



Application

141588 - WIOA Local Service Plan  
162852 - WIOA Region 15 Local Service Plan  
Workforce Innovation and Opportunity Act

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### Primary Contact

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First Name Middle Name Last Name

**Title:**

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**City\*** Ottumwa Iowa 52501  
City State/Province Postal Code/Zip

**Phone:\*** 641-684-5401 40042  
Phone Ext.

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

**Fax:** 641-684-4351

**Agency**

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### Organization Information

**Organization Name:** WIOA Regional Planning Consortium Region 15  
**Organization Type:** Regional Planning Commission  
**DUNS:**

**Organization Website:**

**Address:**

City State/Province Postal Code/Zip  
Iowa

**Phone:**

Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Board Details

**Board Chair Name:**

Martha Wick

**Title:**

Governmental Affairs

*Provide current business title.*

**Business Name:**

Indian Hills Community College

*Provide current business organization name.*

**Business address:**

525 Grandview Ave, Ottumwa, IA 52501

*Provide current business address.*

**Business phone:\***

641-683-5231

extension:

**Board Chair business email:**

martha.wick@indianhills.edu

**Identify counties served by Region:**

Appanoose County, Davis County, Jefferson County, Keokuk County, Lucas County, Mahaska County, Monroe County, Van Buren County, Wapello County, Wayne County

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

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## Local Area's Chief Elected Official Chair

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

Matt Greiner

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

**Elected Title:**

County Supervisor

*Provide current title.*

**Local Government Affiliation:**

Democrat

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

**Address:**

100 Courthouse Square #9, Bloomfield, IA 52537

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

**Phone:**\*

641-664-2101

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

**Email:**

greinerm@daviscountyiowa.org

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

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## Core Partners

### Workforce Development

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

**Organization Name:** Indian Hills Community College/IowaWORKS

**Address:** 15260 Truman St, Ottumwa, IA 52501

**Phone:\*** 641-684-5401 40042  
extension:

**Email:** jennifer.snead@iwd.iowa.gov

**WIOA (Title I) Director - Youth Services:** Jennifer Snead

**Organization Name:** Indian Hills Community College/IowaWORKS

**Phone:\*** 641-684-5401 40042  
extension:

**Email:** jennifer.snead@iwd.iowa.gov

**Wagner-Peyser Manager:** Christy Roush

**Address:** 15260 Truman St, Ottumwa, IA 52501

**Phone:\*** 641-684-5401 40019  
extension:

**Email:** christy.roush@iwd.iowa.gov

### Rehabilitation Services

**Vocational Rehabilitation Supervisor:** Kelli Hugo

**Address:** 15260 Truman St Suite 4, Ottumwa, IA 52501

**Phone:\*** 641-682-7569 9  
extension:

**Email:** kelli.hugo@iowa.gov

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

**Address:** 524 Fourth St, Des Moines, IA 50309

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

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

### Adult Education and Literacy

**Adult Education and Literacy Services Coordinator:** Noel Gorden

**Title:** Department Chair

**Organization:** Indian Hills Community College

**Address:** 525 Grandview, Ottumwa, IA 52501  
**Phone:\*** 641-683-5181  
extension:  
**Email:** noel.gorden@indianhills.edu

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## One-Stop System

**One-Stop System Center Name:** IowaWORKS Southern Iowa  
**Street Address:** 15260 Truman St  
**City:** Ottumwa  
**Zip Code:** 52501  
**Phone:** 641-684-5401  
**Fax:** 641-684-4351  
**Office Hours:** Monday, Tuesday, Thursday, and Friday: 8:30am-4:30pm,  
Wednesdays: 9am-4:30pm

### One-Stop Center Operator

**One-Stop Center Operator Name:** Christy Roush  
**One-Stop Center Operator Title:** Operations Manager  
**One-Stop Center Operator Organization:** Iowa Workforce Development  
**Attach a spreadsheet of all one-stop service locations:** ServiceLocationOne-StopSystems(Jan2016).xlsx

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## Fiscal Agent

**Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds:** Bill Meck

*Provide contact name as the fiscal agent.*

**Fiscal Agent Title:** Vice President/CFO

**Fiscal Agent Organization:** Indian Hills Community College

*Provide the name of the associated organization.*

**Fiscal Agent DUNS:** 879486298

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

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

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

*Provide contact name as the fiscal agent.*

**Administrative Fiscal Agent Title:**

**Administrative Fiscal Agent Organization:**

*Provide the name of the associated organization.*

**Administrative Fiscal Agent DUNS:**

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

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## Economic Analysis

### Industry Sectors and Occupations

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

Region 15's occupational employment is expected to increase by 9.3% from 2012 to 2022 (or 0.93% annually). Job growth will vary across major occupational groups depending on the industry. Service-providing occupations are generally expected to outperform goods-producing occupations. This is reflected in both employment change and growth rates. Major occupational groups expected to grow faster than the regional annual average are business and financial (0.89%); computer and mathematical (0.87%); community and social service (1.46%); education (0.83%); arts, design, entertainment, sports, and media (0.89%); healthcare practitioner (1.61%); healthcare support (1.46%); food prep and serving (0.82%); building/grounds cleaning and maintenance (1.36%); personal care (2.32%); sales (0.86%); construction (1.99%); installation, maintenance, and repair (0.9%); and transportation and material moving (0.94%).

As of 2014, Region 15's largest private industry was Manufacturing, representing 19% of the region's total covered employment. The Construction industry posted the largest employment percentage increase of 12.9%. As a whole our largest sectors are Manufacturing with 9,710 positions, Trade with 8,589 positions, and Healthcare with 6,741 positions.

*Refer to question B-3.*

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

Region 15's emerging in-demand industries include educational services, Securities/Commodity Contracts/Other investments, Self-employment, and Healthcare. Although Region 15 has had openings in these industries in the past, the industries are showing a more dramatic increase.

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**:

For Basic Skills deficiency, employers reported Mathematics at 55.9%, Written Communication at 44.1%, Locating information at 32.4%, and Reading for Information at 32.4%. Employers reported soft skill deficiencies in the following areas: Dependability 84.4%, Motivation 78.1%, Communication Skills 68.8%, Time Management 62.5%, Leadership 50%, Teamwork 50%, and Honesty at 43.8%. Hard skill deficiencies included Analytical Thinking 65.2%, Business Communication 32.6%, Basic Computer Literacy 30.4%, Computer Software 30.4% Project Management 23.9%, Machine Operation 21.7% and General Office Software at 17.4%. All of the healthcare occupations will need post secondary education or certificates. Registered Nurses will need an AS degree. CNA's will need a certificate program. All other in-demand healthcare personnel will need at a minimum Basic First Aid/CPR certification. Construction personnel will need OSHA certification and/or apprenticed depending on position. Transportation and Material movers will need CDL Certification. Business and Financial occupations will need to pass FINRA testing for certification. Educational Services occupations will need a Bachelors degree or Associates degree dependent on position.

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:**

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

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## Workforce Analysis

### Employment and Unemployment

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

Iowa's statewide annual average unemployment rate of 3.6% is just slightly lower than the average Region 15 unemployment rate of 4.0% as of December of 2015. In Region 15, Wapello County had the highest unemployment rate of 5.0%. The following counties within the region from highest to lowest are as follows: Appanoose (4.5%), Monroe (4.3%), Keokuk (4.1%), Davis (3.8%), Mahaska and Wayne (3.6%), Van Buren (3.4%), and Jefferson and Lucas with (3.2%).

*Refer to question B-4.*

### Labor Market Trends

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

As of 2013, Region 15 had 45,856 primary jobs in the region. 72.8 percent (33,379) of the region's workers live and work in Region 15. However, 23,344 workers live in Region 15 but leave the region for their primary job. The majority of our top posting employers are in Transportation and Material Moving industry.

*Refer to question B-4.*

### Educational Skill Levels of the Workforce

An overview of the skills of Region 15's workforce are as follows:

5% or 4,616 people have less than a 9th grade education

7% or 6,015 people have a 9th to 12th grade education

Over 10,000 people do not have a High School Diploma or equivalency. The majority of employers in our region require at least a High School Education. We will reach out to these individuals for High School Equivalency Diplomas.

40% or 37,271 people have a High School Diploma.

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

We will provide opportunities for skills upgrade for positions that require certification.

20% or 19,172 people have some college education. We will provide opportunities and resources that may allow these individuals to finish their degree.

10% or 9,297 people have an Associate's Degree

13% or 12,004 people have a Bachelor's Degree

6% or 5,721 people have a Graduate Degree or higher.

We will provide career pathways navigation for

these three categories to further their education or provide job placement assistance.

Throughout our ten county area we have the following:

\*15.2% of Population living below the poverty level. We will provide resources and opportunities to obtain a self-sustaining wage.

\*10,399 Veterans. Veterans have priority of service for all of our programs and services.

\*1,644 Offenders currently on Probation or Parole. We have individuals trained as Offender Workforce Development Specialists that can assist these individuals in obtaining employment.

\*6,654 Foreign Born Individuals. We can assist in providing resources to these individuals to assist in the cultural barriers they may face.

\*18,796 Individuals with a Disability. We provide accessibility with all our programs and services so they can be accessed by all ranges of disabled customers.

\*3,516 English Language Learners (Over 25 different Languages). We provide access to English as a Second Language and provide assistance to employers with English Language Learners.

\*464 Youth in Foster Care. We provide youth services to assist in training or employment.

These populations may need additional assistance in obtaining employment and we have the programs and services available to assist them.

