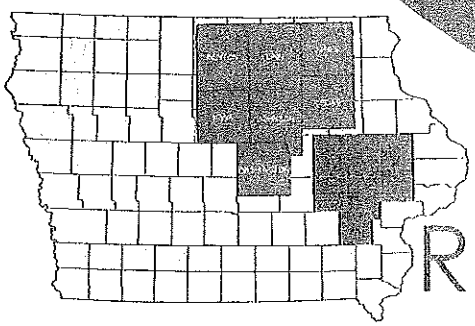
WORKFORCE NEEDS ASSESSMENT

EXECUTIVE SUMMARY

RELEASED 2015



REGIONAL ANALYSIS

BENTON, CEDAR, IOWA, JOHNSON, JONES, LINN AND WASHINGTON COUNTIES

Workforce Needs Assessment: Regional Analysis

The Workforce Needs Assessment Survey is conducted annually by Iowa Workforce Development. Employers provide information regarding both their current level of employment and their current and expected job vacancies. Starting in July 2014, 5,741 employers in the region were contacted. By the close of the survey, 1,305 completed surveys were received by IWD for a response rate of 22.7%. This regional analysis includes aggregate data for the following counties: Benton, Cedar, Iowa, Johnson, Jones, Linn and Washington.

Current Vacancies by Occupational Category

	Percent of Total Vacancies	Average Vacancies per Day
Building & Grounds Cleaning & Maintenance	18.6%	969
Office & Administrative Support	11.1%	579
Sales & Related	11.1%	577
Transportation & Material Moving	7.1%	368
Healthcare Practitioner & Technical	6.4%	333
Computer & Mathematical Science	5.8%	301
Food Preparation & Serving Related	5.5%	289
Management	4.4%	230
Production	4.2%	220
Business & Financial Operations	3.3%	169
Architecture & Engineering	3.2%	165
Construction & Extraction	2.8%	148
Installation, Maintenance & Repair	2.7%	138
Education, Training & Library	2.5%	128
Farming, Fishing & Forestry	2.3%	122
Community & Social Services	2.2%	113
Healthcare Support	1.8%	93
Life, Physical & Social Science	1.7%	91
Protective Service	1.5%	77
Arts, Design, Entertainment, Sports & Related	1.2%	63
Personal Care & Service	0.5%	26
Legal	0.1%	8
Military Specific	0.0%	2
Total	100%	5,209

Iowa Workforce Development's job bank
Totals may vary due to rounding methods

Overall Vacancy Data

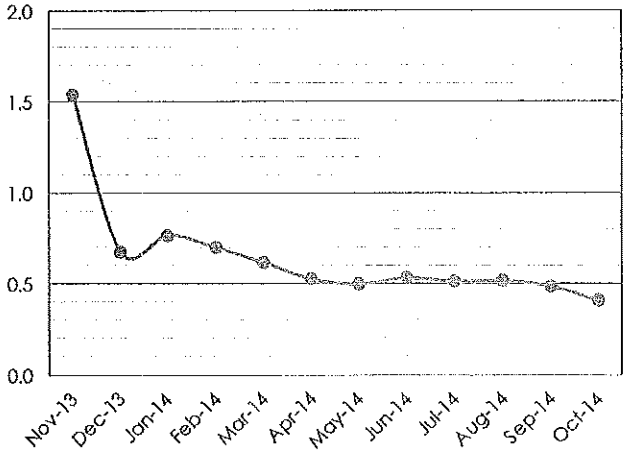
- 32.4% of respondents within the region reported current or anticipated job vacancies
- 68,462 estimated vacancies reported per Iowa Workforce Development's job bank (November 2013 - October 2014)
- Healthcare & social services (20.9%); Wholesale & retail trade (15.4%); manufacturing (10.5%); and accommodation & food services (10.0%) industries reported the highest volume of current vacancies
- 18.6% of current vacancies are within the building & grounds cleaning & maintenance occupational category followed by 11.1% within the office & administrative support occupational category and 11.1% within the sales and related occupational category
- Large employers (100+ employees) accounted for 6.6% of survey responses and 40.9% of the total job vacancies in the region

Workforce Demand

Unemployed per Job Vacancy

(approximately 1.7 job vacancies for every unemployed person)

- 18,493 Estimated Average Monthly Job Vacancies[1]
- 10,896 Estimated Unemployed Persons[2] Per Month



Vacancy Rate by Industry

	Regional Employment	Vacancy Rate
Management	1,461	5.4%
Public Administration	7,770	4.0%
Professional & Technical Services	7,034	3.9%
Construction	10,658	3.5%
Healthcare & Social Services	34,575	3.5%
Transportation & Warehousing	12,690	3.4%
Accommodation & Food Services	18,439	3.2%
Personal Services	5,964	3.0%
Wholesale & Retail Trade	34,379	2.6%
Administrative & Waste Services	12,792	2.5%
Manufacturing	33,290	1.8%
Agriculture & Mining	1,258	1.7%
Information	7,708	1.7%
Arts, Entertainment & Recreation	2,396	1.1%
Finance, Insurance & Real Estate	14,175	1.1%
Educational Services	30,679	0.7%
Utilities	1,671	0.2%

Annual 2013 total regional employment data from BLS
Totals may vary due to rounding methods

[1] *Iowa Workforce Development Job Bank*
[2] *Bureau of Labor Statistics, Local Area Unemployment Statistics*

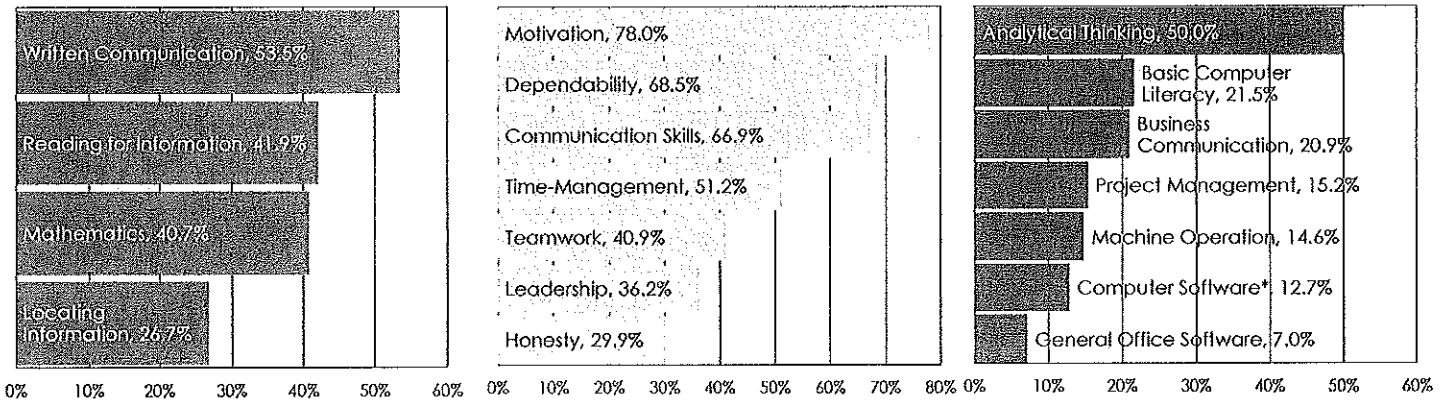
Percentage of Employers That Perceive a Lack of Skills Among Applicants

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Applicants fulfill all necessary requirements for the job	6.5%	25.4%	34.7%	26.6%	6.8%
Applicants possess the basic skills required for the job	3.1%	17.7%	30.3%	33.9%	15.0%
Applicants possess the soft skills required for the job	7.2%	23.4%	36.1%	27.3%	6.0%
Applicants possess the occupational skills required for the job	9.4%	28.8%	32.5%	22.3%	7.0%
Applicants are often disqualified due to controlled substance testing	46.6%	18.0%	27.3%	5.4%	2.7%
Applicants are often disqualified for failure to pass a background check	34.8%	20.1%	24.6%	14.6%	5.6%

20.8%
BASIC SKILLS
(Includes: literacy, numeracy, basic computer skills and organization)

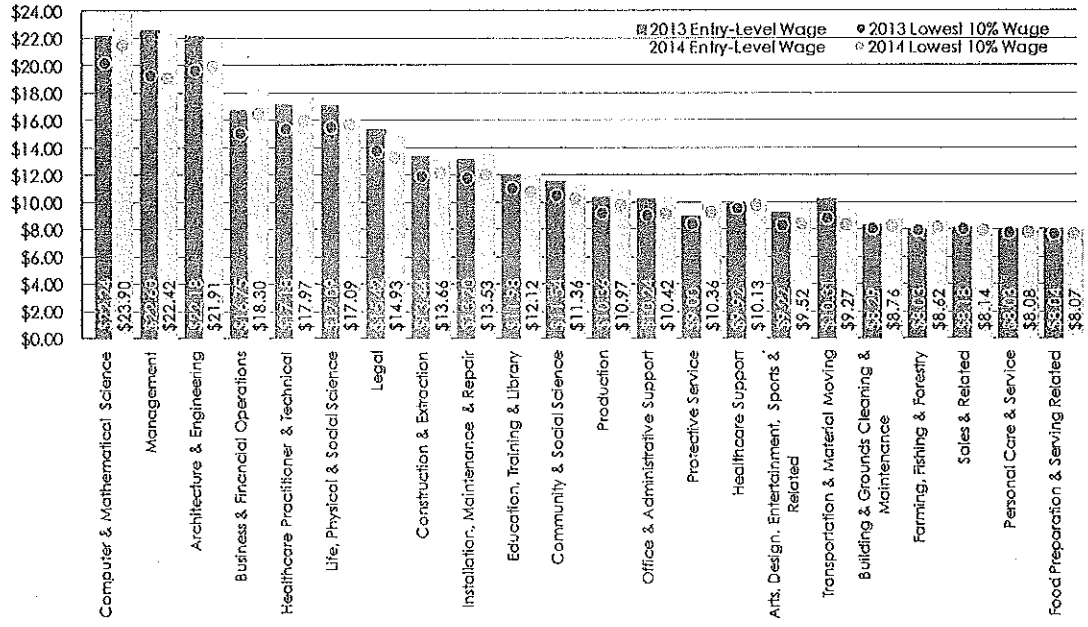
30.6%
SOFT SKILLS
(Includes: timeliness, responsibility, teamwork, integrity and self-esteem)

38.2%
HARD SKILLS
(Includes: analytical skills, physical ability, knowledge and experience)



*Job specific

Hourly Wages by Occupational Category



Iowa Wage Survey estimates

Future Workforce Plans

MAINTAIN

- 67.1% of employers plan to maintain their workforce

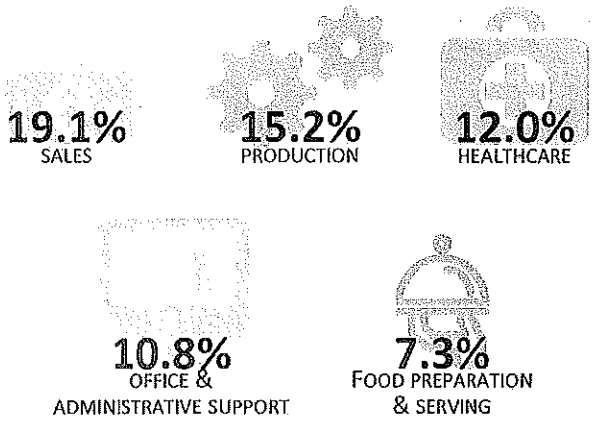
EXPAND

- 31.5% of employers plan to expand their workforce
  - 83.8% plan on expanding within 12 months
  - 10.3% plan on expanding in one to two years
  - Top reasons for payroll expansion include: to meet current market demands; increase share of existing market; and to enter into new markets

REDUCE

- 1.4% of employers plan to reduce their workforce
  - 60.0% plan on reducing within 12 months
  - 40.0% plan on reducing in one to two years
  - Top reasons for payroll reduction include: business sale or closure; closing of an existing location; and changes in tax or regulatory burdens

Top Occupational Categories by Planned Payroll Expansion



Planned Payroll Expansion by Industry

	Percent of Each Industry	Percent of Total Expansions
Professional & Technical Services	21.6%	18.2%
Wholesale & Retail Trade	9.5%	18.2%
Healthcare & Social Services	10.8%	12.9%
Manufacturing	15.6%	11.3%
Administrative & Waste Services	22.7%	7.6%
Construction	8.3%	7.6%
Accommodation & Food Services	7.3%	6.1%
Transportation & Warehousing	14.6%	4.5%
Finance, Insurance & Real Estate	4.9%	3.8%
Personal Services	4.8%	3.0%
Educational Services	6.1%	2.3%
Information	9.7%	2.3%
Management	16.7%	1.5%
Public Administration	2.3%	0.8%
Agriculture & Mining	0.0%	0.0%
Arts, Entertainment & Recreation	0.0%	0.0%
Utilities	0.0%	0.0%

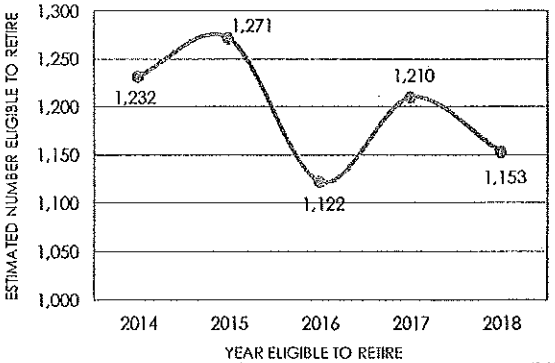
*Insufficient data reported

Recruitment Period for Job Openings

Retirements

- 11,724 employees in the region are currently over the age of 64
  - Representing 4.9% of the total regional workforce
- 51.7% are male and 48.3% are female
- Of those retiring in the next five years, 26.6% are within the manufacturing industry; followed by 21.5% within the healthcare & social services industry and 7.9% within the wholesale & retail trade industry