*Refer to question B-4.*

### **Skill Gaps**

The 2014 Iowa Workforce Needs Assessment survey asked employers about their perceptions on the degree to which job applicants possessed soft, basic and occupational skills. In addition, employers were asked if applicants, who may or may

not possess the necessary skills for the job vacancy, were being disqualified due to the results of controlled substance testing or background checks.

Basic Skills (includes literacy, numeracy, basic computer skills and organization). 55.9% of employers felt applicants lacked Mathematics skills, 44.1% in written communication, 32.4% in locating information and reading for information.

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

Soft Skills (Includes timeliness, responsibility, teamwork, integrity and self-esteem) 84.4% of employers felt workers were deficient in dependability, 78.1% in motivation, 68.8% in communication skills, 62.5% in time management, 50% in leadership skills, 50% in teamwork, and 43.8% in honesty.

Hard Skills (Includes analytical skills, physical ability, knowledge, and experience) 65.2% of employers felt that employees lacked analytical thinking, 32.6% in business communication, 30.4% in basic computer literacy, 30.4% in computer software, 23.9% in project management, 21.7% in Machine operation, and 17.4% in general office software experience.

*Refer to question B-4.*

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## Activities Analysis

## Accomplishments in Past Year

2015 was a dynamic year for Region 15. We increased our performance by an average of 6% overall. Region 15 received the Veteran Incentive Award. In the last year, Region 15 posted 14,277 job orders for our regional employers. This was a 27% increase from the previous program year. We assisted 117 new employers this year and they posted 341 job orders. During Program Year 14 our office hosted 89 hiring sessions for employers. We also coordinated 5 major Job Fairs in Ottumwa, Albia, and Centerville. In March 2015 we partnered with Indian Hills Community College and hosted a joint Job Fair, bringing in over 500 job seekers and over 100 employers. The hiring sessions and job fairs resulted in 277 reported hires. We also conducted 26 employee training sessions for employers on topics such as A Game and Diffusing Negative Attitudes.

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

Region 15 is actively engaged in the Skilled Iowa Initiative. We had three new Skilled Iowa Communities, adding the City of Chariton, Keokuk County, Wapello County, and Van Buren County. We have also tested 740 customers for the National Career Readiness Certificate. For PY14, Region 15 served 6,002 new members through Integrated Service Delivery System. This was a 26% increase from the previous PY. We are continually increasing the products in our ?toolbox? to be responsive to the needs of job seekers and employers. We conducted 688 workshops during PY14 with over 4,000 attendees.

The AEL program partnered with the Arts and Sciences Division of Indian Hills Community College to open an English Language learning Center on the Main Campus. ESL classes are now more accessible to students, and Monday-Thursday, there is walk-in help for language and citizenship issues.

This past year has been a growing year for the IVRS office in Region 15. Several counselors started their careers with IVRS in fiscal year 2016. This has limited participation in area activities due to staff transition and training requirements of new staff.

The IVRS office has participated in a variety of committees including an advisory committee with Indian Hills, regional case management meetings, and transition events throughout the 11 county service area. Statistical information for fiscal year 2016 shows that the Ottumwa area office successfully placed 116 job candidates with disabilities into competitive employment with an average hourly wage of \$12.68.

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

#### **Mandatory and Other Partners**

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

RegionalOne-StopContactList.docx

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

Region 15's analysis of our strengths and weaknesses of workforce development activities.

Strengths:

- \* Providing opportunities for job seekers to meet employers and review open job opportunities.
- \* Providing resources and referrals to job seekers to assist them in removing barriers to employment.
- \* Providing quality training opportunities for job seekers to up-skill or gain credentialing through our core programs.
- \* Providing quality training opportunities to employers through our Employer's Council of Iowa (ECI) events.
- \* Providing assistance and accommodation to individuals with disabilities.
- \* Providing services to Secondary and post-secondary schools.
- \* Providing services and information during Rapid Response meetings for businesses.
- \* Providing assistance and services to Veterans.
- \* Providing quality soft skill workshops to job seekers, employers, and community agencies.
- \* Full time instructors for each subject which allows more time to assist individuals with disabilities.
- \* AEL has multiple sites within the community so that no student has to drive more than 30 miles.
- \* Well equipped with the latest technology.

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

- \* The IVRS office consists of new field staff that are proactive in fostering collaboration with both employers and service providers throughout Region 15. Staff attend a variety of trainings within the IVRS agency including WIOA, assistive technology, benefit planning, and business development to increase the quality of services for individuals experiencing barriers to employment.

- \* Staff have also strengthened partnerships with area providers such as high schools, colleges, Job Corps, and IowaWORKS to collaboratively assist job candidate in working towards their educational and vocational goals.

#### Weakness Solutions:

- \* Increase outreach throughout our ten county area of all products and services offered to increase awareness.

- \* Increase our product box to become more innovative in our services and how we provide them.

- \* Become more proactive in addressing the needs of employers through sector strategies.

- \* Inexperience of the new IVRS staff. This will be a year of learning WIOA regulations and Agency expectations. Staff will also continue to build on relationships with secondary education providers in an effort to increase student services. We will also continue foster relationships with employers and service providers throughout the region for more comprehensive services and connectivity with appropriate resource providers.

- \* Limited AEL hours at remote sites.

- \* Region 15 needs to create more avenues to assist blind and vision impaired customers.

*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:**

Economic development and workforce development programs have supported and complimented each other for years in the State of Iowa. The Region 15 RWDB/CEO boards feel this is an important linkage for the region. Economic Developers, Indian Hills Community college, and IowaWORKS meet regularly to discuss issues and trends. Sector Strategies also provide economic developers with a voice in developing our workforce system and developing career pathways.

*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:**

Indian Hills Community College High School Program coordinators, IVRS, and AEL partner with WIOA staff in area secondary schools to deliver high school career and technical programs and work-based learning opportunities as well as outreach to students who are potential drop-outs. IVRS staff are active in every school district throughout Region 15. Staff can work with any student from sophomore to graduation that receives IEP or 504 services, identified as a potential barrier to employment. Activities include 1:1 career planning services and classroom facilitation of job readiness activities. This allows the staff to monitor needs of the student to determine if the student is in need of intensive IVRS services, or if staff are able to connect the student with a more suitable service provider per student need. Sector Boards are being established throughout the region and community meetings are held with secondary school districts to address Career development of youth. Multiple partners deliver/proctor NCRC assessment throughout the region in secondary schools to assess the work skills of youth. Accommodations are available for the NCRC exam for individuals with disabilities. Other assessment tests available are the Testing of Adult Basic Education for individuals who are unable to take the NCRC. Career Pathways are coordinated and delivered from secondary through adult learners to guide them in making successful career decisions.

Indian Hills Community College conducts ongoing development of short term trainings and associate programs for in demand occupations. Indian Hills provides coordination of GAP/PACE programs throughout the region and IowaWORKS assists in intake of applicants. Indian Hills Community College has a Career and Workforce Education Division to address educational development and economic development throughout the ten county area.

Core Partners are coordinating delivery of services at all levels of education to avoid duplication of services and to provide a wider range of services.

Core Partner-developed Referral and Verification forms are utilized to document and enhance coordination. Common participant case management strategies are in use.

IVRS, IowaWORKS, WIOA, and AEL utilize career pathways from intake when discussing vocational goal to determine pathway that is sensitive to job candidate barrier and long term goal. If the individual does not know what their vocational goal is, we may perform an interest inventory to assist in exploration of career pathways that reflect job candidate interest and values. We also assist in facilitation of training in certain career pathways, such as the healthcare industry, that would support the person with a barrier in working towards long-term goals and self-sufficiency. Region 15 was one of the four pilot regions for Career Pathway training.

Region 15 co-enrolls participants between the core partners to provide a wide array of services without duplication of service. Customers are provided an overview of all services of the core partners that are available to them. Title I and Title II partner to provide Edmentum software for individuals with basic skills deficiencies to utilize to gain the skills they need for employability. Career Planners meet as Integrated Resource Teams (IRT) on behalf of the customer. The IRT's meet regularly with the customer to enhance communication and services for the customer.

*Refer to question B-7.*

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## **Regional Strategic Vision and Goals**

### **Regional Vision Statement**

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

**Regional Vision Statement:**

Region 15 One-Stop System will collaborate to build a "Future Ready Iowa"- a pipeline of skilled workers who are prepared to meet the workforce needs of Iowa's current and emerging industries throughout our ten county area.

**Description of Regional Strategic Vision**

IowaWORKS Southern Iowa will deliver a demand driven system that focuses on building a workforce of skilled individuals that will enable the employers of our region to remain competitive in a global environment. The One Stop system within our Region is a comprehensive, integrated service delivery system that is responsive to the employment and training needs of the customers we serve and incorporates the products and services of our partners in order to assure that customer needs are met without duplicating services and are delivered efficiently and cost effectively.

The values governing Region 15 include the following:

- \* Effective partnerships are not only maintained but expanded and strengthened
- \* Ongoing commitment to braid funds through partnerships in service management
- \* Working in partnership to ensure workers possess a solid work ethic with appropriate skill sets

The longer term goals for Region 15 are summarized as:

- \* Region 15 is committed to partnering with business and education to ensure we have workers who possess the needed skill sets within the region.
- \* Region 15 is committed to expanding the Future Ready Iowa initiative.
- \* Region 15 will create training opportunities for businesses through the Employers Council of Iowa in Region 15.

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

- \* Develop Sector Boards for Manufacturing and Healthcare industries.
- \* Develop credentialing opportunities for high demand occupations.
- \* Develop innovative opportunities for job seekers to locate employment opportunities.
- \* Increase accessibility options for individuals with disabilities.
- \* Increase accessibility to soft skill workshops to individuals with transportation barriers.
- \* Identify and meet employer needs by focusing on sector strategies, career pathways and better aligning state and federal programs and initiatives, including public-private partnerships, to support high-skill, high-demand jobs.
- \* Communicate high-demand career pathways to students, parents, teachers, counselors, workers and community leaders through career planning, including an interactive portal of career opportunities and required credentials and experience.
- \* Improve college and career readiness, increase interest and achievement in science, technology, engineering and math (STEM) study and careers.
- \* Through input received through Sector Boards we will develop a high demand topic list for employer training for ECI events.
- \* Update our technology and assistive devices to ensure we can meet the needs of individuals with disabilities.
- \* Provide soft skills workshops via ICN to the local

ICN sites to provide training opportunities for those who cannot travel to the one-stop center.

\* Grow ESL program and integrate with the Public School system and GAP/PACE.

## Strategies

1. Identify and quantify employers' education, training, and employment needs and capture those needs in a talent supply and demand interactive portal to be driven by a public-private collaborative, leveraging and institutionalizing the sector strategies and career pathway methodologies.
2. Improve degree and credential completion and target resources to support attainment of high-demand credentials, degrees, and certifications valued by employers, including for those individuals with barriers to employment.
3. Cultivate, develop and align work-based learning opportunities including, but not limited to STEM school-business partnerships, student internships, teacher externships and apprenticeships for individuals through public-private partnerships
4. Create a system of coordinated resources to engage, assist, and reinforce Future Ready career guidance for parents, students, educators and adults.
5. Ensure secondary students have access to high quality career and technical educational programs aligned with labor market needs.
6. Ensure all Iowa students meet high state academic standards, including being literate by the

end of the third grade and achieving STEM disciplines.

7. Increase rigorous concurrent post-secondary enrollment opportunities in high demand career pathways, including STEM disciplines.

8. Institutionalize the college-going process within secondary schools statewide

9. Elevate and operationalize promising financial literacy models that impact student borrowing.

10. Nurture entrepreneurial connectivity and skills development.

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

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

The workforce development board will review WIOA performance ongoing in order to support regional economic development growth. The

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

Region 15 has a long history of working collaboratively with various partners within the region. Ongoing partner meetings have been held with multiple providers to determine what services are currently being offered through various programs and identify gaps within the current service structure. In this way, partners are able to maximize services and funding levels and the participants benefit by having a more complete, comprehensive service plan to reach self-sufficiency. In turn, the region is more likely to meet performance goals.

The Region 15 one-stop system partners will report on the progress of the WIOA performance measures and all partners agree to discuss ways of mutually attaining these performance measures to reach shared outcomes. All partners also agree to work collaboratively on attaining the DOL Common Performance Measures and involve a number of partners. This collaboration includes strategizing on approaches to attain these measures and providing data to the performance reporting system .

*Refer to question C-1.*

**Vision Alignment to State Vision and Goals**

The first State goal is: All employers have access to trained, skilled, diverse workers. Region 15's goals and strategies provide opportunities to increase their soft skills, hard skills, and obtain credentialing. Provide diverse and innovative opportunities to share employment and training opportunities with the available workforce.

The second State Goal is: All Iowans will be provided access to a continuum of high quality education, training, and career opportunities in the nation. Region 15 will be providing career pathways navigation to all customers. Our goal is to ensure that all programs and opportunities are accessible throughout the ten county area. We will also be increasing our accessibility to individuals with barriers.

The third goal is: Iowa's workforce delivery system will align all programs and services in an accessible, seamless and integrated manner. Region 15 has the same application for multiple programs to provide a seamless service across the programs. Core partners have integrated meetings with customers to reduce stress on the customer. Also by increasing our accessibility to meet the needs of all Iowans.

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

*Refer to question B-2.*

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## **Regional Strategies**

Strategic Alignment of Resources

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

Eligibility for services

Outreach, intake, orientation

Initial assessment

Labor exchange services

Referrals to programs

Labor market information

Performance, cost information

Supportive services information

UI information and assistance

Financial aid information

Follow-up services

Comprehensive assessment

Individual employment plan

Career planning, counseling

Short-term prevocational services

Internships, work experiences

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

Out-of-area job search

Foreign language acquisition

Workforce preparation

Region 15 provides a wide range of work based learning opportunities to include Work Experience Program, Unpaid work experiences, Registered Apprenticeships, and Skilled Iowa Internships. We also partner with the Regional Entrepreneurial Center to provide assistance to individuals who would like to start their own business.

We will be developing Sector Boards for Manufacturing and Healthcare to provide an open avenue of communication from employers in the industries to guide our services.

WIOA focuses on Out-of-School youth, however we do provide services to In School youth to address barriers and provide soft skill training.

\* IVRS staff assigned to every high school and providing services to all students with disabilities, including career counseling on employment and training opportunities, training on work readiness and employer expectations, and on self-advocacy. Job shadows and part time work opportunities are encouraged.

\* IVRS staff, in collaboration with partner agencies, provides counseling to individuals with disabilities to help them make informed career decisions. Information on in demand careers and career pathways is utilized and assistance with training is provided that leads to successful employment.

\* IVRS provides consultation to partner agencies to ensure programs and areas are accessible.

Consultation is provided to employers on disability needs to assist with recruitment and hiring of qualified individuals with disabilities and retaining valued employees.

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

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

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

The Workforce, Vocational Rehabilitation, and Youth Employment intake process collects

educational needs of clients. Students are referred to Adult Literacy classes on a regular basis. Workforce provides funding for educational barriers including daycare, transportation, and testing fees.

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

The Adult Education/Literacy Services assesses student barriers and refers students to Region 15 Workforce classes, Youth Employment services, and Vocational Rehabilitation services.

In addition to having face-to-face classes throughout Region 15, the AEL Program has expanded its reach by offering distance education. We are the only Program in the state to offer MySkillsTutor for ABE level students, and the highly acclaimed Plato Courseware for all levels of learners. ESL students have the opportunity to practice their skills using Burlington English. Burlington English also offers Career Pathway lessons.

Both HSED and ESL learners may participate in an organized campus tour to encourage further credentialing.

In the next term, HSED learners will be co-enrolled in a 2-credit hour college class focusing on Career and College Readiness.

HSED and ESL students are referred to GAP/PACE programs.

*Refer to question C-2.*

**Expanded Access**

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

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

Co-enrollment is completed for all eligible and appropriate individuals across core programs and required partners. Region 15 core partners share assessments to avoid duplication of effort for staff and the customer.

Dependent on the needs of the customer, between the Core Partners and Required partners, we have the ability to address all needs of the customer to become employable. In combination of all of our resources and knowledge, customers remain engaged and participate fully in all of the services and opportunities available through WIOA.

**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:**

*Refer to question C-4.*

**Facilitate Career Pathways and Co-Enrollment**

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

Career pathway training for agency competency training takes place at the new employee orientation at the IVRS headquarters in Des Moines. All field staff are required to complete this orientation training within a few months of hire. This incorporates information on how to utilize career pathway exploration tools such as ONET or IHAPI with job candidates.

IowaWORKS staff have completed Career Pathway training through the Department of Education. Training has also been provided through multiple conference training sessions throughout the U.S. that staff have attended. Career Pathways provides an excellent avenue to guide customers through the career decision making process.

AEL was one of the four pilot regions for career pathway training. Staff also receive refresher training at staff meetings.

All staff utilize career pathways during Guidance and Counseling to assist customers in making sound education and career decisions.

*Refer to question C-4, Part B.*

#### **Additional Regional Board Strategies**

Region 15 Regional Workforce Development Board is committed to developing opportunities for Registered Apprenticeships throughout our ten county area. A registered apprenticeship is an employer-driven model that combines on-the-job learning with related classroom instruction to increase the apprentice's skill level and wages. It's a flexible training strategy that can be customized to meet the needs of every business, and it can be integrated into current training and HR development strategies. Apprenticeship training is an "earn while you learn" model because apprentices receive a paycheck while learning on the job. About 400,000 apprentices participate every year in about 20,000 registered apprenticeship programs across the country. In Iowa, there are already over 600 registered programs training more than 8,000 apprentices. There are 1,400 apprentice occupations to choose from.

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

Region 15 works with Union and Non-union employers to register them with the Department of Labor. We also sponsor On-the-Job training for the apprentice and Institutional Skills Training Costs.

A member of the Department of Labor/Office of Apprenticeship is an ex-officio member of the RWDB and provides guidance in relation to apprenticeships.

**Strategy Alignment to State Strategies**

## State Strategy Alignment:

Accessibility: Accessibility encompasses a variety of ideas, actions, and high-level collaboration. A range of barriers exists for a diversity of populations. System-level barriers such as exclusionary hiring practices and a lack of employer supports, to geographic hindrances and other location-based obstacles are inherent within the workforce delivery system. For instance, individuals living in Iowa's many rural communities experience higher levels of isolation, have limited access to available and affordable transportation, are not offered the same educational and training opportunities, and often lack personal and professional support networks and essential services. Adding to the mix is the job seeker's ability to gain skills due to a real or environmentally imposed restriction.