Estimate of Newly Eligible to Retire



IOWA WORKFORCE DEVELOPMENT

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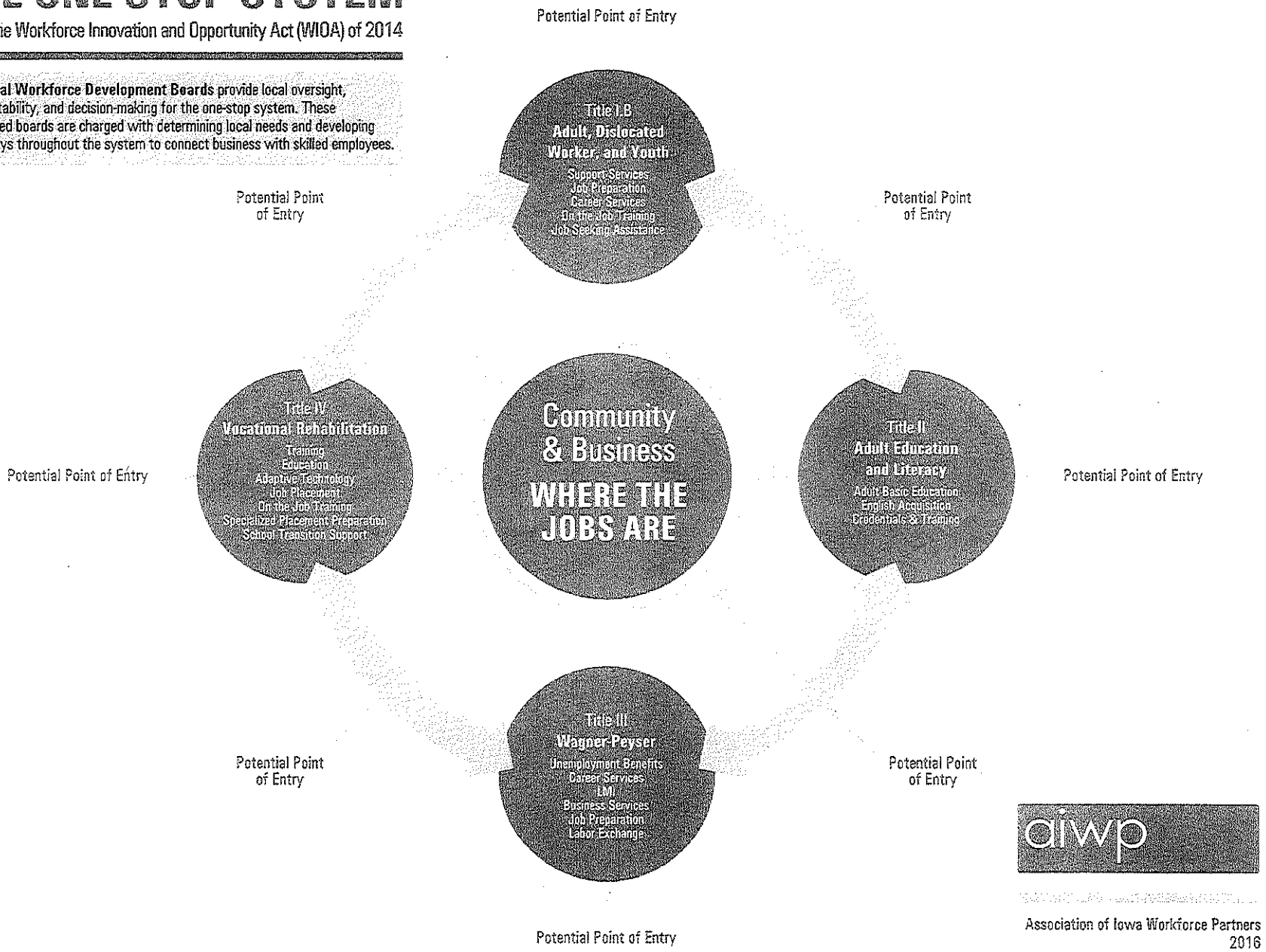
www.iowaworkforcedevelopment.gov

THE ONE-STOP SYSTEM

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

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



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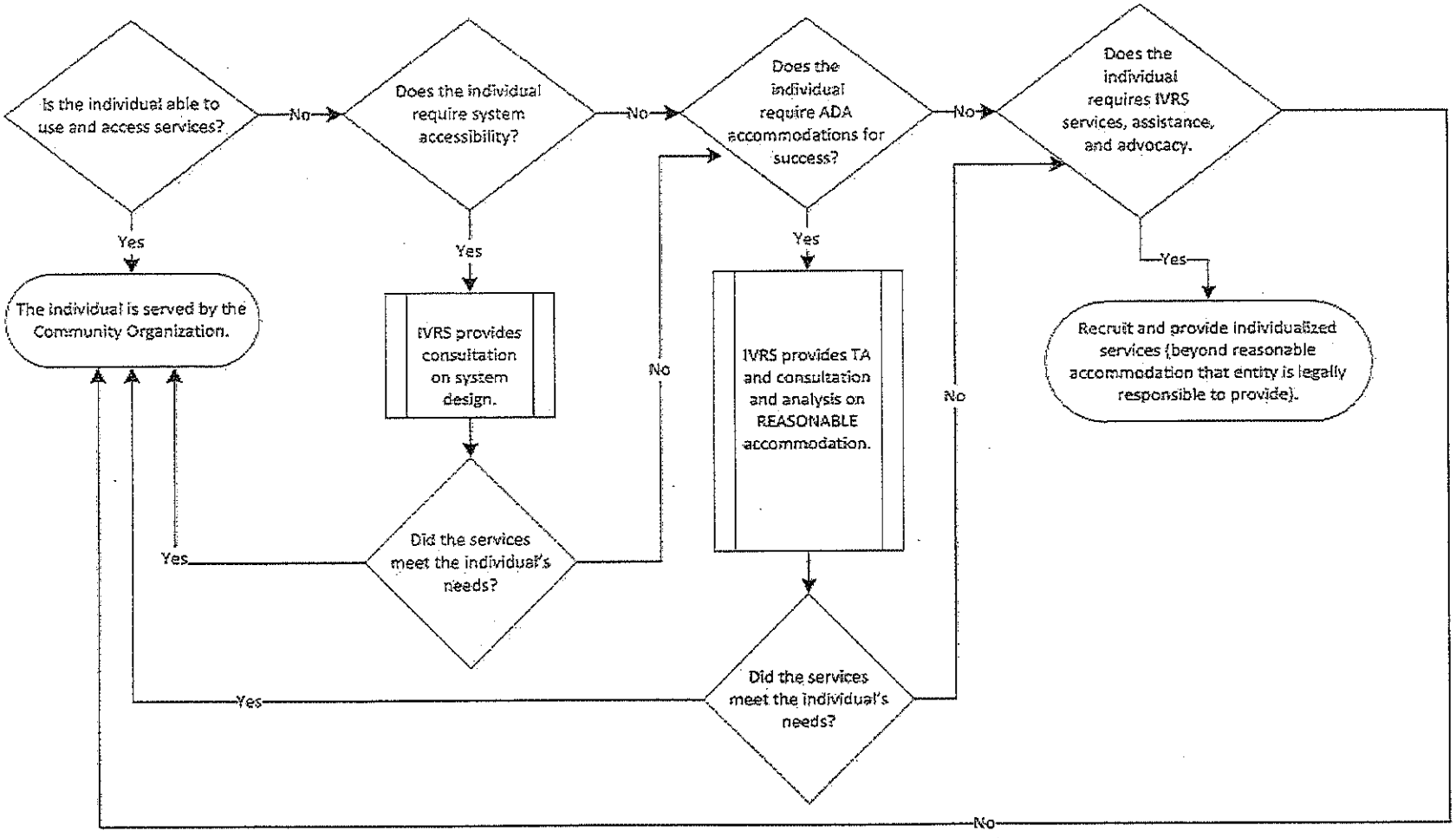
Association of Iowa Workforce Partners
2016

IVRS Integration Plan



Adult Priority of Service Policy

Adults are also to receive priority of service based upon need. Priority should be given to recipients of public assistance, other low income individuals and individuals who are basic skills deficient. Services are to be provided to those who can benefit from and who are most in need of such opportunities. Region 10 gives priority to individuals who fit one of the three priority populations below.

(1) Receive public assistance
(2) Other low-income indiviudals
    a. Receives or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the Supplemental Nutrition Assistance Program (SNAP), TANF, Supplemental Security Income (S$I) under Title XVI of the Social Security Act, or state or local income-based public assistnce program' or relation to family size, is not in excess of the current U.S. DOL 70 Percent Lower Living Standard Income Level and U.S. Department of Health and Hman Services Poverty Guidelines or
    b. Is a homeless individual, or
    c. Is an individual wih a disability whos own income meets the income requirements above, but who is a member ofa family whos income does not meet this requirement.
(3) Individuals who are basic skills deficient. The term "basic skills deficient" is defined to mean a youth or adult who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family or in society. Iowa Workforce Development's guidance for making this determination is to include an individual who meets any <u>one</u> of the following:
    a. Lacks a high school diploma or equivalency and is not enrolled in secondary education; or
    b. Scores below 9.0 grade level (8.9 or below) on the TABE; CASAS or other allowable assessments as per National Reporting System (NRS) developed by the U. S. Department of Education's Division of Adult Education and Literacy; or
    c. Is enrolled in Title II adult education (including enrolled for ESL); or
    d. Has poor English language skills (and would be appropriate for ESL even if the individual isn't enrolled at the time of WIOA entry into participation. The career planner makes observations of deficient functioning and records those observations as justification in the data management system or as a case note.
(4) Individuals (non-covered persons) who do not meet the above priorities may be enrolled on a case by case basis with documented managerial approval. The WIOA eligible adult must meet one or more of the following categories of an individual with a barrier to employment:
    a. Displaced homemakers;
    b. Individuals with disabilities;
    c. Older individuals;
    d. Ex-Offenders;
    e. Eligible migrant and seasonal farm workers;

f. Single parents (including single pregnant women)

The core partners work together to co-enroll individuals into WIOA services. These individuals are often public assistance recipients through PROMISE JOBS, receiving or in need of a high school diploma equivalency or who may have other barriers such as a disability. Through co-enrollments and better linkages more individuals meeting the adult priority will be served. All Adult enrollments into Training Services are clearly documented with the type of priority they fit into.

Region 10 also strategically aligns their services with other training services such as GAP and PACE to provide more services to at-risk, priority adults.

Support Services Policy

Adult and Dislocated Workers Support Services

Dependent Care (DPC)
Participants enrolled in IST, SEC and SUG may be eligible to receive assistance with dependent/childcare expenses not to exceed $2.50/hour/child. Reimbursement for dependent/childcare expenses will be made to the participant and will not be reimbursed if the provider is the spouse/parent of child.

Financial Assistance (FAS)
Emergency assistance payable to a vendor that will enable the participant to participate in WIOA activities. Allowable FAS services include, but are not limited to:
- Housing assistance
- Eyeglasses repair
- Auto repair
- ($500 maximum per enrollment)

Miscellaneous Services (MSS) (as occupationally required)
- Bonding as required
- Required tools
- Application and licensing fees related to education and/or employability.
- Other occupationally required licenses
- ($500 maximum per enrollment)

Health Care (HLC) – Physical or eye exam ($150.00 maximum per enrollment)

Relocation (RLT) for a bona fide job out of the area (50 mile minimum). The job must provide a self-sufficient wage ($500.00 maximum per enrollment)

Services for Individuals with Disabilities (SID) ($200 maximum per enrollment)

Transportation (TRN) $.35 per mile. Ten (10) miles round trip minimum and 100 miles per day maximum for mileage reimbursement; bus passes within the municipality will be utilized for all distances, whenever possible. Available to participants enrolled in Institutional Skills Training, Remedial Basic Skills Training, Secondary Education Certification, or Skills Upgrading. Participants enrolled in JSP may receive transportation assistance at the rate of $10.00 per week, maximum. Participants in unsubsidized employment may receive transportation assistance for the first thirty (30) days or until the first paycheck is received, whichever comes first.

Clothing (CHG) Participants may receive assistance with the purchase of clothing, shoes, etc., necessary for participation in WIOA activities or to obtain unsubsidized employment, in an amount not to exceed **$450.00 maximum per enrollment.**

Supported Employment and Training (SET) ($500 maximum per enrollment)
Supportive Services and training-related contributions may not exceed $6,000 total per year.

Youth Support Services

Dependent Care (DPC)
Participants enrolled in a training based activity be eligible to receive assistance if denied by other DPC funding sources. Reimbursement for dependent/childcare expenses will not to exceed $2.50 an hour per child. Reimbursement for dependent/childcare expenses will be made to the participant and will not be reimbursed if the provider is the spouse/parent of child.

Financial Assistance (FAS)
Emergency assistance payable to a vendor that will enable the participant to participate in WIOA activities. Allowable FAS services include, but are not limited to:
- Housing assistance
- Eyeglasses repair
- Auto repair
- ($1,000 maximum per enrollment)

Miscellaneous Services (MSS) (as occupationally required)
- Bonding as required
- Required Tools
- Application and licensing fees related to education and employability.
- Other occupationally required licenses
- ($500.00 maximum per enrollment)

Health Care (HLC) – Physical, eye exam, or eyeglasses ($150.00 maximum per enrollment)

Relocation (RLT) for a bona fide job out of the area (50 mile minimum). The job must provide a self-sufficient wage ($500.00 maximum per enrollment)

Services for Individuals with Disabilities (SID) ($500 maximum per enrollment)

Transportation (TRN)
$.35 per mile. Ten (10) miles round trip minimum for mileage reimbursement; bus passes within the municipality will be utilized for all distances, whenever possible. Available to participants enrolled in Institutional Skills Training, Remedial Basic Skills Training, Secondary Education Certification, Leadership, or Skills Upgrading. Participants enrolled in JSP may receive transportation assistance at the rate of $10.00 per week, maximum. Participants enrolled in Experiencial Learning activities (WEP, PRE, INT, SHW, OJT) may or receive transportation assistance through the length of the activity. Those entering into unsubsidized employment, may receive transportation assistance for the first thirty (30) days of employment.