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

Recognizing the variety of barriers and restrictions imposed upon job seekers and workers, the State of Iowa is committed, regardless of language skills, age, location, disability, legal history, ethnicity, gender, religion, sexuality, or socio-economic background may gain access. Access may require reasonable accommodations, natural and programmatic supports, intensive services, and creative methods to address the actual or perceived impediment toward meaningful access. Any individual who is seeking services from the workforce system may receive the appropriate, reasonable, and needed accommodation or support. All goals, strategies and actions inherently infuse options for accommodations and accessibility such that all Iowans may be provided the necessary supports to be successful in achieving their employment goal.

The following goals, strategies and action steps presume and require all core partners to provide

the necessary services, support, modification or accommodation for ALL Iowans to be successful. All entities responsible for Iowa's workforce services delivery system will work together to support and encourage a fully accessible and accommodated workforce system that achieves lasting results for ALL Iowans. Region 15 has multiple entry points into the workforce system through our partners and referral processes. We provide services in each of our ten county area to include events, career counseling, and workshops. Services are also available through our Access Point computers, online, and in person.

**Sector Partnerships:** Region 15 will support the development of regionally based, employer-driven sector initiatives. Sector strategies address the needs of employers through a focus on the workforce needs of specific employer sectors over a specific time period. While working to address the needs of employers, the needs of workers will also be met through the creation of formal career paths to self-sustaining jobs, reduction of barriers to employment, and sustained or increased jobs.

**Career Pathways:** Region 15 has career pathway training for all career planners. All staff assist workers in transitioning from training to the workforce through career counseling. Career Pathways are components of sector strategies. Career Pathways work to increase education, training and learning opportunities for the current and future workforce. Career Pathways help job-seekers develop personal, technical, and employability skills which prepare job-seekers for in-demand and lasting jobs. Colleges, primary and secondary schools, economic development agencies, workforce services providers, employers, labor groups and social service providers all play a vital role in the successful development of Career

Pathways approaches. A baseline survey of sector partnerships and career pathways has been completed that will form the foundation for developing career pathways moving forward.

Integration and Integrated Education and Training: Region 15 partners are aligned to provide a seamless service to our customers. We are better aligned in communication to avoid duplication of services and to provide the best customer service and assistance available.

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## 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:

Region 15 core partners have enhanced their communication between all partners of our participants. This ensures that less people fall through the cracks. We will maintain contact with participants through follow-up services to ensure all barriers are addressed as soon as they are identified to allow participants to maintain employment. We will ensure that through career pathways, assessments, and career counseling, that participants are choosing careers that fit them and allow them to provide for themselves and their families. It also helps an individual choose a training program that fits within their life and schedule so they are able to complete the training. Partners will continually advise on discussions with employers and their needs. This will avoid duplication of services and improve relations with employers.

*Refer to question E-10.*

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## Assessment for Continuous Improvement

Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT

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

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

**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:**

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

**The Performance Oversight policies of the CEO and RWDB include:**

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

**All Core Partners will provide update information to the RWDB at quarterly Board Meetings. Customer feedback is given by**

**customer feedback forms that are turned in and evaluated by the RWDB.**

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

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

**Region 15 will implement changes as part of the statewide data management system restructuring. The information received through this statewide system will be reviewed and tracked by the region.**

*Refer to question C-13.*

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## **Implementation of Strategies**

**Regional Workforce Development Board**

**At a minimum, the following career services will be provided through the Region 15 Workforce System:**

**\*\*Adult Education and Literacy**

**\*\*Vocational Rehabilitation Services**

**\*Department for the Blind**

**\*\*Wagner-Peyser**

**\*\*PROMISE JOBS Services**

**\*\*Job Corps**

**\*Migrant and Seasonal Farm Worker**

**\*Proteus**

**\*\*WIOA**

**\*Perkins Career and Technical Education**

**\*Senior Community Service Program**

**\*\*Trade Adjustment Assistance**

**\*Housing Authority**

**\*\*Ticket to Work**

**\*\*Employer's Council of Iowa**

**\*\*Unemployment Tax Auditor**

**\*\*Work Opportunity Tax Credit**

**\*\*Re-Employment Services**

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

**\*\*Rapid Response/WARN**

**\*\*Skilled Iowa**

**\*\*Home Base Iowa**

**\*\*Career Mapping**

**\*\*Initial assessments of skills, barriers, and interests**

**\*\*Labor Market Information**

**\*\*Business Services to include job posting, hiring events, and referrals.**

**\*\*Referrals to programs and resources**

**\*\*National Career Readiness Certificate**

**\*\*Unemployment information and assistance**

**\*\*Financial aid information**

**\*\*Follow-up services**

**\*\*Career planning, counseling**

**\*\*English as a Second Language**

**\*\*Soft Skill Workshops(Dependability, Time management, etc.)**

**\*\*Career Readiness Workshops (Resume, Interviewing, etc.)**

**\*\*Veteran's Services**

**\*\*Disability Navigation and Benefits Planning**

**\*\*Offender Workforce Development Services**

**\*\*GAP/PACE Tuition Assistance Programs**

**\*\*OPAC Typing Certifications**

**\*\*Basic Computer Literacy**

**\*\*Denotes services are located at the one-stop**

**Utilizing all of the Partners and services listed above we will be able to provide career development and training opportunities to our customers to ensure that employers have the skilled workforce to meet their needs and customers have a wide array of opportunities to excel. This also supports the Future Ready Iowa Initiative.**

**Sector boards will be established in healthcare and manufacturing employers utilizing contacts from our Business Service Team and Core partners. These boards will facilitate the agenda for future Employer's Council of Iowa training topics and agenda. It will also help mold curriculum offered at local colleges. Feedback provided by employers will assist the Region in developing skills upgrade opportunities to customers.**

**Region 15 plans to research and provide innovative solutions to provide accessibility for all Iowans in the center.**

**Region 15 will expand access to soft skills training by conducting it online and via ICN to expand outreach throughout the ten county area.**

**Region 15 will provide simulation opportunities to customers in different industries to allow them to explore career fields including STEM**

**related fields.**

**Region 15 will grow the ESL/HiSET program by partnering with GAP/PACE/IowaWORKS to provide additional career training in conjunction with ESL and HiSET.**

*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**

**One-Stop center teams ensure all customers are welcomed to the center and made eligible for as many services as necessary to meet their employment objective by:**

**1) Recommending services customized to customer needs**

**2) Providing immediate access to multiple services at the time of the first visit**

**3) Encouraging continuous customer engagement through the ongoing delivery of quality services. Region 15 will strive to offer, promote, and deliver a comprehensive series of services:**

**4) Design and continuously improve services to respond to the local economy and business demand**

**5) Recognize all center customers may need both skills and employment while ensuring concurrent delivery of both services to all customers**

**6) Increase the quantity, quality, and use of skill advancement for employment services**

**7) Provide and emphasize more value-added, staff-assisted services**

**Region 15 will ensure that every center visit and service adds value for each and every customer and contributes to positive individual outcomes.**

**All one-stop customers will move through a standardized process that co-enrolls them into multiple programs based on eligibility. This**

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

**allows the customer to be served by multiple partners within the workforce system. When eligibility permits, every customer will be co-enrolled into all qualifying programs for basic career services.**

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

**The Business Services Team will work directly with employers to meet their needs. They will input open positions to promote opportunities with employers. They will develop and promote training sessions for ECI. The BSR's will provide outreach to businesses to promote our services.**

**Re-Employment Services are offered 2-4 times each month and provide training to customers on Resume, partner services, interviewing, and networking.**

**Unemployment Insurance Benefits Services are offered in the center. Customers may apply in the center online. Appointments are set up to answer detailed questions regarding claims.**

**A Skills team rotates shifts on the skills floor to assist customers with making resumes and cover letters. They also provide assistance with assessments, Labor Market Information, job applications, and navigating through Focus Career. They also refer participants to soft skills workshops. The skills team promotes opportunities to customers on the skills floor regarding programs, job fairs, etc.**

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

- \* AEL staff have attended IowaWORKS staff meeting to discuss and coordinate services
- \* IowaWORKS staff present at Adult Education and Literacy orientations and education sessions to provide soft skills training and orientation of services offered at the One-Stop.
- \* Contact information from IowaWORKS and Adult Education and Literacy shared amongst partners
- \* Adult Education staff attend ongoing WIOA training opportunities at the state and regional level
- \* IowaWORKS staff participating in Adult Education and Literacy online WIOA Integration and Alignment and Career Pathway trainings
- \* AEL provides computer literacy classes to customers with a required pre-test.
- \* AEL provides English as a Second Language services to individuals with language barriers.
- \* AEL provides Basic Skills training in Math, reading and writing to upskill individuals that are deficient.
- \* AEL provides Burlington English Career Development activities.
- \* AEL offers Edmentum PLATO Courseware for individuals to complete their HSED.
- \* AEL provides outreach to local schools to reach out to individuals who may drop out.
- \* AEL partners with GAP/PACE to provide additional opportunities for ESL learners.

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

*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.*

**IVRS will participate on WIOA compliant  
Regional Workforce Development board**

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

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

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

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

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

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

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

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

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

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

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

## **Integrated Service Delivery Products and Services Available:**

**Basic Career Services are offered in the ten counties (Appanoose, Davis, Jefferson, Keokuk, Lucas, Mahaska, Monroe, Van Buren, Wapello, and Wayne) and include:**

**\* Determination of eligibility for WIOA Title I Programs**

**\* Outreach, intake and orientation to the information and services available through the Workforce Development Center System**

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

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

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

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

**\* Provision of accurate information relating to the availability of support services, including child care and transportation available in the local region and referral to such services as appropriate;**

**\* Information on other IowaWORKS One-Stop**

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

**System Partner services and support services;**

**\* Assistance regarding filing claims for unemployment compensation**

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

**\* Job referrals (informational, referrals in non-exclusive hiring arrangements, short-term or seasonal placements);**

**\* Internet browsing (job information and training searches);**

**\* Internet accounts;**

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

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

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

**\* Staff-assisted job search and placement assistance, including career counseling (JSP), (G&C);**

**\* Screened job referrals (such as testing) (SJR);**

**\* Staff assisted job development (working with an employer and job seeker) (SJD); and**

**\* Staff assisted workshops, pre-employment training and job clubs (PET, JBC).**

**\* National Career Readiness testing and certification (NCRC)**

**\* Comprehensive and specialized assessments of skill levels and service needs, including diagnostic testing and use of other assessment tools and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;**

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

**\* Leadership Development**

**\* Individual career counseling and career planning**

**\* Service management for participants seeking training services**

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

**\* Short Term Skill Upgrading**

**\* Internships**

**\* Work-Based Learning Opportunities**

**Training services offered at the listed offices and on an itinerant and as needed basis:**

- \* Occupational skills training, including training for nontraditional employment;**
- \* Programs that combine workplace training with related instruction, which may include cooperative education programs;**
  
- \* Training programs operated by the private sector;**
  
- \* Retraining;**
  
- \* Entrepreneurial training;**
  
- \* Customized training; and**
  
- \* Adult education and literacy activities are provided in combination with other allowable training services.**

**Additional services which may be offered within the region include:**

- \* Enhanced resume development**
  
- \* Job Description development**
  
- \* Extensive employee/potential employee testing**
  
- \* Corporate Mentoring**
  
- \* Workshops for employers (such as employee retention)**
  
- \* Work site employee development programs**

**(such as team building)**

**\* Expanded employee workshops for individual employers**

**All IowaWORKS One-Stop system partners agree to utilize a common method to refer customers among the partners. The WIOA Core Partners are responsible for conducting the overall service management to ensure that all customers referred for services are receiving needed services and avoid duplication of services.**

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

**WIOA Title I Youth and Young Adult Services program is focused on ensuring services are delivered and available to all eligible youth, including those with barriers to education and employment. WIOA Generalists persistently provide guidance and counseling to assist youth with the next steps toward successful, self-sustaining employment. The program design focuses on utilizing the 14 Youth Program Required Elements to help participants meet their educational and employment goals. These elements are:**

**1. Adult Mentoring for Youth: WIOA Generalists act as adult mentors for every youth participant they serve. They serve as role models, confidants, and advocates for youth participants and work in coordination with their schools, employers, case workers, and parents. For more details see the Youth Development section below.**

**2. Alternative Secondary School Offerings: Generalists provide participants with information on alternative solutions to complete a secondary school diploma. These solutions include alternative schools, career academies, and High School Equivalency Diploma (HSED) programs. Additional information about this service is included under Educational Services below.**

**3. Comprehensive Guidance and Counseling: WIOA staff provide participants with connections to a wide array of counseling services provided by health agencies. Participants struggling with drug and alcohol abuse are referred to agencies that provide treatment, counseling, and support to help them resolve these issues. Generalists also provide participants with mental and behavioral**

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

issues with referrals to area counseling programs offered and personally assist them with enrolling in the respective agency's services.

**4. Follow-up Services:** The WIOA Generalists provide follow-up services to youth participants for no less than 12 months after program exit.

**5. Leadership Development Opportunities:** WIOA Generalists provide community service and peer-centered activities that encourage responsibility, employability, and other positive social and civic behaviors to participants and other in-school youth. These activities are described below under Youth Development and Work-Readiness, Financial Literacy, and Entrepreneurship Training.

**6. Occupational Skills Training:** Participants may be eligible to take part in training that teaches them the technical skills and information needed for a specific occupation. Training is related to the participant's career pathway goal and often leads to postsecondary or industry-recognized credential. More details about Occupational Skills Training are included under Educational Services.

**7. Paid and Unpaid Work Experience:** WIOA Generalists coordinate with area employers and community agencies to provide short-term work experiences to participants. These experiences may include job shadowing, pre-apprenticeship programs, internships, work experiences, and On-the-Job Training. Please see the Work Experience/Experiential Learning section below for additional information.

**8. Summer Employment Opportunities:** Summer employment opportunities are offered in the same manner as the paid and unpaid work experiences above.

**9. Supportive Services: WIOA Generalists work with youth to eliminate barriers to participating in WIOA activities such as issues with transportation, child care, counseling, financial need, lack of proper clothing, and healthcare.**

**10. Tutoring and Study Skills Training: WIOA Generalists refer participants to partner agencies and programs to receive tutoring services that will assist them with completing of secondary or postsecondary credential. The Educational Services section below provides examples of the partner agencies.**

**11. Financial Literacy Education: WIOA staff provide financial literacy education to youth participants via classroom instruction and referrals to partner agencies and online financial literacy resources. These resources and services are explained further in the Work Readiness, Financial Literacy, and Entrepreneurship Training section.**

**12. Entrepreneurial Skills Training: Participants are exposed to entrepreneurial skills training at the IHCC Regional Entrepreneurial Center (REC), which is located next door to the IowaWORKS One-Stop Center on the IHCC North Campus. Additional details about entrepreneurial skills training are included in the Work Readiness, Financial Literacy, and Entrepreneurship Training section.**

**13. Services that Provide Labor Market Information (LMI): As youth participants develop their career pathway goals during the ISS development process, WIOA Generalists provide them LMI that shows them what jobs are in-demand locally, are anticipated to have a growth in available positions, and offer self-sufficiency wages. The Career Pathways**

section below provides more information about how this service is provided.

**14. Activities that Prepare Youth for Transition to College/Training:** In an effort to help prepare participants for the transition to postsecondary education or training, WIOA staff take participants on in-depth college campus visits to IHCC and other colleges in the region and surrounding area. Additional details about these visits are included in the Educational Services section.

*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.*

The Department provides employment services to blind and visually impaired lowans who are looking for a job or want to retain or advance in their current career. The Region 15 Workforce Development Board will hold quarterly Disability partner meetings, with the Disability Employment Navigator as the chair. The committee will continually develop referrals, events, workshops, and resources to assist individuals with disabilities to include vision impairments.

Department for the Blind attends RWDB Meetings to provide input to the board on services to individuals that are visually impaired. The One-Stop Center has physical accessibility studies completed twice a year.

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

The Ottumwa area office works closely with Iowa Department for the Blind in serving individuals with visual impairments. Counselors work collaboratively with the individual to complete an online referral to the Department for the Blind for connecting with a state service provider who may be able to provide more comprehensive supports for individuals with visual impairments. IVRS and IDB have worked together to support job candidates in the Ottumwa area on several occasions in the last year.

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

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## **Integrated Customer Service**

**In the integrated center in Region 15 the customer flow will be as listed below:**

**Greet/Identify Purpose of Visit**

**Determine One-Stop Customer Status and/or**

**Conduct Service Triage**

**Recommend Services**

**Registration**

**Self-attestation**

**Co-enrollment evaluation**

**Introduce to Career Services and/or**

**Provide Appropriate Partner Referrals and/or**

**Determine WIOA eligibility for intensive/training services**

**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.**

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

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

**every member must be co-enrolled into all qualifying programs for individualized career services.**

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

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

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

### **Verification**

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

### **Participant Process**

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

**Following the initial registration review during which WIOA services are outlined and limited assessment occurs to the extent that an individual desires enrollment, an orientation session will be provided. Objective assessment may include measurement of basic skills (math and reading), aptitudes, interests and occupational skills. Assessment instruments commonly used in Region 15 are identified below. Assessment instruments are evaluated on an ongoing basis by the service provider and new or varied assessments may be used within the region.**

#### **Basic Education Skills**

**TABE Form 9/10**

**School District Assessments**

**Community College Assessments**

**Aptitudes**

**Strong Assessment**

**School District Assessments**

**Community College Assessments**

**Interests**

**I Have a Plan Iowa**

**Strong Assessment**

**O\*Net**

**School District Assessments**

**Community College Assessments**

**Occupational Skills**

**America's Career InfoNet**

**Strong Assessment**

**O\*Net**

**IWorks**

**School District Assessments**

**Community College Assessments**

**Family situation**

**Personal interview**

**Assessment documents**

**Work history**

**WIOA registration**

**Personal Interview**

**IWorks**

**Focus Career**

**Education**

**WIOA Registration**

**Personal interview/limited assessment document**

**Financial aid documents**

**Transcripts/statements from authorized education institution**

**IWorks**

**Attitude and Motivation**

**Insight Personality Assessment**

**Personal interview**

**Objective assessment will include the basic elements listed. The selection/addition of actual instruments will occur at the discretion of the Employment and Training Specialist and will occur throughout the course of enrollment.**

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

**Employment Goal**

**Training and Support Services**

**Schedule of Activities and Services**

**Achievement Objectives**

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

**Employment Goal: Participants whose immediate goal following program completion is employment will identify a specific**

occupation or occupational cluster.