Clothing (CHG)
Participants may receive assistance with the purchase of clothing, shoes, etc., necessary for participation in WIOA activities, or to obtain unsubsidized employment, in an amount not to exceed $450.00 maximum per enrollment.

Supported Employment and Training (SET)

Participants may receive individualized assistance with one-on-one instruction and the support necessary to enable them to complete occupational training and to obtain and retain competitive employment.

Supportive Services and training-related contributions may not exceed $6,000 total per year.

Regional Advisory Board Bylaws

Region 10

1. Board Officers

The officers of the Regional Advisory Board of Directors are the Chairperson and Vice Chairperson.

2. Election and Term of Office

Amended 6/28/07

a. The Chairperson and Vice Chairperson shall be elected for a two year term. The Chairperson and Vice Chairperson shall not be from the same political party.
b. Selection of the Chairperson and Vice Chairperson shall be done by the Regional Advisory Board in May of each year.
c. The Chairperson and Vice Chairperson shall assume office upon election.
d. If the position of Chairperson or Vice Chairperson becomes vacant, the vacancy shall be filled by Regional Advisory Board action.

3. Chairperson

a. The Chairperson shall represent the Regional Advisory Board and has the authority to speak on its behalf at local forums, public hearings, etc.
b. The Chairperson shall preside at the meetings of the Regional Advisory Board.
c. The Chairperson shall appoint chairs and members of all standing committees and may appoint such other ad hoc committees as deemed necessary.
d. The Board shall meet at the call of the Chairperson or when a majority of members of the Board file a written request with the Chairperson for a meeting. Written notice of the time and place of each meeting shall be given to each member of the Regional Advisory Board.
e. The Chairperson shall provide leadership to the Regional Advisory Board and shall orient the new Regional Advisory Board.

4. Vice Chairperson

a. The Vice Chairperson shall in the absence of the Chairperson, perform the duties of the Chairperson.
b. The Vice Chairperson shall assist the Chair in the orientation of new Regional Advisory Board members.
c. The Vice Chairperson shall perform other duties assigned by the Chairperson or the Regional Advisory Board.

5. Alternate and Ex Officio Members

a. Regional Advisory Board members may select alternates to represent them during the Regional Advisory Board meetings. Alternates do not have voting privileges.
b. Ex Officio members are allowed at the discretion of the Regional Advisory Board. Ex Officio members do not have voting privileges.

6. Board Meetings – Quorum

a. A simple majority of the voting members of the Regional Advisory Board constitutes a quorum. If a quorum is present at a meeting of the Regional Advisory Board, the approval of a simple majority of the voting Regional Advisory Board members present is required to take action.

Amended 4/26/12

7. Conflict of Interest

If a member of the RWIB has an interest, either direct or indirect, in a purchase agreement, contract or award, the interest shall be disclosed to the RWIB and shall be set forth in the minutes of the meeting. The member having the interest shall not participate in any action by the RWIB.

1. The provision does not limit the right of a member of the RWIB to acquire an interest in bonds, or limit the right of a member to have an interest in a bank or other financial institution in which the funds of Iowa Workforce Development are deposited or which is acting as a trustee or paying agent under a trust indenture to which Iowa Workforce Development is a party.

2. If the chair, or any other RWIB Member, serves on any board that deals with workforce development issues, to avoid the appearance of conflict of interest the process shall be as follows:

   a. The Chair would step down for the motion and abstain from voting on any issue pertaining to any and all boards on which he/she serves.
   b. Any Board Member would have to abstain his/her vote on any issue pertaining to any and all boards on which he/she serves.

8. Committees

The Regional Advisory Board may establish standing or temporary committees as necessary. Any standing committee created will be modified into these procedures.

An Executive Committee will be established to conduct necessary business in between regular or special meetings of the Regional Advisory Board. This committee will consist of the Chairperson, Vice Chairperson and one member at-large. All three sectors, business, labor and public will be represented on the Executive Committee. The at-large member shall be elected at the same meeting as the Chairperson and Vice Chairperson. The purpose of this committee is to only conduct business that cannot wait for action by the full board and is not intended to circumvent the powers, duties and responsibilities of the Regional Advisory Board.

Amended 6/28/07

An Audit Committee will be established to review fiscal reports and report their findings to the Board.

9. Regional Advisory Board Support

Regional Advisory Board support will be provided by Iowa Workforce Development staff.

10. Revision of Procedures

The Regional Advisory Board procedures may be modified with the consent of the Board with the exception of items 2(a-c), 3(d), 5(a-b), and 6(a-b).

Adopted March 18, 1997

EEO Grievance Procedure

This section contains the procedure to be used to file a WIOA- related complaint in IWD Region 10. Complaints may be filed with the Coordinating Service Provider to resolve alleged violations of the Workforce Innovation Opportunity Act (WIOA), Federal or State regulations, grant agreement, contract or other agreements under the Act.

Filing a Complaint

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

Content of the Complaint

Complaints must be clearly portrayed as such and meet the following requirements:

1) Complaints must be legible and signed by the complainant or the complainant's authorized representative;

2) Complaints must pertain to a single subject, situation or set of facts and pertain to issues over which the State has authority (unless appealed from the local level);

3) The name, address and phone number (or TDD number) must be clearly indicated. If the complainant is represented by an attorney or other representative of the complainant's choice, the name, address and phone number of the representative must also appear in the complaint;

4) Complaints must state the name of the party or parties complained against and, if known to the complainant, the address and telephone number of the party or parties complained against;

5) Complaints must contain a clear and concise statement of the facts, including pertinent dates, constituting the alleged violations;

6) Complaints must cite the provisions of WIOA regulations, grant agreements, or other agreements under WIOA believed to have been violated, if applicable. Complaints alleging a program violation not covered under the WIOA will be referred to the appropriate organization;

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

8) Copies of documents supporting or referred to in the complaint must be attached to the complaint; and

9) Complaints must be addressed to:

Coordinating Service Provider

Iowa Workforce Development

IowaWORKS

4444 1st Ave, NE -Suite 436

Cedar Rapids, Iowa 52402

Local Oversight and Monitoring Policy

File Review Process:

Region 10 takes measures to double check all eligibility items, the steps completed for intensive and training activities and financial paperwork and calculations.

Verification Process:

Information obtained on the applicant's application will be verified for an eligibility determining criteria per the WIOA Verification Guidelines WIOA handbook.

A sampling system for in-house monitoring is established to verify the eligibility of a random sample to 10 percent of all the participants newly enrolled and still active during each quarter. This verification will be conducted by administrative entity staff and involves the following procedures:

- Sampling process
- Verification
- Individual verification reports
- Corrective Action
- Follow-up on corrective action

Fiscal and Program Monitoring

Region 10 completes both Fiscal and Program monitoring as scheduled by the state WIOA program and fiscal staff so that local policies and procedures are monitored for compliance to the state WIOA Handbook and federal regulations per the WIOA Handbook.

Kirkwood Community College also undergoes an independent audit which includes WIOA programs.

The RWDB has established an audit committee to review fiscal and monitoring reports.

In addition to the state provided monitoring events, Region 10 has internal controls in place to help ensure that state WIOA Handbook policies and procedures and Field Memos and other directives received from the state are followed and may include use of the following:

- WIOA training modules as needed
- WIOA local training as needed
- Review of eligibility of enrollments by Region 10 WIOA director or designee
- Approval of training plans by Region 10 WIOA director or designee
- Quarterly review of performance results with staff and RWDB/CEO boards

Region 10 WIOA Board List

Category	Name and Business Title	Business Name and Address	Phone Number	Email Address	Term
County Official, Chair	Linda Langston, Linn County Supervisor	Administrative Office Building 935 2nd St SW Cedar Rapids, IA 52404	319.892.5000W 319.892.5009F 319.363.6096H	linda.langston@linncounty.org	
Business, Vice Chair	Patty Manuel	Maquoketa Valley Electric Coop 109 N. Huber St Anamosa, IA 52205	319.462.3542 W 319.462.3217 F	pmanuel@mvec.coop	6/30/2016
Business	Steve Olson	West Chester Savings Bank PO Box 517 Washington, IA 52353-0517	319.653.2265 W 319.653.4195 F 319.653.5440 H	steve.olson@wcsbank.com	6/30/2016
Business	Julie Perez	Toyota Financial Services 5005 North River Blvd NE Cedar Rapids, IA 52411	319.221.2708 W 319.221.3085 F 319.393.5721 H	julie_perez@toyota.com	6/30/2018
City Official	Vacant, City of Marion Mayor	City of Marion 1225 6th Ave Marion, IA 52302	319.743.6301W		
Business	Terry Jones	Jones Enterprises LLC 2287 NN Ave Williamsburg, IA 52361	319.668.1662 W 319.330.3844 C	tsjcomm@gmail.com	6/30/2016
Business	Kristy Lyman	Transamerica 4333 Edgewood Rd NE Cedar Rapids, IA 52499	319.355.4035 W	kristy.lyman@transamerica.com	6/30/2018
Labor	Pat Loeffler	Carpenters Local 308 350 Waconia Ct SW Cedar Rapids, IA 52404	319.363.0279 W 319.363.9379 F 319.550.5484 H	ploeffler@carpentersunion.org	6/30/2018
Labor	Michaela Parbs	3345 57th St Ln Center Point, IA 52213	319.295.3696 W 319.560.5403 C 319.443.2161 H	mlparbs@rockwellcollins.com	6/30/2018

Region 10 WIOA Board List

Labor	Susie Weinacht	RWDSU-UFCW Local 110 526 F Ave NW Cedar Rapids, IA 52405	319.363.4525 W 319.363.2939 F 319.210.0895 H	SusW1201@gmail.com	6/30/2018
Community College	Marcel Kielkucki	Kirkwood Community College PO Box 2068 Cedar Rapids, IA 52406	319.784.1513 W 319.398.5642 F	marcel.kielkucki@kirkwood.edu	6/30/2016
Education	Mark Schneider	Mid-Prairie Community Schools PO Box 150 Wellman, IA 52356	319.646.6093 W 319.646.2093 F	mschneider@mid-prairie.k12.ia.us	6/30/2018
Labor	Gary Dunham	5000 J St. SW Cedar Rapids, IA 52404	(319) 365-1461	gdunham@iowalabor.com	
Labor	Wayne Frauenholtz	204 N Downey St, West Branch IA 52358	319.930.1196	wrfrauen@Lcom.net	
Economic Development Ex Officio Member	Allison Antes	Cedar Rapids Metro Economic Alliance 501 1st St SE Cedar Rapids, IA 52401	319.730.1422 W	aantes@cedarrapids.org	
Economic Development Ex Officio Member	Doug Elliott	East Central Iowa Council of Governments 700 16th St Ste 301 Cedar Rapids, IA 52402	319.365.9941	Doug.elliott@ecicog.org	
Economic Development Ex Officio Member	Kellie Elliott-Kapparos	Heritage Agency on Aging 6301 Kirkwood Blvd SW Cedar Rapids, IA 5204	319.398.5559 W	kelliot@kirkwood.edu	
Vocational Rehabilitation Agency Ex Officio Member	Melody Graham	Goodwill Industries 1410 S 1st Ave Iowa City, IA 52240	319.337.4158 W	mgraham@goodwillheartland.org	
Higher Education Ex Officio Member	Keith Stamp	Grant Wood AEA 4401 6th St SW Cedar Rapids, IA 52404	319.399.6850 W	kstamp@gwaea.org	

Region 10 WIOA Board List

Adult Education/ Literacy Ex Officio Member	Laurie Worden	The Workplace Learning Connection 1770 Boyson Rd Hiawatha, IA 52233	319.398.1040	lworden@kirkwood.edu	
Vocational Rehabilitation Agency Staff Member	Holly Mateer	Vocational Rehabilitation 4444 First Ave NE Ste 436 Cedar Rapids, IA 52402	319.294.9308 W	holly.mater@iowa.gov	
Economic Development Ex Officio Member	DeLayne Williamson	Iowa City Area Development Group 316 E Court St Iowa City, IA 52240	319.354.3939	dwilliamson@icadgroup.com	
Higher Education Staff Member	Kim Becicka	Kirkwood Community College PO Box 2068 Cedar Rapids, IA 52406	319.398.5548 W	kim.becicka@kirkwood.edu	
Higher Education Staff Member	Carla Andorf	IowaWORKS 4444 First Ave NE Ste 436 Cedar Rapids, IA 52402	319.365.9474 ext 31101 W	carla.andorf@iwd.iowa.gov	
Vocational Rehabilitation Agency Staff Member	Monica Brockway	Vocational Rehabilitation Eastdale Plaza 1700 S 1st Ave Ste 25D Iowa City, IA 52240	319.354.4766 W	monica.brockway@iowa.gov	
Higher Education Staff Member	Liya Fitzpatrick	IowaWORKS 4444 First Ave NE Ste 436 Cedar Rapids, IA 52402	319.365.9474 ext 31307 W	liya.fitzpatrick@iwd.iowa.gov	
Wagner-Peyser Staff Member	Carlos Vega	IowaWORKS 4444 First Ave NE Ste 436 Cedar Rapids, IA 52402	319.365.9474 ext 31104 W	carlos.vega@iwd.iowa.gov	
Wagner-Peyser Staff Member	Scott Mather	IowaWORKS 4444 First Ave NE Ste	319.365.9474 ext 31137 W	Scott.mather@iwd.iowa.gov	