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

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

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

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

**Activities and Services**

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

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

**Post program services will be provided upon exit of WIOA services for those participants desiring such. Due to limited budgets, an emphasis will be placed on providing low or no cost services. An array of services may be provided based on individual circumstances/needs. During the post program phase, follow up information will be obtained as needed. In the event that post program services are not desired by a participant, follow up information will still be collected. For Youth participants, follow up services will be provided for a 12 month period following exit.**

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

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

**I-Works determines a system-derived exit date**

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

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

**There are three categories of exit:**

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

**Worker Programs:**

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

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

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

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

**Non-Positive Exits: The following are considered non-positive, or negative, exits for the WIOA**

**Adult and Dislocated Worker Programs:**

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

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

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

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

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

**? Family Care ? A participant is no longer able to continue program activities due to the responsibility for the care of one or more family members.**

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

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

**? Deceased ? A participant is deceased.**

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

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

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

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

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

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

**? Assistance in securing better paying jobs;**

**? Additional career planning and counseling;**

**? Assistance with work-related problems;**

**? Peer support groups;**

**? Information about additional educational or employment opportunities;**

**? Referral to other community services; and**

**? Post-program supportive services.**

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

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

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

**? If the participant was exited due to unsubsidized employment and post-program services are planned;**

**? If post-program services are provided during the 12-months post-exit; and/or**

**? If the participant was attending post-**

**secondary education when exited (to track credential attainment by the 3rd quarter post-exit).**

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

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

*Refer to question D-14.*

**Service provision outreach has long been part of the various programs and activities offered in Southern Iowa. This provision has especially been offered to those clients most in need.**

**Service providers of Southern Iowa have always had an open relationship and often meet together to discuss how they can benefit one another as well as their mutual clients. As a result of this effort, there are many successful programs being operated in Region 15 that serve all categories of individuals.**

**IowaWORKS has a sound partnership with Iowa Vocational Rehabilitation Services and co-enrollments occur between the two entities whenever appropriate. All staff in the IowaWORKS center serves veterans and their families. In addition, the regions DVOP serves eligible veterans and their families for more individualized career services. The Home-Based Iowa initiative is reaching out to returning veterans and encouraging those veterans and families to locate to Southern Iowa. The Promise Jobs program is operated through the Region 15 IowaWORKS office and many of the Temporary Assistance to Needy Families (TANF) recipients are co-enrolled in multiple programs through the one-stop system. Ongoing Trade Adjustment and Rapid Response activities are offered through the center as needed to assist affected dislocated workers in becoming re-employed.**

**A unique service offered through the Region 15 Center, is the Region's WIOA Director is on contract with area school districts to deliver high school vocational programming through Carl Perkins funding. Students within the school districts are able to take advantage of a variety of services, without the concern of**

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

meeting specific income guidelines as a result.

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

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

We have staff trained as Offender Workforce Development Specialists to assist individuals with criminal records as a barrier to employment. These staff are specifically trained to assist ex-offenders to reduce recidivism and obtain employment.

We have a Disability Navigator in the one-stop who provides Ticket to Work and Benefits Planning Services to individuals with disabilities. The navigator also provides workshops to individuals on disclosing their disability to employers.

Iowa Department for the Blind assists individuals that are visually impaired in

## **preparing for and obtaining employment.**

*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:

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

### **Employer Focus**

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

Employer services within the region are:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**? Tax Liability Information - IWD tax liability**

**specialists will work with new and existing employer accounts.**

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

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

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

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

*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:

**Indian Hills Community College has a Regional Entrepreneurial Center next door to the One-Stop to provide training and incubation to new businesses. The small business development center provides ongoing entrepreneurial training and assistance throughout the region**

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

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

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

**Referrals to and engagement of the Small Business Development Center for one-stop customers. The Department for the Blind and Vocational Rehabilitation can also assist in funding for start up costs.**

**Additionally, Iowa Department for the Blind has an Iowa Self-Employment Program.**

*Refer to question C-6.*

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

- \* **Businesses within the region are encouraged to become certified and registered by the Federal Office of Apprenticeship in an effort to attract potential long-term employees.**
- \* **Apprenticeships provide an opportunity for an individual's career advancement and an opportunity for employers to add skilled employees to their workforce.**
- \* **Low unemployment rates within the region require employers to be pro-active and innovative in their recruitment and retention of employees. Apprenticeships are a solution for area employers.**
- \* **IowaWORKS provides pre-Screening of participants for the specific occupation(s) the employer is needing**
  
- \* **IowaWORKS provides Skills-Upgrading of participants through Safety Training, Skills Development, ESL, ELL, and other short-term skills development as may be needed by the employer and/or the participant to be successful in an apprenticeship.**
- \* **WIOA may be able to provide support services for individuals in apprenticeships to be successful.**
- \* **Co-enrollment of participants in core programs as appropriate to ensure participants receive all needed services to be successful in an apprenticeship.**
- \* **IowaWORKS in partnership with community colleges and local employers are expanding and developing local apprenticeship opportunities**
  
- \* **IowaWORKS held an apprenticeship open house for area job seekers and employers to promote and discuss expansion of apprenticeship opportunities in the region**
  
- \* **Registered Apprenticeships are an**

**opportunity for all Iowans.**

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

**The following individual will be the primary contact who will work with the State Dislocated Worker Unit and the State Trade Adjustment Act Unit to provide Layoff Aversion and Rapid Response services in Region 15.**

**Jennifer Snead**

**IowaWORKS - Southern Iowa**

**15260 Truman St**

**Ottumwa, IA 52501**

**641-684-5401 Ext 40042**

**Jennifer.snead@iwd.iowa.gov**

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

**The following individual will serve as an alternate contact:**

**Christy Roush**

**IowaWORKS - Southern Iowa**

**15260 Truman St**

**Ottumwa, IA 52501**

**641-684-5401 Ext 40019**

**Christy.roush@iwd.iowa.gov**

**Rapid Response is a proactive, business-focused, and flexible strategy designed for two major purposes: to help growing companies access an available pool of skilled workers from other companies that are downsizing or who**

have been trained in the skills Iowa companies need to be competitive, and to respond to layoffs and plant closings by quickly coordinating services and providing immediate aid to companies and the affected workers.

Rapid Response provides early intervention to worker groups who have received a notice of layoff or closure. Region 15 has a Rapid Response Team consisting of staff from various partners within the region. Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Afterwards, customers begin to engage in further orientation and intake sessions.

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

Trade Adjustment Assistance (TAA) provides early intervention to worker groups on whose behalf a Trade Adjustment Act petition has

been filed: Region 15 has a Rapid Response Team consisting of staff from Workforce Innovation and Opportunity Act, Wagner-Peyser, and Trade Adjustment Assistance (once the petition has been certified). Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Furthermore, as appropriate at such sessions or after layoffs occur, the joint Trade Adjustment Act/Workforce Innovation and Opportunity Act applications are completed. Afterwards, customers begin to engage in further orientation and intake sessions.

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

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

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

periodic combined staff meetings to reinforce the open communication and staffing between a customer and relevant program representatives as needed to address customer needs or issues while working toward an integrated approach to address such needs and issues.

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

### **Re-Employment Services**

Worker profiling and Reemployment Services are offered within the region and are designed to help persons identified as being at risk for

**long-term unemployment insurance eligibility to return to the workforce as quickly as possible. A variety of services are available, including but not limited to: career assessment, job search workshops and job search/job placement assistance.**

*Refer to question C-8.*

#### **Education and Training Focus**

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

**Region 15 will work closely with Eligible Training Providers to ensure that individuals are receiving quality training. The Regional Workforce Development Board will review Eligible Training providers within the region to ensure providers are maintaining quality standards. The Regional Workforce Development Board will review programs offered by the Eligible Training Providers to ensure it is a program that will provide success to individuals in regards to employment or career pathways. Sector strategies will also assist education providers and the workforce system in providing quality training services to participants.**

**Labor Market Information is reviewed annually by the core partners to determine industry clusters in high demand.**

**The Industry Readiness Certificate is one program that was created due to the demand for manufacturing workers. It provides instruction on math, manufacturing processes, computer skills, measurement, problem solving, and critical thinking skills.**

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

**The above strategies will ensure that training programs meet the needs the employers and job seekers and that we are providing quality assistance to ensure creation of Future Ready lowans. By collaborating with all of our partner agencies we can better streamline the process for the client and be effective and efficient with our resources. We communicate to avoid duplication of effort.**

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

**Sector strategies will enable the region to receive feedback from employers on their needs and with cross communication between partners, they will be able to develop their programs to meet those needs effectively and efficiently. Registered Apprenticeships have over 1400 occupations that are open to apprenticeship. Registered Apprenticeship programs are automatically approved on the Eligible Training Provider List. The strategies listed above ensure that we have a wide range of opportunities available to the employers and job seekers in our area to meet the changing labor market.**

*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:

**In partnership with the Career and Workforce Education (CWE) Division at Indian Hills Community College, whose mission is to improve the economic conditions of the Indian Hills Region through continuous learning, innovation, creativity, entrepreneurship, collaboration, and visionary leadership, works closely with Economic Developers throughout our ten county area. IowaWORKS staff are part of the CWE Division and meet monthly. CWE meets regularly with Economic Developers to identify and address needs of employers. Economic Developers will also be an integral part of Sector Strategies within the region. Also under the CWE Division is the New Jobs Training Program (260E) and the Iowa Job Training Program (260F) which assists businesses in remaining economically competitive. Our Business Services team partners with Economic Developers to address employer needs in their area. IowaWORKS also provides assistance to employers thru the Iowa Apprenticeship Training Program (15B) which provides training grants to businesses for eligible apprenticeship programs. Each of these programs increases economic development within our ten county area.**