Region 10 WIOA Board List

		436 Cedar Rapids, IA 52402			

#	Commenter	Section/Topic	Comment Summary	Response
1	Debbie Dowell	Form 1-Section 0-Board Details	See comments received	Comment Reviewed: Board chair starting July 1, 2016 represents business (Maquoketa Electric).
2	Keri Osterhaus	Form 1 Section 2-Core Partners Identified		Changed in Plan: Keri.Osterhaus@blind.state.ia.us 515-281-1281 (phone) (515) 242-5781 (fax)
3	Keri Osterhaus Debbie Dowell Alex Harris	Form 2 Section 0-Economic Analysis		Added to Plan: Specific occupations within our in-demand occupations regionally include Certified Nursing Assistants, Medical Lab Technicians, Nurses, Welders, CNC Operators, customer service/call-center specialists, Class A and B truck drivers, and food service workers. Data was compiled by Iowa Workforce Development in its 2015 regional labor shed analysis, as well as the Regional Workforce Needs Assessment. For the Regional Workforce Needs Assessment, IWD staff contacted local businesses and industries, starting in July of 2014. Of the 5,741 business contacted, 1,305 returned completed surveys. For the Regional labor shed analysis, IWD analyzed 2,024 surveys compiled from aggregate data from labor shed studies covering Region 10. Benefit planning is available to individuals with a disability as a core services through Iowa Vocational Rehabilitation Services and the Ticket to Work Program offered at IowaWORKS. These programs address the economic needs of one-stop customers with disabilities who are accessing services and entering employment. Comment Reviewed: As a core partner within WIOA, Iowa Department for the Blind (IDB) expertise in accessible documents will be utilized to assist other partners in reviewing documents and forms are accessible and linkage with IDB services to create accessible documents.
4	Alex Harris Debbie Dowell Keri Osterhaus	Form 2-Workforce Analysis		Added to Plan: At-risk citizens include anyone with a barrier to accessing employment including English Language Learners, veterans, ex-offenders, TANF recipients, youth, and older workers. There are approximately sixty customers enrolled in the older worker program in partnership with the Heritage Agency on Aging which assists in leveraging capacity and gives workers over age 55 access to an older worker

employment specialist. Vocational Rehabilitation provides 50% of the salary for this position. For veterans, IVRS has a memorandum of understanding with the veterans administration hospital and Vocational Rehabilitation and Employment chapter 31 This partnership allows for a veteran to receive assistance from both state and federal VR entities.

US Census Data available from the 2014 American Community Survey (ACS) shows there are 22,650 individuals in Region 10 that lack a high school diploma. 4,208 of these individuals lacking a HS diploma are between the ages of 18 and 24. Over 70 percent of those lacking a high school diploma reside in Linn and Johnson counties. 2014 ACS data also identifies 30,653 individuals ages 5 and older that speak a language other than English at home. 94 percent of these individuals reside in Washington, Linn and Johnson counties, with nearly 60 percent of the regional total residing in Johnson County.

Data compiled in the 2015 Regional Workforce Needs Assessment identified that 20.8 percent of employers that completed the survey found workers are lacking basic skill such as written communication, reading for information, and mathematics. 30.6% of respondents identified soft skills, such as motivation, dependability, time-management, and communication skills, as lacking. However, 38.2% of respondents identified hard skills as lacking. These included skills such as analytical thinking, basic computer literacy, and business communication.

Unemployment Data - US Census Bureau 2010-2014								
	State of Iowa	Benton	Cedar	Iowa	Johnson	Jones	Linn	Washington
Ages 16-19	16.5	13.5	14.8	4.7	13.0	14.0	15.5	12.2
Ages 20-24	9.5	12.9	8.8	3.7	5.5	5.6	9.2	7.3
Below Poverty in past	20.1	14.1	16.0	16.2	8.4	38.1	18.7	29.9

				12 mo. | | | | | | | | | Disabled | 12.7 | 7.2 | 11.3 | 9.7 | 9.8 | 18.8 | 14.2 | 15.6 Less than HS Graduate | 10.7 | 4.6 | 4.7 | 5.5 | 3.3 | 17.8 | 8.4 | 10 Above are unemployment rates for youth, low income, disabled and non-high school graduates. Fortunately, Region fairs well compared to the state of Iowa regarding youth and young adults working. Most counties are at or below the state rate. As expected those who report living below the poverty threshold in the past 12 months have higher unemployment rates. The rates for most counties in region 10 is lower than the state rate, except for two outliers of Jones and Washington Counties. Those with disabilities also report higher rates of unemployment than the overall population. Two counties have higher rates than the state overall (Linn, Jones and Washington). Lack of transportation options in Washington and Jones could be one reason for higher unemployment rates for disabled. Those with less than a high school diploma experience unemployment at very different levels compared to the county they reside in. Some counties show very low rates of unemployment within this group which could be a sign of a very tight labor market.
5	Alex Harris Keri Osterhaus	Form 2-Activities Analysis		Added to Plan: In the past year, Kirkwood Community College continues to expand service opportunities for individuals in need of AEL services. ESL programming has been expanded to the IowaWORKS office in Cedar Rapids as a way to serve ELL learners in the area surrounding the IowaWorks office. Managed enrollment classes have been expanded in Iowa City, with Iowa City ESL programming relocated to the Iowa City Credit campus to better connect students to further training and educational opportunities. A revised intake process has been piloted in Cedar Rapids for ABE/HSED students which now require students to attend an 8 hour orientation session prior to enrollment. Student retention has been a focus for staff, with efforts being made to re-engage students that have stopped-out from attendance. These efforts have led increased numbers of students being retained in the program beyond 12 hours of instruction. AEL instructors and staff have also continued work on the adoption of the College and Career Readiness standards into classroom instructional activities through continued training in the Standards-in-Action program. Kirkwood AEL staff has also participated in state trainings for SIA 2.0, focusing on workforce preparation integration, as well as the ANI academy, focusing

				on improved math instruction. AEL staff has also worked with WIOA core partners on improving access to services for AEL students. Title I staff have increased their presence at the AEL program, providing workshops and serving as classroom presenters for ABE/HSED and ESL students. Student referrals for VR services have increased, and IowaWorks computer training sessions have been co-located at AEL locations in Cedar Rapids and Iowa City. All core partners, including IDB, will be included in core partner trainings and meetings. IVRS and IDB will provide outreach and support to enhance individuals that experience barriers to employment so that staff is more comfortable providing services to individuals to increase accessibility within the system. IDB staff is integrated into activities related to employment development and job placement for individuals with barriers to creating more universally designed services.
6	Alex Harris Debbie Dowell	Form 2-Activities Analysis Question 4		Added to Plan: Soft skill training is provided at the one-stop center through the Workin' It Out curriculum. Goodwill of the Heartland also offers the World of Work soft skill workshop at the one-stop office. IVRS provides job candidate job seeking skill training that is tailored to provide one-on-one training for individuals with various barriers or disabilities. IVRS utilizes the 30 Ways to Shine curriculum, making it available to all customers of the one-stop system. Individuals with barriers to employment are provided services that align with their identified barriers. Upon intake, those who disclose the need for additional services are referred to appropriate partner agencies that can provide services to address the barriers. For example, a student lacking basic academic skills is referred to the AEL program located within the one-stop for assessment and determination of classes and services. IDB regularly attends the workforce one-stop partner meetings and was invited to other trainings this fall, and was able to attend those trainings in other regions

				covered, receiving similar information as Region 10.
7	Alex Harris	Form 2-Activities Analysis Question 5		Added to Plan: To enhance and improve AEL services at the one-stop, the AEL program is currently reviewing the service delivery model at the Cedar Rapids one-stop office. Tentative plans are to move to a managed intake and managed enrollment classes to be offered at the one-stop for students with CASAS scores of 220 and above. For students with CASAS scores of below 220, referrals will be made for students to attend classes at the main AEL program location in Cedar Rapids. AEL staff are also looking to schedule office hours for a transition specialist/pathway navigator at the IowaWorks office on a regular basis. Adult Education and Literacy program representatives attend county center and regional center meetings held by Kirkwood Community College. At the regional and county center meetings, representatives from area K-12 schools are present to learn about current Kirkwood offerings, including updates from the AEL program on services provided by the AEL program at each county or regional center. These meetings also provide an opportunity for the AEL program to receive feedback and suggestions from area K-12 school. The AEL program director also serves as the college's voting member on the local RWDB. Regional center representatives also serve as members of the local AEL participatory planning committee to provide input and suggestions for programming in the service region, especially in rural areas of Region 10. Economic development partners in Region 10 serve as ex-officio members of the local RWDB. Economic development officials also participate in regional sector board meetings. Through these efforts, the RWDB and core partners learn of workforce needs from a larger regional perspective, helping to guide programming and activities.
8	Debbie Dowell Alex Harris	Form 3-Regional Strategic Planning-Section 0		Updated wording (bold/underline) on Item 3 of RWDB Region 10 Vision added to plan: Creating pathways that connect a pipeline of **educated and** skilled workers to current and emerging industries leading to **self-sufficient careers**. Updated item 1 of RWDB Region 10 Vision (bold/underline) and added to plan: Ensuring accessibility for all individuals, **including those with barriers to employment**.
9	Keri	Form 3-Regional		Added to plan (bold and underlined):

	Osterhaus Alex Harris	Strategic Planning-Section 1		Preparation of the Workforce: Design, develop and offer training for individuals—**including those with barriers to employment**--to prepare for current and emerging industry workforce skill requirements. Support the region's workforce through pathways that provide advanced, skilled and future ready workers. Priority 1 Additional Goal added: • Inform customers of career pathways and occupations that lead to self-sufficiency. Priority 2 Additional Goals added: • Expand access to training and education opportunities through the use of distance learning tools, videoconferencing, and other technology. • Co-enroll participants in core partner programs as appropriate to provide participants with access to needed and available services.
10	Debbie Dowell	Form 3-Regional Strategies-Question 2		As a result of all staff core partner workshops and meetings, three workgroups have been established, comprised of members from each core partner program, to develop action plans for FY17 to be adopted by local core partners. The teams are focusing on the areas of workforce system access, integration of customer services, and employer and business engagement. Workgroups are a grassroots approach to developing integrated system, with managers providing guidance but staff leading each work group. Recommendations and plans for implementation of recommendations will be ready by implementation by October 2016.
11	Alex Harris Keri Osterhaus Debbie Dowell	Form 3-Question3		Added to Plan: • Youth and young adults, especially out of school youth, are engaged through partnerships with community based organizations (homeless shelters, corrections, Goodwill). • Youth are also identified through co-enrollment with IVRS and TANF programs. • IVRS uses Microsoft accessibility suite to ensure individuals with disabilities are able to access documents and information. Core partners can utilize technical assistance from the IVRS assistive technology consultant to problem solve accessibility issues within Region 10. • The one-stop system utilizes laptops to serve customers in rural areas, during layoff events and other community events. • IVRS is launching a new YouTube site to connect individuals with provide

				expanded access for the deaf and hard of hearing customers. • Language Line is also utilized to ensure accessibility for non-English speakers.
12	Alex Harris Keri Osterhaus	Form 3-Regional Strategic Planning-Question 4		Added to plan: A cross-functional workgroup is developing a system orientation and access workplace for all workforce system customers with no wrong door into services. Until a formal state sanctioned system for co-enrollment, joint performance management is developed the partners will coordinate services and monitor handoffs. Region 10 will comply with the new system and ensure staff receives appropriate training.
13	Alex Harris Keri Osterhaus	Form 3-Regional Strategic planning-Question 6		Added to Plan: Local cross functional workgroups are developing action plans to ensure core partners understand services of core programs. Ongoing cross training is a goal within each action plan. These plans will align processes and procedures to more effectively co-enroll customers within TANF, IDB, IVRS and A/DW/Y while integrating with other community partners (PATHS, KPACE, GAP). Youth with disabilities, especially those who are out of school, are a target audience of the Title 1 youth and young adult program with a goal of providing work experiences combined with credential training to prepare youth for local careers by developing both soft and occupational skills. The one-stop system assists all who have disabilities and barriers, including those who are blind or visually impaired.
14	Alex Harris Keri Osterhaus Debbie Dowell	Form 4 Question 0		Added to plan: Currently team members from Goodwill, Wagner-Peyser, Adult, Dislocated Worker, Youth, PROMISE JOBS, IVRS, IDB and Adult Basic Education provide career services within the one-stop center and throughout the region. Career services include but are not limited to workshops, individual consultations, referrals, assessments and short term stackable credentials.
15	Alex Harris Debbie Dowell	Form 4, Question 1		Added to plan: Wagner Peyser business representatives meet with IVRS staff and Apprenticeship grant staff members to plan business outreach and job fairs. Including partners in the planning of events reduces duplication of services. In addition, the region is

				establishing cross functional teams to reduce duplication by coordinating system access activities. Ongoing coordination to avoid duplication will continue and be enhanced through the work of the cross functional workgroups.
16	Harris Dowell	Form 4, Question 2		Previous section deleted and following added to plan: Current Adult Education and Literacy (AEL) services are provided locally by Kirkwood Community College. The local AEL director also serves as a voting member on the local board, and has been a member since 2011. This has enhanced Region 10's knowledge and understanding of AEL services, as the board has received training in the past on AEL programming opportunities through the region. As part of the renewal of Kirkwood's local plan extension for the FY2016 cycle, the local board was presented with a summary of Kirkwood's plan and provided a letter of support for its annual renewal. This process will occur again for the FY2017 program year, as the AEL program enhances its collaborative efforts with other local core partners. Region 10 plans to focus its adult education and literacy (AEL) efforts on the following priority areas as outlined in WIOA: adult education, digital literacy, career pathways, English Language Acquisition (ELA) courses, integrated Education and Training opportunities for ELA as well as non-ELA students, workforce preparation, and financial literacy. These services will be delivered by AEL staff in collaboration with local partners to avoid duplication of services. AEL services are provided throughout region 10 at Kirkwood Community College locations, the 6th Judicial District Campus, as well as at the Cedar Rapids one-stop. For students coming to existing AEL courses, referrals are made or on-site visits are conducted by core partner staff to provide services to AEL students. Examples of this are visits and presentations by IowaWorks staff at AEL locations, on-site appointments by Title I youth staff, and referrals or appointments for VR assessments. Core partners have received training as well as referral materials to make appropriate referrals to AEL services. By the start of FY2017, core partners will receive web access to the appointment scheduling system utilized by the Kirkwood AEL program to be able to create appointments for AEL services provided at non one-stop locations. Members of the Kirkwood Community College AEL team have been collaborating with other core partners on training, education, and identification of potential service enhancements since July of 2015. Staff members have participated in joint trainings and have served on functional work groups convened by the core partner management team. A matrix of core

				partner services has been developed as a way to identify customers eligible for services from each core partner to make appropriate referrals. AEL staff members are also collaborating with one-stop partners on providing services such as computer literacy courses and job readiness workshops by hosting these workshops at AEL sites in addition to the one-stop offices. In return, AEL services have been expanded at the Cedar Rapids one-stop location to now also include ESL programming. When appropriate, referrals are made to partner agencies. The efforts being made by the local partnership and workgroups will further define how these efforts will be designed, integrated, and implemented.
17	Dowell	Form 4, Question 3		The Wagner Peyser and IVRS business service teams are attending each other's meetings and conducting business meetings together to cross train staff on what each agency offers.
18	Dowell	Form 4, Question 4		Thank you for the comment; we believe we have adequately addressed this question earlier.
19	Dowell	Form 4, Question 5		Added to Plan: Other strategies within the youth program to provide services include: • Increased focus on work based learning activities, with a growing number of youth enrolling into WEP, LIN and Pre-Apprentice activities. • Partnership with K12 providing workshops on basic occupational skills training (OSHA, forklift) preparing students for paid summer interns upon completion of junior year high school training. • Increased linkage with dislocated worker apprenticeship program to link youth with apprenticeship opportunities or as a co-enrollment for dislocated workers below age 25. • Coordination of three employment programs each year, to identify and enroll a cohort of new youth participants during each timeframe. These would align with traditional hiring seasons (summers and holidays).
20	Keri Osterhaus	Form 4, Question 6		Added to plan: The IDB is the vocational rehabilitation program authorized to deliver vocational rehabilitation services to individuals who are blind or visually impaired, including individuals who are deaf or have additional disabilities. The IDB, through provision of accessibility studies within the one-stop, can identify accessibility gaps and staff training needs for other members of the one-stop system.
21	Dowell	Form 4, Question		Added to plan:

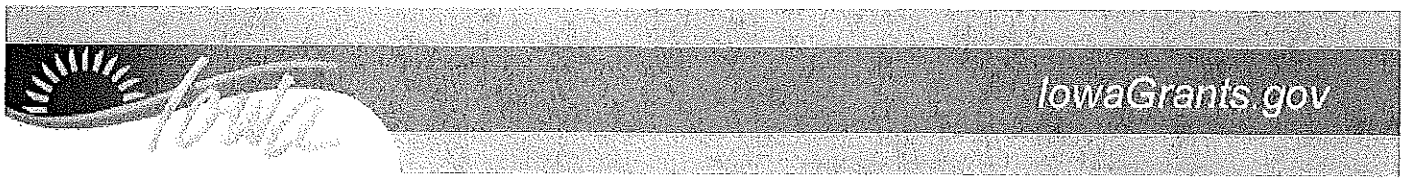
		7		A cross functional workgroup of core partners have been developed to address integration of services and customer pool. Action plans will be developed by October 2016.
22	Dowell	Form 4, Question 11		Added to plan: The team is researching entrepreneurial workshops that may be offered within the workforce system and center through SCORE and the Small Business Development Center.
23	Dowell	Form 4, Question 13		Added to plan: Workers are provided packets of information on unemployment insurance, job seeker services available in the center, community resources. Other community partners are invited to present on information. Partners include DHS, Horizons (financial and mental health counseling), economic development and HACAP typically attend. For larger layoffs the team may facilitate workshops onsite, coordinate job fairs targeted to the impacted workers and set up needed SUG and IST training in the community.
24	Harris Osterhaus	Form 4, Question 14		Added to plan: The team participants in sector board meetings and activities, bringing the workforce system perspective on business and job seeker needs to develop training pathways, and to help engage new businesses. Goodwill of the Heartland provides basic skills training and is integrated into the center. The IowaWORKS center meets monthly with Goodwill and Department of Corrections to identify training needs, and learn about employer connections, bringing that information into sector boards to guide pathway training programs. By coordinating with IVRS and IDB, all workforce system partners can evaluate handouts and resources accessibility and link with IDB/IVRS resources to make updates and provide accommodations as needed.
25	Dowell	Form 5, Question 0		Moved paragraph from section below this one as it fits better. Paragraph starts with: "regional workforce investment Board"... Added to plan: The Region 10 RWDB will be reviewing board structure options and making a decision on local structure over the next two years.

26	Dowell Harris Osterhaus	Form 5, Question 2		Added to plan: The subcommittee will also work on identifying youth, priority youth services and development of experiential learning options. The subcommittee will review and provide guidance on budget expenditures, service provision to youth populations to align with funding limits, co-enrollment, and targeted sectors. The board will continually evaluate youth subcommittee composition and identify who should be included, such as youth participants. The RWDB youth subcommittee has determined the committee will develop a vision during their first meeting. The subcommittee will also work on identifying youth, priority youth services and development of experiential learning options. The board will evaluate youth subcommittee composition and identify who should be included, such as youth participants.
27	Osterhaus Harris	Form 5, Question 3		Removed all but first paragraph and added the following: The Workforce Development board provides insight and direction regarding access to services in remote areas within the region. With the inclusion of adult education in WIOA, there is access to services at Kirkwood Community College locations in all counties in Region 10. AEL students have access to instructors at these locations on a weekly basis, and the region will study how these instructors and locations can serve as entrance points for other core partner services and customers, using technology such as Zoom or other videoconferencing tools. Though the AEL program students also have access to online learning programs for basic skills, workforce preparation, and English language learning. In addition, virtual access points have been provided in all seven counties within region 10, including libraries, armories, public service agencies, and schools. The decision to provide additional services to an area are based on factors including unemployment rate, labor market information, and various economic development factors, natural disasters, etc. For example, the Workforce Development Board determined that the community of Washington was in need of in-person services, which are now provided weekly as a result. Region 10 management is aware of transportation barriers. Managers or staff

				attends local transportation committees meeting in various communities to provide input and resources.
28		Form 5, Question 4		Added to plan: A joint effort between IVRS and Iowa Department of Human Rights is addressing accessibility and conducting formal accessibility surveys. Preliminary accessibility studies have been completed at the Cedar Rapids one-stop office and in the Iowa City IVRS office (located within the same building as IowaWORKS). Feedback on these will be used to increase accessibility. Reworded the paragraph: "The data management screens inform..." to state The IWORKS data management system provides the full EEO policy and process to all customers entering the one-stop center. Removed EEO complaint procedure as it has now been added into the new Form 6.
29		Form 5, Question 10		Replace paragraph in this section with: A board meeting was held on 2/25/16 to develop an RFP template for Title 1 services in Region 10. The RFP was released March 1st, 2016 with questions received from potential applicants through March 15, 2016 and answers provided on March 18th, 2016. Proposals were due April 8, 2016. The RFP was posted on the board website and within the one-stop office. The proposals were reviewed by the review committee on April 26, 2016 and approved by the board on April 28, 2016. RFPs were evaluated utilizing a scoring tool.
30		Form 5, Question 11		Added to plan: The Title 1 Youth program will spend 20% of funding on experiential learning activities by: • Coordinating 3-4 youth job hiring events each year • Bolster business partnerships through coordination with the Business Services and IVRS teams to identify worksites, especially those known to serve disabled youth. • Establishing expectations for all youth at enrollment that participate in Title 1 Youth programming typically includes an experiential learning component and credential training component. • Complete ongoing, year round youth placements.

31	Harris	Form 5, Question 12		Added to plan: Below is a list of frequency and types of oversight and monitoring activities: State-Program Monitoring-Annually State-Fiscal Monitoring-Semi-Annually RWDB Meetings-Review performance and budget-six times annually (or as requested) CBO Meetings-Review performance and budget-semi-annually (or as requested)

Unemployment Data - US Census Bureau 2010-2014								
	State of Iowa	Benton	Cedar	Iowa	Johnson	Jones	Linn	Washington
Ages 16-19	16.5	13.5	14.8	4.7	13.0	14.0	15.5	12.2
Ages 20-24	9.5	12.9	8.8	3.7	5.5	5.6	9.2	7.3
White	5.0	4.3	3.6	2.6	3.2	6.0	4.7	4.4
African American	14.8	--	--	--	5.3	--	13.4	2.4
Native American / Alaskan	12.2	57.1	--	--	--	71.4	--	--
Asian	5.0	--	--	--	5.4	--	4	--
Hispanic	9.0	5	--	17.7	7.5	--	3.7	10.9
Non-Hispanic	4.9	4.2	3.6	2.3	3.0	6.1	4.8	4.4
Below Poverty in past 12 mo.	20.1	14.1	16.0	16.2	8.4	38.1	18.7	29.9
Disabled	12.7	7.2	11.3	9.7	9.8	18.8	14.2	15.6
Less than HS Graduate	10.7	4.6	4.7	5.5	3.3	17.8	8.4	10



Application Review

Application: 156799 - Region 10 WIOA CSP

Organization: WIOA Regional Planning Consortium Region 10

Applicant: Carla Andorf

Stage: Pre-Application

Reviewer: Debbie Dowell

Reviewer Role: Primary

Review Status: Submitted on 04/11/2016

Round: 1

Score: 0.00

Regional Information - Form 1

Board Details

0. Is the Board Chair listed an active business/employer representative? (0.0) No

Local Area's Chief Elected Official Chair

1. Is a current Local Area Chief Elected Official indicated? (0.0) Yes

Core Partners

2. Are each of the Core Partners adequately and fully identified with key information? (0.0) Yes

One-Stop System

3. Do the hours of service demonstrate sufficient access for those with barriers to employment? (0.0) Yes

4. Is a spreadsheet of all one-stop service locations complete and accurate? (0.0) Yes

Fiscal Agent

5. Is the information for the fiscal agent complete? (0.0) Yes

Comment

6. Provide any additional comment or questions here: (0.0)

none

Strategic Elements - Form 2

Economic Analysis

0. Does the economic analysis adequately describe in-demand industry sectors, occupations, knowledge and skills needed for the local area, including individuals with barriers? (0.0)

The economic analysis adequately describes in-demand industry sectors, occupations and knowledge needed for the local area, however, occupations within those industry sectors need to be identified.

Workforce Analysis

1. Does the workforce analysis adequately describe employment, unemployment, labor market trends, educational skill levels and skill gaps of the local workforce, including individuals with barriers? (0.0)

The workforce analysis adequately describes employment, unemployment, labor trends and educational skill levels of the local workforce. The Plan needs more detail regarding individuals with barriers, i.e. ex-offenders, TANF recipients, English language learners, older workers and veterans... what are the demographics in the region? How does this fit with the overall workforce?

Activities Analysis

2. **Do the accomplishments provided adequately describe the region's workforce development activities, including education and training activities of the core partners addressing individuals with barriers? (0.0)**

   The region has done a great job in providing the list of accomplishments regarding workforce development activities: AEL programming at the One-Stop Center, apprenticeship programming, in-service training for core partner staff to learn about agency needs/services, Itinerant services provided for rural populations .

3. **Did the plan include a spreadsheet of ALL mandatory and other partners? (0.0)** Yes

4. **What are the strengths of the local workforce activities, does it include core partners and the needs of individuals with barriers? (0.0)**

   Strengths of the workforce activities include the employer services provided by sector partnerships, and 2 ECI councils in addition to the regular meeting of core partners to develop and align program activities.

   Weaknesses include the need for better communication/ education of the current workforce regarding the need for additional training to obtain middle skill jobs. Additionally the need for improved soft skills training for Iowans.

5. **Does the plan adequately detail the current strategies of integration and alignment among the core partners with economic development, K-12 and post-secondary? (0.0)**

   The plan adequately details the current strategies of integration and alignment among the core partners with economic development and sector strategies, k-12 with IVRS in the schools providing career development services to individuals with disabilities, iJAG partnerships and post secondary with the development of short term training certificates provided at the one-stop center.

Regional Strategic Planning - Form 3

Regional Strategic Vision and Goals

0. **Does the regional vision and goals address preparing an educated and skilled workforce inclusive of all workers and potential workers, including addressing the needs of individuals with barriers to employment for jobs resulting in self-sufficiency and career advancement? (0.0)**

   The Region's vision does a good job in addressing preparation of all Iowans to meet the needs of employers. Career advancement is addressed with career pathways. However, employment for jobs resulting in self-sufficiency is not mentioned.

   The Regional goals and priorities address preparing an educated and skilled workforce including those with barriers to employment by offering career education and training pathways to include basic, soft and hard skills development, employer engagement, and community awareness.