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## **Regional Workforce Development Board Functions**

**Region 15 Regional Workforce Development Board voted to grandfather their current structure which consists of:**

**5 Business Representatives**

**5 Labor Representatives**

**1 School District Representative**

**1 Community College Representative**

**1 County Elected Official**

**1 City Elected Official**

**The board also voted to have the following Ex-Officios:**

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

**1 Representative of Vocational Rehabilitation**

**1 Representative of Adult Basic Education**

**1 Representative of Registered Apprenticeship**

**Smaller committees within the RWDB include an Executive Committee and Finance Committee. The Executive Committee serves to provide direction in case of emergency or within time constraints that are unavoidable. The Finance Committee reviews the financials each quarter to ensure it is meeting the goals and regulations established.**

**The Region 15 RWDB also has a Youth Standing Committee.**

**The Region 15 RWDB examines research and policies prior to making decisions. They receive training on Fiscal Management, Performance, etc. which helps them in their decision making. They review all relevant data prior to taking a vote.**

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

**1. Region 15 will receive both Fiscal and Program monitors as scheduled by the state WIOA program staff so that local policies and procedures are monitored for compliance to the state WIOA Handbook and federal regulations per Section 28 of WIOA Handbook Monitoring.**

**2. In addition to the state provided monitoring events, Region 15 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 local training as needed**

**\* Review of eligibility of enrollments by Region 15 WIOA director or designee**

**\* Approval of training plans by Region 15 WIOA director or designee per FM 10-18  
Appropriateness of Training Approval Process**

**\* Creation, maintenance, and periodic review of files against file order form per FM 10-14  
Required File Documents for WIOA Participants**

**\* Quarterly review of performance results with staff and RWDB/CEO boards**

**\* Annually, at the 4th quarter meeting, the RWDB and CEOs will review the One-Stop's policies, procedures, and performance levels**

**\* Annually, at the 1st quarter meeting, the RWDB and CEO's will review the WIOA provider to include the number of customers served, cost per customer, and customer satisfaction**

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

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

**The Regional Workforce Development Board has established a standing committee for youth services in Region 15.**

**Youth Standing Committee Role and Responsibilities:**

**The Region 15 Youth Standing Committee provides guidance for local youth programs operated under the Workforce Innovation and Opportunity Act. In addition the Committee provides expertise in youth policy and assists the Regional Workforce Development Board in:**

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

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

**The Region 15 Youth Standing Committee performs the following duties and other functions as necessary and proper to carry out its responsibilities.**

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

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

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

**The Region 15 Youth Standing Committee will meet on a quarterly basis during the months of January, April, July and October. The committee members will consist of:**

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

**Individuals representing youth service agencies, such as juvenile justice and local law enforcement agencies;**

**Individual representing local public housing authorities (if applicable);**

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

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

**Other interested individuals with youth expertise as suggested .**

**In addition, the voice of youth will be gathered and heard through youth focus groups throughout the region.**

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

**Youth with disabilities are co-enrolled with IVRS and WIOA.**

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

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

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

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

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

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

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

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

*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.*

**All WIOA grant recipients, Regional Workforce Development Boards, Coordinating Service Providers, WIOA service providers, vendors and sub-recipients, must comply with the following federal Non-discrimination and Equal Opportunity Provisions that prohibit discrimination:**

**On the basis of age under the Age Discrimination Act of 1975 (42 USC 6101 et seq.);**

**On the basis of disability under Section 504 of the Rehabilitation Act of 1973 (29 USC 794);**

**On the basis of sex under Title IX of the Education Amendments of 1972 (20 USC 1681 et seq.);**

**Or on the basis of race, color or national origin under Title VI of the Civil Rights Act of 1964 (42 USC 2000d et seq.)**

**No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of or in connection with any WIOA program or activity because of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, age, disability or political affiliation or belief. Discrimination is also prohibited against certain noncitizens, including nationals of the United States of America, lawfully admitted permanent resident aliens, refugees, asylees, parolees and other immigrants authorized by the Attorney General to work in the United States.**

**In addition, discrimination against an individual on the basis of his or her status as a WIOA program participant is prohibited.**

**Nondiscrimination and equal opportunity requirements and procedures, including complaint processing and compliance reviews, are governed by the regulations implementing**

**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:**

**WIOA and are administered and enforced by the  
DOL Civil Rights Center.**

**Audits for Physical Access are conducted  
annually and Health and Safety checks are  
completed quarterly.**

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

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## **Regional Workforce Development Board Policies**

**The Region 15 RWDB will conduct ongoing analysis of the region's economy and workforce needs to ensure continuous improvement of eligible providers of services and to ensure that such providers meet the employment needs of local employers, workers and job seekers.**

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

**Elements potentially included in the analysis:**

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

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

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

**\* An analysis of the skill and education gaps for individuals within the local area or region. All partners will participate in a process of continuous improvement to offer the best possible services and seize opportunities for further integration. To assure that services are responsive to the needs of the community, partners will survey customers to obtain feedback on customer satisfaction. All partners will participate in the ongoing development and improvement of the Region 15 one-stop center procedures, policies and operational management. All partners will be part of a joint planning process that will continuously review**

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

**the needs of the Region 15 workforce and business community and refine the services of the one-stop system based upon those needs.**

**In addition, the partners will encourage, accommodate staff, and/or provide training and cross training, as deemed appropriate, to ensure that all partner staff are familiar with all programs represented within the Region 15 One-Stop System in order to integrate services, reduce duplication, and improve overall service delivery.**

**Service Provider Selection Process:**

**Request for Proposals (RFP) were received and reviewed by RWDB members for both of the Title 1 programs. A determination was made prior to review concerning conflict of interest by any board member in reviewing the RFP. Those board members present with no conflict of interest entered into closed session and reviewed both the Adult/Dislocated Worker and Youth/Young Adult Services RFP. All required process and procedure of closed session was followed. At the end of closed session board members had a roll call vote for each program separately to accept RFP as written. RFP?s were posted to iowawdb web site for six weeks. Questions from potential bidders was allowed and answers to those questions were posted on the iowawdb website. At deadline the proposals received were checked in by designated recipient. Pre-selected board members met with designated recipient of RFP?s to score proposals using a predetermined score sheet. Once scored the proposals are brought before the RWDB for approval. Analysis is on-going.**

*Refer to question F-2.*

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

*Refer to question F-9.*

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

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

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

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

*Refer to question F-10.*

Attach the regional board's Individual Training Account Policy:

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

*Refer to question F-5.*

**1461617127967\_Region 15 Policy Memo  
16\_2 Supportive Service Policy .pdf**

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

**A. Purchases:**

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

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

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

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

**D: Contracts for training services in the region where the RWDB determines there are an insufficient number of training providers to**

**accomplish the purpose of ITAs:**

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

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

**Currently, the only training services provided by community-based organizations relates to PROMISE JOBS service provision. PROMISE JOBS is not a Department of Labor WIOA program and thus, this contractual situation does not apply. Should this situation change, the same process will be followed as under section B. Contracts for training and program services and sub grantees will apply.**

**F: General Provisions:**

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

**In all circumstances, the provider will adopt and adhere to OMB circulars and follow GAAP for governmental entities.**

**Sole source or non-competitive procurement may be used only when competitive procurement processes are not feasible or they may have a negative impact upon the program. In those limited situations, procurement may be**

**conducted on a negotiated rather than a competitive basis.**

**All steps of the procurement process will be documented in accordance with 29 CFR Part 95 or 29 CFR Part 97.**

**Provider Selection Process:**

**Request for Proposals (RFP) were received and reviewed by RWDB members for both of the Title 1 programs. A determination was made prior to review concerning conflict of interest by any board member in reviewing the RFP. Those board members present with no conflict of interest entered into closed session and reviewed both the Adult/Dislocated Worker and Youth/Young Adult Services RFP. All required process and procedure of closed session was followed. At the end of closed session board members had a roll call vote for each program separately to accept RFP as written. RFP?s were posted to iowawdb web site for six weeks. Questions from potential bidders was allowed and answers to those questions were posted on the iowawdb website. At deadline the proposals received were checked in by designated recipient. Pre-selected board members met with designated recipient of RFP?s to score proposals using a predetermined score sheet. Once scored the proposals will be brought before the RWDB for approval.**

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

**Region 15 Workforce Development Board in conjunction with the Youth Standing Committee have identified strategies to increase our out-of-school youth enrollments. These strategies include increased communication with Secondary institution counselors to identify youth that have dropped out. Providing system orientations at AEL, AEA, and community events. Providing out-of-school youth hiring events for work experience opportunities. Assisting youth offenders in work experience and getting back on their feet. Providing dual enrollment opportunities with Job Corps students to assist in their educational and career pathways. The board reviews financial expenditures each meeting to ensure we are in compliance with the 75% expenditures for Out of School Youth and 25% expenditures for In-School Youth.**

**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:**

**IVRS and WIOA field staff work towards engaging youth from time of referral by attending IEP meetings and providing information on IVRS and WIOA services that will support the youth in working towards both immediate and long term career planning. IVRS staff are able to meet with youth who are receiving IEP or 504 plan services to engage the student in career planning services, including activities such as looking into part time or summer employment while exploring or building experience towards long term employment goals. Field staff maintain relationships by establishing frequency of contact per job candidate need. We also work closely with school officials in coordination of services and classes that WIOA and IVRS staff can perform for qualifying youth. We have a great partnership with the Ottumwa Job Corps in teaching students soft skills on a monthly rotation.**