1. **Does the regional vision and goals align with the State's strategic vision and goals? (0.0)**

   The regional vision and goals align with the State's strategic vision and goals:
   accessibility;
   education and preparation of the workforce to include all Iowans;
   employer engagement

Regional Strategies

2. **Does the plan adequately describe how the core partners will align resources to achieve the strategic vision and goals? (0.0)**

   The Plan describes how the core partners will align resources to achieve the strategic vision and goals: membership on the Regional Workforce Board, joint reporting, referral process.

   Would like more detail regarding how the partners will work together sharing information on co-enrolled participants, "team staffing" for shared customers to leverage resources, job development and retention.

3. **Does the plan sufficiently address strategies that will expand access to employment, education, training and support services for eligible individuals including youth and individuals with barriers to employment? (0.0)**

   The Plan sufficiently addresses strategies that will expand access to employment, education, training and support: co-enrollment, integration and co-location, system orientation, staff training

   How will the core partners utilize technology available through their respective agencies to provide expanded access to services for eligible individuals?

4. **Does the plan adequately describe efforts in the development of career pathways and address how the region will address co-enrollment, as appropriate, to improve the access to activities that lead to a recognized post-secondary credential, including industry-recognized certificates that are portable and stackable? (0.0)**

   The plan adequately describes efforts in the development of career pathways to improve access to a recognized post-secondary credential/ certificate.

5. **Have additional strategies been developed by the region relative to workforce development, education and training needs not otherwise included? (0.0)**

   Additional strategies developed by the region include partnerships with agencies/programs providing education and training, funding in career pathways.

6. **How do the regional strategies align with strategies in the State's Unified Plan? (0.0)**

   The regional strategies are aligned with the State's Plan for accessibility, integrated education and training, career pathways and sector partnerships.

Performance Goals

7. **Does the plan sufficiently describe how the core partners will contribute toward the State's level of performance based on the primary indicators provided? (0.0)**

   The plan sufficiently describes how the core partners will contribute toward the State's level of performance by monitoring, better linkage with employers, referrals and co-enrollments.

Assessment for Continuous Improvement

8. **Does the plan adequately describe what strategies the region will use to 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 the assessments to make continuous improvements? (0.0)**

   The Plan adequately describes the strategies the region will use to assess overall effectiveness of the workforce system in relation to the strategic vision, goals and strategies.

Operational Planning Elements - Form 4

Implementation of Strategies

0. **Does the local plan describe a cohesive plan in implementing identified strategies for the one-stop system? (0.0)**

   The Plan does a good job in describing the data management system and shared data. It discusses the importance of the core partners working together to leverage resources and provide for individual participant needs. Please discuss how the region plans to implement the identified strategies, i.e. integrated business services teams, shared communication on common customers, case management, co-enrollment, when appropriate.

   Please describe how career services are provided. Do partners "share" duties for delivering workshops? How are assessments provided? Do partners work share the participant's individual career plan? How do partners work together to provided career development?

1. **Does the plan adequately outline the strategies used to improve service delivery and avoid duplication of services? (0.0)**

   The Plan describes an action plan worksheet serving as a menu of services for participants, action steps are tailored to meet specific goals of customers. However, how will the core partners work with Wagner Peyser services to improve service delivery and avoid duplication of services? i.e. business service reps/ job placement, career fairs, ncrc, and LMI for career development activities in a participant enters through another path?

2. **How does the plan demonstrate alignment of services with Adult Education and Literacy and enhances the provision of services and avoids duplication? (0.0)**

   The plan demonstrates alignment of services with AEL which enhances the provision of services and avoids duplication.... Can you describe how the partners will work together to align career development, assessments and job readiness activities for customers who are already in the center for AEL classes? When will co-enrollment take place so that partners can leverage resources to provide wrap around services to participants.

3. **Does the plan sufficiently describe what efforts are taking place to enhance the provision of services to individuals with disabilities such as cross-training of staff, technical assistance and cooperative efforts with employers working with Vocational Rehabilitation? (0.0)**

   The Plan does a good job describing the efforts taking place to enhance provision of services to individuals with disabilities. How is VR working with the business services team for employer engagement? How do the core partners work to share job leads/ placement for individuals with disabilities?

4. **Does the plan adequately outline the services provided and the capacity to address and enhance Adult and Dislocated Worker Services while avoiding duplication? (0.0)**

   The plan adequately outlines the services provided...it might be beneficial to address working with partner staff to leverage resources/funding when providing training opportunities to customers... job placement and work-based learning opportunities should be included in the summary.

5. **Does the plan clearly identify successful models of youth workforce activities being used or planned in addition to how the required fourteen elements will be made available to youth in the region? (0.0)**

   The Plan identifies the 14 elements that are required through WIOA and does indicate that the activities are available to all youth enrolled in the WIOA program, however it does not state how these services will be delivered, what are successful

models of youth workforce activities being used or planned in addition to the 14 elements? i.e. summer youth employment programs, pre-apprenticeship classes, work-based learning opportunities, and vocational exploration to assist with career planning.

6. **Does the plan describe what efforts are being taken to enhance the provision of services to individuals with vision disabilities? (0.0)**

   The Plan describes current efforts that are being taken to enhance services to individuals with vision disabilities.

Integrated Customer Service

7. **Does the plan adequately describe the integrated customer service process for participants? How does the region coordinate activities and resources to provide customer-centered services, including supportive services to individuals in the workforce system? (0.0)**

   The Plan describes the integrated service delivery with attached flow chart, however the plan needs to provide a description of how the region coordinates to provide customer-centered services, including those supportive services that can assist the customer in successfully completing their career plan.

8. **Does the plan sufficiently describe how the core partners connect services to targeted populations (persons with disabilities, veterans, ex-offenders, TANF, etc)? (0.0)**

   The plan sufficiently describes how the core partners connect services to targeted populations.

9. **Is there a core partners flow chart of services attached to the plan? (1.0)** Yes

Coordination, Alignment and Provision of Services

10. **Does the plan adequately describe the use of initiatives designed to meet the strategic needs of employers (customized training, OJT, sector strategies, career pathways)? (0.0)**

    The plan adequately describes the use of OJT, Apprenticeships, sector strategies/career pathways and home based Iowa.

11. **How does the region coordinate and promote entrepreneurial skills training? (0.0)**

    The region works with IVRS self-employment program for persons with disabilities and refers individuals to the small business development center at the college. Are there plans to introduce entrepreneurial skills to individuals at the one-stop center?

12. **Does the plan sufficiently describe how the board uses Registered Apprenticeships to support the regional economy and the individual's career advancement? (0.0)**

    The plan sufficiently describes efforts in Region 10 utilizing the JD NEG grant for apprenticeships in trade and manufacturing. The use of pre-apprenticeship classes and OJT are assisting efforts in upskilling of individuals that are not "ready" for an apprenticeship.

13. **Does the plan describe what the region is doing to carry out rapid response activities that align with statewide processes? (0.0)**

    The plan summarizes the process with a regional rapid response team... please describe in more detail the types of services provided to employers/ impacted workers including co=enrollment into WIOA dislocated worker programs.

14. **How is the region engaging local education and training providers to create a job-driven education and training system? (0.0)**

    The region works with local education and training providers in identifying and creating job-driven programs/certificates that can be used to upskill workers to obtain in=demand jobs.

15. **Does the plan describe how the board and core partners work with local education and training providers to leverage funds to allow enhanced access to workforce development program participants? (0.0)**

    The plan describes how the core partners work with local education and training providers to leverage funds to allow enhanced access to workforce development programs: the use of GAP, PACE, SNAP, TANF,Title I and Title IV are leveraged to provide training and support services. There is a presence at the one-stops for each of these funding sources.

16. **Does the plan describe strategies to improve access to activities leading to recognized post-secondary credentials including Registered Apprenticeships? (0.0)**

    The plan describes strategies to improve access to activities leading to post secondary credentials and lists those available to customers in Region 10: CNC, customer service, OSHA are a few of those provided

17. **How does the region coordinate activities with economic development entities to enhance opportunities to meet the needs of employers? (0.0)**

    The region coordinates activities with economic development including representation on the board as ex-office, sector partnerships, career fairs, employer events/

Regional Operating System and Policies - Form 5

Regional Workforce Development Board Functions

0. **Does the plan adequately describe the regional board's operational structure and decision-making process? What standing committees are currently in existence or planned which will support WIOA implementation? (0.0)**

   The plan describes the regional board's operation structure, however, please list the composition of the 14 members. The board currently has one standing committee; the audit committee and has plans to create a youth standing committee which will support WIOA implementation.

   Are there plans to move forward with the required WIOA board composition?

   The REgional Board structure is outlined in the next section, you might consider moving that to this section for operational structure.

1. **Does the plan summarize the regional board's oversight and monitoring process including ensuring quality customer service and the frequency of such reviews? (0.0)**

   The Plan summarizes the board's oversight and monitoring process ensuring quality customer service.

2. **Does the plan outline the process in reference to the planning, operation and other issues related to youth programming? Does it adequately describe how the region will provide services to youth? (0.0)**

   The question asks how the board will provide services to youth in the region. The Plan discusses a youth standing committee that will meet 2 times a year beginning in FY 2017... will they develop a vision/ mission statement? How will services be provided? Will older youth be co-enrolled into adult program? How will the region provide services to inschool youth with limited funding?

3. **How does the region provide access to services in remote areas? What technology is used to ensure full access to the entire service area and populations? (0.0)**

   The region provides access to services in remote areas through the use of virtual access points and Title I staff traveling to outside counties. However, please describe the use of any technology that is available to individuals that would allow access to center services, ie. resume writing, job search skills training, basic skills, etc. Does the region partner with core partners to provide services in remote areas? What is available through social media from the center site that could be accessed by individuals?

4. **Does the plan describe how partners within the one-stop center system will comply with provisions regarding the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities? How does the Region ensure that Iowans are not discriminated against on the basis of age, sexual orientation, gender, disability, sex, race, color and national origin or religion? (0.0)**

   The plan adequately describes how the one-stop center system complies with ADA and EEO requirements. Monitoring is done by the partners and any issues are addressed.

Regional Workforce Development Board Policies

5. **Does the plan describe how the board will ensure the continuous improvement of eligible providers of services and ensure that such providers meet the employment needs of local employers, workers and job seekers? (0.0)**

   The plan describes how the board ensures continuous improvement of eligible providers and reviews LMI data to review the programs being provided meet the needs of job seekers and employers.

6. **Did the region attach the board's process to meet priority of service requirements? (1.0)** Yes

7. **Did the plan provide the local area's definition of self- sufficiency? (1.0)** Yes

8. **Did the region attach the board's individuals training account policy? (1.0)** Yes

9. **Did the region attach the board's policy on supportive services for core partners? (1.0)** Yes

Regional Workforce Development Board Fiscal Policies

10. **Did the plan adequately describe the competitive process used to award sub-grants and contracts in the local area for activities carried out under WIOA Title I? (0.0)**

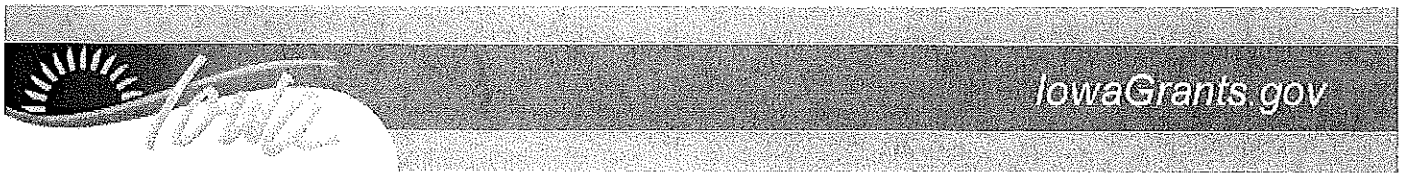
    Please describe the complete process including how long the RFP was posted, the review committee process, and selection criteria. The region can use the format provided by the state.

11. **Did the plan sufficiently provide the board's approach and planned program design to meeting the required a) 75% minimum youth expenditures on out-of-school youth; and b) required 20% minimum for work experience? (0.0)**

    The plan sufficiently provides the board's approach to outreach and recruitment efforts for out of school, older youth, however, please describe the program design to meet the required 75% youth expenditures. How will the region engage this population to successfully complete the program? What strategies will be used that introduce older out of school youth to career pathways?

12. **Did the plan provide a description of the local area's oversight and monitoring procedures including processes for program and fiscal monitoring? (0.0)**

    the plan provides a description of the oversight and monitoring procedures.



Application Review

Application: 156799 - Region 10 WIOA CSP

Organization: WIOA Regional Planning Consortium Region 10

Applicant: Carla Andorf

Stage: Pre-Application

Reviewer: Wendy Greenman

Reviewer Role: Primary

Review Status: Editing

Round: 1

Score: 0.00

IowaGrants.gov

Application Review

Application: 156799 - Region 10 WIOA CSP

Organization: WIOA Regional Planning Consortium Region 10

Applicant: Carla Andorf

Stage: Pre-Application

Reviewer: Alex Harris

Reviewer Role: Primary

Review Status: Submitted on 04/11/2016

Round: 1

Score: 0.00

Regional Information - Form 1

Board Details

0. **Is the Board Chair listed an active business/employer representative? (0.0)** Yes

Local Area's Chief Elected Official Chair

1. **Is a current Local Area Chief Elected Official indicated? (0.0)** Yes

Core Partners

2. **Are each of the Core Partners adequately and fully identified with key information? (0.0)** Yes

One-Stop System

3. **Do the hours of service demonstrate sufficient access for those with barriers to employment? (0.0)** Yes

4. **Is a spreadsheet of all one-stop service locations complete and accurate? (0.0)** Yes

Fiscal Agent

5. **Is the information for the fiscal agent complete? (0.0)** Yes

Comment

6. **Provide any additional comment or questions here: (0.0)**

   Adequate information provided.

Strategic Elements - Form 2

Economic Analysis

0. **Does the economic analysis adequately describe in-demand industry sectors, occupations, knowledge and skills needed for the local area, including individuals with barriers? (0.0)**

   This plan would have benefited from a more detailed analysis of in-demand industries and occupations. Example: In Advanced Manufacturing, the estimated employment in 2012 was 16,605, and the projected employment for 2022 is 17,850 which is an increase of 1,245 for a 7.5% growth in jobs.

   Good list of the knowledge and skills needed to meet employer needs of identified existing and emerging in-demand industry sectors and occupations. Please also mention how these knowledge and skills were identified.

Workforce Analysis

1. **Does the workforce analysis adequately describe employment, unemployment, labor market trends, educational skill levels and skill gaps of the local workforce, including individuals with barriers? (0.0)**

   Historical unemployment rates are useful but the plan also needs data to support these figures.

The employment and unemployment analysis could benefit from supporting data and percentages. For example, which groups experienced the highest rates of unemployment? (Blacks or African Americans, Youth, Hispanics, those without a high school diploma, high school graduates with no college, etc.). Also, what are the most recent employment and unemployment numbers and projections?

The plan did not provide an analysis of the skill gaps for individuals with barriers to employment.

Activities Analysis

2. **Do the accomplishments provided adequately describe the region's workforce development activities, including education and training activities of the core partners addressing individuals with barriers? (0.0)**

   Adult Education services are not adequately described.

3. **Did the plan include a spreadsheet of ALL mandatory and other partners? (0.0)** Yes

4. **What are the strengths of the local workforce activities, does it include core partners and the needs of individuals with barriers? (0.0)**

   The analysis of the strengths and weaknesses of existing workforce development activities of the core partners was weak and needs to be expanded upon.

   Needs of individuals with barriers were not clearly articulated.

5. **Does the plan adequately detail the current strategies of integration and alignment among the core partners with economic development, K-12 and post-secondary? (0.0)**

   The plan does not adequately describe the strategies and services provided by Adult Education.

   The plan details the current strategies of integration and alignment with high schools and community colleges but does not describe the strategies of integration and alignment with economic development.

Regional Strategic Planning - Form 3

Regional Strategic Vision and Goals

0. **Does the regional vision and goals address preparing an educated and skilled workforce inclusive of all workers and potential workers, including addressing the needs of individuals with barriers to employment for jobs resulting in self-sufficiency and career advancement? (0.0)**

   The Region 10 Vision Statement could be strengthened by adding the following language to #3: Creating pathways that connect a pipeline of educated and skilled workers to current and emerging industry.

   Region 10's vision and goals could be strengthened by also including a goal that addresses the need to prepare all workers, including individuals with barriers to employment, for jobs resulting in self-sufficiency and career advancement.

1. **Does the regional vision and goals align with the State's strategic vision and goals? (0.0)**

   Region 10's vision for the most part aligns with the State's strategic Vision and Goals in the Unified Plan. However, be sure to incorporate goals that address preparing an educated and skilled workforce inclusive of all workers and potential workers, including addressing the needs of individuals with barriers to employment for jobs resulting in self-sufficiency and career advancement.

Regional Strategies

2. **Does the plan adequately describe how the core partners will align resources to achieve the strategic vision and goals? (0.0)**

   The sharing of personnel resources are described briefly in this plan.

3. **Does the plan sufficiently address strategies that will expand access to employment, education, training and support services for eligible individuals including youth and individuals with barriers to employment? (0.0)**

   How will the plan sufficiently address strategies and support services for youth and individuals with barriers to employment?

4. **Does the plan adequately describe efforts in the development of career pathways and address how the region will address co-enrollment, as appropriate, to improve the access to activities that lead to a recognized post-secondary credential, including industry-recognized certificates that are portable and stackable? (0.0)**

   The plan describes efforts in the development of career pathways and mentions co-enrollment in multiple partner programs. It was not clear how the region will address co-enrollment to improve access to activities that lead to a recognized postsecondary credential, including industry-recognized certificates that are portable and stackable.

5. **Have additional strategies been developed by the region relative to workforce development, education and training needs not otherwise included? (0.0)**

   Strategies related to soft skills training were mentioned.

6. **How do the regional strategies align with strategies in the State's Unified Plan? (0.0)**

In addition to ensuring that external customers (employers or businesses) are aware of the services provided in Region 10, align your regional strategies to include internal customers as you did under Priority #1. Also, be certain to include strategies and support services for youth and individuals with barriers to employment.

Performance Goals

7. **Does the plan sufficiently describe how the core partners will contribute toward the State's level of performance based on the primary indicators provided? (0.0)**

   A summary was provided describing how the core partners will contribute toward the State's level of performance based on the primary indicators provided.

Assessment for Continuous Improvement

8. **Does the plan adequately describe what strategies the region will use to 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 the assessments to make continuous improvements? (0.0)**

   Assessment strategies were identified.

Operational Planning Elements - Form 4

Implementation of Strategies

0. **Does the local plan describe a cohesive plan in implementing identified strategies for the one-stop system? (0.0)**

   The plan did not describe a cohesive plan in implementing identified strategies for the one-stop system. For example, "career services" were briefly mentioned but not described (who, what, when, where, how, etc.).

   Please expand on your adult education strategies.

1. **Does the plan adequately outline the strategies used to improve service delivery and avoid duplication of services? (0.0)**

   The plan does not adequately outline the strategies used to improve service delivery and avoid duplication of services?

2. **How does the plan demonstrate alignment of services with Adult Education and Literacy and enhances the provision of services and avoids duplication? (0.0)**

   The plan does a nice job in demonstrating alignment of services with Adult Education and Literacy.

3. **Does the plan sufficiently describe what efforts are taking place to enhance the provision of services to individuals with disabilities such as cross-training of staff, technical assistance and cooperative efforts with employers working with Vocational Rehabilitation? (0.0)**

   The plan sufficiently describes the efforts that are taking place to enhance the provision of services to individuals with disabilities.

4. **Does the plan adequately outline the services provided and the capacity to address and enhance Adult and Dislocated Worker Services while avoiding duplication? (0.0)**

   The plan adequately outlines the services provided and the capacity to address and enhance Adult and Dislocated Worker Services.

5. **Does the plan clearly identify successful models of youth workforce activities being used or planned in addition to how the required fourteen elements will be made available to youth in the region? (0.0)**

   The plan does an excellent job in identifying successful models of youth workforce activities being used.

6. **Does the plan describe what efforts are being taken to enhance the provision of services to individuals with vision disabilities? (0.0)**

   Good job in describing the efforts being under taken to enhance the provision of services to individuals with vision disabilities.

Integrated Customer Service

7. **Does the plan adequately describe the integrated customer service process for participants? How does the region coordinate activities and resources to provide customer-centered services, including supportive services to individuals in the workforce system? (0.0)**

   The plan needs to expand upon the integrated customer service process for participants.

8. **Does the plan sufficiently describe how the core partners connect services to targeted populations (persons with disabilities, veterans, ex-offenders, TANF, etc)? (0.0)**

   The plan does an excellent job in describing how the core partners connect services to targeted populations.

9. **Is there a core partners flow chart of services attached to the plan? (1.0)** Yes

Coordination, Alignment and Provision of Services

10. **Does the plan adequately describe the use of initiatives designed to meet the strategic needs of employers (customized training, OJT, sector strategies, career pathways)? (0.0)**

    The plan provided a good description of the initiatives designed to meet the strategic needs of employers.

11. **How does the region coordinate and promote entrepreneurial skills training? (0.0)**

    IVRS and IDBs collaborative offer the Iowa Self Employment Programs to offer specific business consulting and guidance to assist in the coordination and promotion of entrepreneurial skills training.

12. **Does the plan sufficiently describe how the board uses Registered Apprenticeships to support the regional economy and the individual's career advancement? (0.0)**

    The plan sufficiently describes how the board uses Registered Apprenticeships to support the regional economy and the individual's career advancement.

13. **Does the plan describe what the region is doing to carry out rapid response activities that align with statewide processes? (0.0)**

    The plan adequately describes what the region is doing to carry out rapid response activities that align with statewide processes.

14. **How is the region engaging local education and training providers to create a job-driven education and training system? (0.0)**

    Please expand on how your region is engaging local education and training providers to create a job-driven education and training system.

15. **Does the plan describe how the board and core partners work with local education and training providers to leverage funds to allow enhanced access to workforce development program participants? (0.0)**

    The plan adequately describes how the board and core partners work with local education and training providers to leverage funds to allow enhanced access to workforce development program participants.

16. **Does the plan describe strategies to improve access to activities leading to recognized post-secondary credentials including Registered Apprenticeships? (0.0)**

    The plan sufficiently describes the strategies to improve access to activities leading to recognized postsecondary credentials including Registered Apprenticeships.

17. **How does the region coordinate activities with economic development entities to enhance opportunities to meet the needs of employers? (0.0)**

    Local economic development groups serve as ex-officio members of the local board. They jointly share information and partner on job fairs, outreach events, training needs, and layoff activities.

Regional Operating System and Policies - Form 5

Regional Workforce Development Board Functions

0. **Does the plan adequately describe the regional board's operational structure and decision-making process? What standing committees are currently in existence or planned which will support WIOA implementation? (0.0)**

    The plan described the regional board's operational structure under the question concerning the board's oversight and monitoring process.

1. **Does the plan summarize the regional board's oversight and monitoring process including ensuring quality customer service and the frequency of such reviews? (0.0)**

    CEO and RWDB oversight and monitoring process is adequately summarized.

2. **Does the plan outline the process in reference to the planning, operation and other issues related to youth programming? Does it adequately describe how the region will provide services to youth? (0.0)**

    The plan does not adequately describe how the region will provide services to youth. Please provide detailed strategies that the Board will plan to implement.

3. **How does the region provide access to services in remote areas? What technology is used to ensure full access to the entire service area and populations? (0.0)**

    In addition to providing virtual access points, please describe the software and technology you will be using to provide services in these remote areas. Also, what services are being provided at these rural locations?

4. **Does the plan describe how partners within the one-stop center system will comply with provisions regarding the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities? How does the Region ensure that Iowans are not discriminated against on the basis of age, sexual orientation, gender, disability, sex, race, color and national origin or religion? (0.0)**

    The plan provides a good description of how the partners will ensure compliance with provisions of the American Disabilities Act of 1990.

The paragraph describing consent and awareness of the EEO policy and process needs to be reworded for clarity.

Regional Workforce Development Board Policies

5. **Does the plan describe how the board will ensure the continuous improvement of eligible providers of services and ensure that such providers meet the employment needs of local employers, workers and job seekers? (0.0)**

   The plan adequately describes the methods the Board will use to ensure the continuous improvement of eligible providers of services.

6. **Did the region attach the board's process to meet priority of service requirements? (1.0)** Yes

7. **Did the plan provide the local area's definition of self- sufficiency? (1.0)** Yes

8. **Did the region attach the board's individuals training account policy? (1.0)** Yes

9. **Did the region attach the board's policy on supportive services for core partners? (1.0)** Yes

Regional Workforce Development Board Fiscal Policies

10. **Did the plan adequately describe the competitive process used to award sub-grants and contracts in the local area for activities carried out under WIOA Title I? (0.0)**

    The plan did not adequately describe the competitive process used to award sub grants and contracts.

    Much greater detail is needed to describe this process. For example, discuss the procurement policy and procedures, public input process and legal notices, and any other applicable general provisions.

11. **Did the plan sufficiently provide the board's approach and planned program design to meeting the required a) 75% minimum youth expenditures on out-of-school youth; and b) required 20% minimum for work experience? (0.0)**

    Good description of the board's approach and planned program design to meet the required 75% minimum youth expenditures.

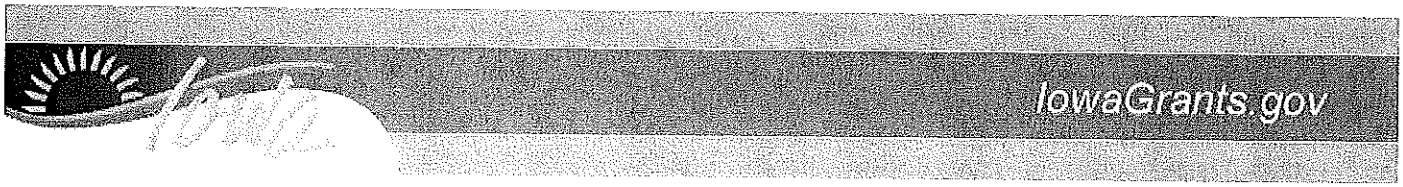
    In the second paragraph, please add a sentence mentioning the board's plan to meet the required 20% minimum for work experience. Again, good information here. You just need one more sentence to make that commitment clear.

12. **Did the plan provide a description of the local area's oversight and monitoring procedures including processes for program and fiscal monitoring? (0.0)**

    Who will conduct the fiscal and the program monitoring? How often will this be done?

    How often will the Title I Service providers report to the Board and what type of information will they be required to share with the board?

    How often will the Board conduct its contract monitoring?



Application Review

Application: 156799 - Region 10 WIOA CSP

Organization: WIOA Regional Planning Consortium Region 10

Applicant: Carla Andorf

Stage: Pre-Application

Reviewer: Keri Osterhaus

Reviewer Role: Primary

Review Status: Submitted on 04/11/2016

Round: 1

Score: 0.00

Regional Information - Form 1

Board Details

0. **Is the Board Chair listed an active business/employer representative? (0.0)** Yes

Local Area's Chief Elected Official Chair

1. **Is a current Local Area Chief Elected Official indicated? (0.0)** Yes

Core Partners

2. **Are each of the Core Partners adequately and fully identified with key information? (0.0)** No

One-Stop System

3. **Do the hours of service demonstrate sufficient access for those with barriers to employment? (0.0)** Yes

4. **Is a spreadsheet of all one-stop service locations complete and accurate? (0.0)** No

Fiscal Agent

5. **Is the information for the fiscal agent complete? (0.0)** Yes

Comment

6. **Provide any additional comment or questions here: (0.0)**

IDB: Jamie Phipps is a VR Counselor, not the supervisor.
The spreadsheet does not include IDB; IDB is considered part of the one-stop system. The counselor is available to any location by appointment.

Strategic Elements - Form 2

Economic Analysis

0. **Does the economic analysis adequately describe in-demand industry sectors, occupations, knowledge and skills needed for the local area, including individuals with barriers? (0.0)**

Individuals with barriers were not referenced.

The attachment needs reviewed for accessibility prior to final draft being submitted.

Workforce Analysis

1. **Does the workforce analysis adequately describe employment, unemployment, labor market trends, educational skill levels and skill gaps of the local workforce, including individuals with barriers? (0.0)**

References "at-risk" citizens but does not define what this concept refers to - it's unclear as to whether this includes persons with disabilities, veterans, older Iowans, youth, etc.

Analysis includes the number of individuals accessing services and some characteristics regarding these individuals.

Activities Analysis

2. **Do the accomplishments provided adequately describe the region's workforce development activities, including education and training activities of the core partners addressing individuals with barriers? (0.0)**

   Discusses the Region 10 inservice training on October 12 and again later in the program year - states it included "all" core partners but does not list IDB. IDB needs to be included in training and cross training of staff regarding programs. IDB would like to participate as able in these training and planning efforts.

3. **Did the plan include a spreadsheet of ALL mandatory and other partners? (0.0)** Yes

4. **What are the strengths of the local workforce activities, does it include core partners and the needs of individuals with barriers? (0.0)**

   Employer relationships; sector boards, employer info sessions.
   Individuals with barriers were not referenced, including individuals with disabilities, individuals who are blind or visually impaired.

5. **Does the plan adequately detail the current strategies of integration and alignment among the core partners with economic development, K-12 and post-secondary? (0.0)**

   Discusses the "four" core partners - IDB a core partner however is not referenced in this section.

Regional Strategic Planning - Form 3

Regional Strategic Vision and Goals

0. **Does the regional vision and goals address preparing an educated and skilled workforce inclusive of all workers and potential workers, including addressing the needs of individuals with barriers to employment for jobs resulting in self-sufficiency and career advancement? (0.0)**

   Yes, discusses accessibility for all idividuals, career pathways, integrated workforce delivery system.

1. **Does the regional vision and goals align with the State's strategic vision and goals? (0.0)**

   Yes, the state's vision and region's vision is similar. The goals do align.
   Discusses the "four" core partners - IDB a core partner however is not referenced in this section.

Regional Strategies

2. **Does the plan adequately describe how the core partners will align resources to achieve the strategic vision and goals? (0.0)**

   Discussion of the RWDB. Does not identify a plan or discuss strategies beyond this.

3. **Does the plan sufficiently address strategies that will expand access to employment, education, training and support services for eligible individuals including youth and individuals with barriers to employment? (0.0)**

   Does not reference individuals with barriers to employment, individuals with the most significant disabilities, individuals who are blind or visually impaired.

4. **Does the plan adequately describe efforts in the development of career pathways and address how the region will address co-enrollment, as appropriate, to improve the access to activities that lead to a recognized post-secondary credential, including industry-recognized certificates that are portable and stackable? (0.0)**

   Co-enrollment will occur in multiple partner programs. Does nto discuss efforts around co-enrollment. Does address career pathways.

5. **Have additional strategies been developed by the region relative to workforce development, education and training needs not otherwise included? (0.0)**

   Yes, discusses existing training programs.

6. **How do the regional strategies align with strategies in the State's Unified Plan? (0.0)**

   Please review the Community Awareness priority to ensure IDB is included as a core partner administering a vocational rehabilitaiton program; increased awareness among core partners is important both among all core partners; ensuring that employers are aware of all of the regions services will not only assist that we are helping to fill their talent pipeline, but especially through vocational rehabilitation programs (IVRS and IDB) we can assist employers, through a variety of services, to retain valuable employees who may acquire a disability. IDB can also assist partners in creating a more accessible environment for individuals who have disabilities, in particular, those who are blind or visually impaired.

Performance Goals

7. **Does the plan sufficiently describe how the core partners will contribute toward the State's level of performance based on the primary indicators provided? (0.0)**

   performance goals are pending, however monitoring is discussed.

Assessment for Continuous Improvement

8. **Does the plan adequately describe what strategies the region will use to 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 the assessments to make continuous improvements? (0.0)**

   The board will measure joint and individual performance metrics in addition to strategic priorities and goals.

Operational Planning Elements - Form 4

Implementation of Strategies

0. **Does the local plan describe a cohesive plan in implementing identified strategies for the one-stop system? (0.0)**

   Discusses the common data collection and reporting, intake procedures, assessments, and creation of a shared pool of candidates.

1. **Does the plan adequately outline the strategies used to improve service delivery and avoid duplication of services? (0.0)**

   Action Plan Worksheet. duplicaiton minimized through teams developing processes and procedures regarding referrals.

2. **How does the plan demonstrate alignment of services with Adult Education and Literacy and enhances the provision of services and avoids duplication? (0.0)**

   Discusses sercies, locations, participation in board activities, referral processes and trainings provided to some of the core partners.

3. **Does the plan sufficiently describe what efforts are taking place to enhance the provision of services to individuals with disabilities such as cross-training of staff, technical assistance and cooperative efforts with employers working with Vocational Rehabilitation? (0.0)**

   Discusses cross-training, technical assistance, board participation, and partnership with other agencies/entities to provide inclusive services to all persons with disabilities.

4. **Does the plan adequately outline the services provided and the capacity to address and enhance Adult and Dislocated Worker Services while avoiding duplication? (0.0)**

   Discusses locations, trainings, services, referrals and board participation.

5. **Does the plan clearly identify successful models of youth workforce activities being used or planned in addition to how the required fourteen elements will be made available to youth in the region? (0.0)**

   The plan discusses the fourteen elements, support services and transportation; it does not discuss successful models of activities being used or plan to ensure these services are delivered.

6. **Does the plan describe what efforts are being taken to enhance the provision of services to individuals with vision disabilities? (0.0)**

   The Iowa Department for the Blind is a core partner. The IDB is the VR program authorized to deliver vocational rehabilitation services to individuals who are blind or visually impaired, including persons who are deaf blind, or persons who may have additional disabilities. The definition of "intensive services" is not defined, nor is it clear who is making this determination.

   The plan does not discuss efforts taking place to enhance provision of services to individuals who are blind or visually impaired, including individuals who are deaf-blind.

Integrated Customer Service

7. **Does the plan adequately describe the integrated customer service process for participants? How does the region coordinate activities and resources to provide customer-centered services, including supportive services to individuals in the workforce system? (0.0)**

   Discusses a plan to develop a streamlined referral system. Support service provision is unclear.

8. **Does the plan sufficiently describe how the core partners connect services to targeted populations (persons with disabilities, veterans, ex-offenders, TANF, etc)? (0.0)**

   Discusses the "Iowa Department of Vocational Rehabilitaiton" - name is inaccurate.
   IDB does provide services to employers in the region (training, assistive technology consultation, job matching, etc.) Several strategies are discussed to connect services to targeted populations.

9. **Is there a core partners flow chart of services attached to the plan? (1.0)** Yes

Coordination, Alignment and Provision of Services

10. **Does the plan adequately describe the use of initiatives designed to meet the strategic needs of employers (customized training, OJT, sector strategies, career pathways)? (0.0)**

    OJT, apprenticeships, classroom trainings, Project Search, and other initiatives are discussed.

11. **How does the region coordinate and promote entrepreneurial skills training? (0.0)**

    Referrals are made to the Small Business Development Centers
    ISE program for IDB/IVRS clients.

12. **Does the plan sufficiently describe how the board uses Registered Apprenticeships to support the regional economy and the individual's career advancement? (0.0)**

    Registered Apprenticeships are described.

    Apprenticeship program requirements should be reviewed with IDB/IVRS counselors to ensure that individuals who have disabilities are able to participate with the use of an accommodation when possible.

13. **Does the plan describe what the region is doing to carry out rapid response activities that align with statewide processes? (0.0)**

    Yes, discusses the activities.

14. **How is the region engaging local education and training providers to create a job-driven education and training system? (0.0)**

    In creation and development of new training programs, it is important to include that these will be accessible training programs. How is the region educating training providers on the creation of accessible and available materials, programs, technologies, and presentations? For example - this section discusses that providers make handouts and resources available in the center - how are these resources provided to an individual who is blind and uses Braille? How are the resources provided to an individual who is an English Language Learner?

15. **Does the plan describe how the board and core partners work with local education and training providers to leverage funds to allow enhanced access to workforce development program participants? (0.0)**

    Through GAP tuition assistance and the PACE programs. ABE services are offered on site in CR. discusses the Food Assistance Employment and Training Program, and coordination of other training funds.

16. **Does the plan describe strategies to improve access to activities leading to recognized post-secondary credentials including Registered Apprenticeships? (0.0)**

    Describes strategies, including the Apprenticeships.

17. **How does the region coordinate activities with economic development entities to enhance opportunities to meet the needs of employers? (0.0)**

    through board and sector meeting participation.

Regional Operating System and Policies - Form 5

Regional Workforce Development Board Functions

0. **Does the plan adequately describe the regional board's operational structure and decision-making process? What standing committees are currently in existence or planned which will support WIOA implementation? (0.0)**

    Standing committees: audit and youth standing
    States that there are 14 members, it is not clear who these members represent (this is described later in the following section).

1. **Does the plan summarize the regional board's oversight and monitoring process including ensuring quality customer service and the frequency of such reviews? (0.0)**

    discusses the CEO board, roles and responsibilites, discusses oversight and frequency.

2. **Does the plan outline the process in reference to the planning, operation and other issues related to youth programming? Does it adequately describe how the region will provide services to youth? (0.0)**

    The board has only recently met to determine that a committee would serve the region. The committee will develop a purpose, mission and vision. The focus is described. In the selection of committee members, perhaps including a parent of a youth with a significant disability, or a youth with a disability could be considered, in addition to representation by community partners that serve youth with disabilities.

3. **How does the region provide access to services in remote areas? What technology is used to ensure full access to the entire service area and populations? (0.0)**

    Discusses virtual access points - does not state whether these virtual access points are accessible (i.e. if in a local library, does the library have a machine that is accessible to persons with vision loss and requires screen reading software?). Transportation services are not included in this section, has it been considered to partner with local transportation services to create affordable transportation for individuals in remote areas so that they can access services?

4. **Does the plan describe how partners within the one-stop center system will comply with provisions regarding the physical and**

programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities? How does the Region ensure that Iowans are not discriminated against on the basis of age, sexual orientation, gender, disability, sex, race, color and national origin or religion? (0.0)

The plan does ensure compliance with physical and programmatic accessibility. However, it does not describe how partners will comply. The plan prohibits discrimination and states promotion of accessibility for all customers. The plan describes a complaint policy and procedure.

Regional Workforce Development Board Policies

5. **Does the plan describe how the board will ensure the continuous improvement of eligible providers of services and ensure that such providers meet the employment needs of local employers, workers and job seekers? (0.0)**

   The Board will review performance metrics.

6. **Did the region attach the board's process to meet priority of service requirements? (1.0)** Yes

7. **Did the plan provide the local area's definition of self- sufficiency? (1.0)** Yes

8. **Did the region attach the board's individuals training account policy? (1.0)** Yes

9. **Did the region attach the board's policy on supportive services for core partners? (1.0)** Yes

Regional Workforce Development Board Fiscal Policies

10. **Did the plan adequately describe the competitive process used to award sub-grants and contracts in the local area for activities carried out under WIOA Title I? (0.0)**

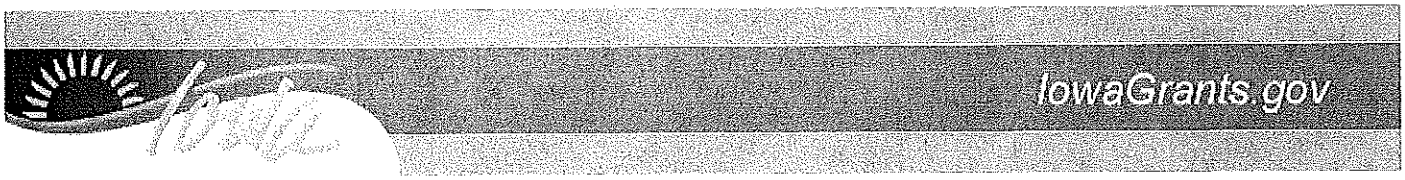
    RFP process is discussed.

11. **Did the plan sufficiently provide the board's approach and planned program design to meeting the required a) 75% minimum youth expenditures on out-of-school youth; and b) required 20% minimum for work experience? (0.0)**

    the requirement of 75% minimum are described. the 20% minimum is not stated, however work experiences are discussed.

12. **Did the plan provide a description of the local area's oversight and monitoring procedures including processes for program and fiscal monitoring? (0.0)**

    Describes the audit subcommittee activities.



Application Review

Application: 156799 - Region 10 WIOA CSP

Organization: WIOA Regional Planning Consortium Region 10

Applicant: Carla Andorf

Stage: Pre-Application

Reviewer: Lee Russo

Reviewer Role: Primary

Review Status: Editing

Round: 1

Score: 0.00