*Refer to question E-6.*

## Region 15 Monitoring Responsibilities

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

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

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

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

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

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

**a) Date of contact;**

**b) Name of person providing information;**

**c) Contact method;**

**d) Relationship of person contacted to applicant; and**

**e) Information received.**

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

**1) The universe size;**

- 2) The number of participants selected for verification;**
- 3) The verification period; and, if applicable,**
- 4) The names and termination dates of participants identified as ineligible and the reasons for ineligibility;**
- 5) The number of participants whose eligibility was determined to be unverifiable and the reason(s); and**
- 6) The ineligibility rate = (number of ineligibles x 100) / (sample size - number of unverifiable)**

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

- 1) A random sample of 10 percent of all non-OJT financial contracts under \$25,000 which start during the quarter;**
  - 2) A random sample of 10 percent of non-financial activity of service contracts which start during the quarter; and**
  - 3) A random sample of 10 percent of all participant files of participants enrolled or transferred into adult, dislocated worker and youth programs during the quarter.**
- These random samples must be drawn quarterly and the monitoring activity for the quarter must be completed at the end of the subsequent quarter. In addition, all On-the-Job training contracts must be monitored during the second 30 day period of activity under the contract and at least every 90 days thereafter.**

**Procedures are in place in Region 15 to ensure**

**the monitoring samples are random and all requirements are met.**

#### **Participant Files**

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

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

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

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

#### **Contracts**

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

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

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

**1) Participant File Monitoring must include a review of:**

**a) The participant record including a review of**

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

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

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

### **Monitoring Reports**

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

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

includes both monitoring activities, is completed.

### Summary of Monitoring Reports

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

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

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

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

*Refer to question F-1.*

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## Additional Documentation

Attach a spreadsheet of all Board Members:

1461617650812\_A1 Region 15 Workforce Development Board List.docx

Attach a copy of the current Regional by-laws: **1461617650717\_A2 Region 15 RWDB By Laws.docx**

Attach a copy of the current Priority of Services policy:

Attach a copy of the current Oversight and Monitoring policy: **1461617650697\_Region 15 Monitoring Responsibilities.docx**

Attach a copy of the current Supportive Services policy: **1461617650852\_Region 15 Policy Memo 16\_2 Supportive Service Policy .pdf**

Attach a copy of the current EEO Grievance procedure: **1461617650756\_Region 15 Policy Memo 16\_3 EEO Grievances.pdf**

Attach a signed copy of the Certificate Regarding Debarment: **1461867261537\_Signed Certificate of Debarment.pdf**

Attach a spreadsheet of all public and State partner comments with the Board's response: **1461617650737\_WIOAPublicCommentsResponseDocument.docx**

Attach a signed copy of the Signatory Page: **1461701145973\_Signed Signature Page.pdf**

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## Regional Workforce Development Board General Assurances

The Board and CEO agree to the General Assurances: **Yes**

Title: **CEO Chair/County Supervisor**

Name: **Matt Greiner**

Date: **04/26/2016**

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## Local Board Member - Point of Contact

Point of Contact Name: **Linda Rouse**

Title: **IWD Operations Manager**

*Provide current business title.*

Phone:\* **641-684-5401** **40018**  
extension:

Point of Contact Email: **linda.rouse@iwd.iowa.gov**

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## Review Committee Selection

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

The Region 15 Workforce Development Board shall appoint a committee of three (3) to five (5) members to review the applications for alignment with the local plans. The review committee will include board members. Partner representatives and community members that wish to be on the review committee will need to submit an application. The application can be found on the Region 15 Website [www.iowawdb.gov](http://www.iowawdb.gov). The RWDB will consider the following factors in appointing individuals to the review committee:

1. The RWDB shall avoid appointing a reviewer that would result in any real, apparent, or organizational conflicts of interest.
2. Does the committee provide a representation of our local area?

The RWDB will vote to approve the committee.

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

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## Conflict of Interest

**Conflict of Interest Policy:** As a member of the Regional Workforce Board, a member must recognize that they owe a fiduciary duty of loyalty to Region 15 Workforce Board. This duty requires them to avoid conflicts of interest and to act at all times in the best interests of the Board. The purpose of the conflicts of interest policy (set forth below) is to help inform the Board about what constitutes a conflict of interest, assist the Board in identifying and disclosing actual and potential conflicts, and help ensure the avoidance of conflicts of interest where necessary. This policy may be enforced against individual Board members as described below:

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

**1. Board members have a fiduciary duty to conduct themselves without conflict to the interests of Region 15 Workforce Board. In their capacity as Board members, they must subordinate personal, individual business, third-party, and other interests to the welfare and best interests of Region 15 Workforce Board.**

**2. A conflict of interest is conduct, a transaction or relationship that presents a conflict or might conflict with a Board member's obligations owed to the Region 15 Workforce Board and the Board member's personal, business or other interests.**

**3. All conflicts of interest are not necessarily prohibited or harmful to Region 15 Workforce Board. However, full disclosure of all actual and potential conflicts, and a determination by the disinterested Board (or Region 15 Workforce Board Executive Committee) members with the interested Board member(s) recused from participating in debates and voting on the matter are required.**

**4. All actual and potential conflicts of interests shall be disclosed by Board members to the Region 15 Workforce Board Executive Committee through the annual disclosure form and/or to the Board whenever a conflict arises. Disinterested members of the Region 15 Workforce Board Executive Committee shall make a determination as to whether a prohibited conflict exists and what subsequent action is appropriate (if any). The Region 15 Workforce Board Executive Committee shall inform the Board of such determination and action. The Board shall retain the right to modify or reverse such determination and action, and shall retain the ultimate enforcement authority with respect to the interpretation and application of this policy.**

**5. On an annual basis, all Board members shall be provided with a copy of this policy and required to complete and sign the acknowledgment and disclosure form below. All completed forms shall be provided to and reviewed by the Region 15 Workforce Board Executive Committee, as well as all other conflict information, if any, provided by Board members.**

**If at any time a board member become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, they will promptly notify the Region 15 Workforce Board in writing.**

**The board members will update their conflict of interest disclosure prior to a review of applications. The board will review disclosures and exempt board members with a conflict of interest from the review process.**

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

## **IowaWORKS Southern Iowa Region 15 Policy Memo No: 16-2**

Dated: February 24, 2016

TOPIC: Region 15 WIOA Support Services Payment Policy

References: Workforce Innovation and Opportunity Act (WIOA) NPRM

1. Purpose: This policy outlines Region 15 directives for providing Support Service Payments for the WIOA Adult, Dislocated Worker, and Youth Programs.
2. Background: WIOA Title I-B support service payments are provided for WIOA eligible adults, dislocated workers and youth to assist them in reaching their objectives.
3. Substance: Support services are available to members receiving individualized career service or training services, but only as determined necessary and documented in case notes that the participant required such support to participate and completed the activity.

Supportive Service payments can be made only when the participant cannot afford to pay for such services.

The need for and amount of Supportive Service payments are determined for each participant during the Objective Assessment process and documented in the participant's ISS/IEP.

Supportive Service payments will be made only for attending scheduled activities. Attendance sheets need to be turned in by the participant on a bi-weekly basis. Attendance sheets turned in two weeks past the scheduled due date will not be reimbursed.

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

Supportive Services may be used to assist a parent, spouse, or legal guardian's participation in a youth participant's training, as allowed under the WIOA Youth Program. Such payments might include reimbursement for transportation costs or child care for a parent to attend a conference regarding a child's progress toward achievement of the objectives of the ISS.

Following are the Region 15 allowable Supportive Services and their cost limitations:

(1) Clothing (CHG)

The cost of items such as clothes and shoes that are necessary for participation in WIOA activities are allowable. Items such as uniforms and protective eye wear are included. Not to exceed \$250. Additional allowed if approved by WIOA Director.

(2) Counseling (CLG)

The cost of personal counseling services that will enhance a participant's employability are allowable. This may include employment, financial, individual, family and drug and alcohol abuse counseling. However, major personal or emotional problems affecting employability may require referral to an approved counseling or health care agency. Generally, major personal or emotional problems are outside the scope of WIOA services. Not to exceed \$300 per participant for entire training period. Must be provided by a certified counselor. This service must be approved by the Director.

(3) Dependent (DPC)

The cost of dependent care from licensed institutions or from private sources agreed upon by the participant and WIOA Service Provider staff are allowable. Dependent care payments cannot be made for services rendered by family members. Dependent care includes child or adult care. The dependent care rate will be up to \$2.50 per hour. The participant will submit payment reimbursement for dependent care.

(4) Financial Assistance (FAS)

The purpose of a Financial Assistance Payment is to make a payment to a Service Provider or vendor on behalf of a participant to cover an emergency financial need of a participant that, if unmet, would prevent the participant from participating in WIOA activities. FAS may be used for such things as housing assistance, auto repair, eyeglasses repair, etc. FAS may not be used to pay any type of fines or penalties imposed because of failure to comply with any federal, State, local law or statute. Not to exceed \$500 per participant. Should be an emergency financial need of a participant that if unmet would prevent them from continuing in WIOA activities. Case note the specific situation for this need by explaining how this expenditure will help the participant continue in WIOA activities. May be used for such things as housing assistance, relocation expenses, residential/meal support, auto repair, eyeglass repair, etc., but is NOT to include such things as any types of fines or penalties imposed because of failure to comply with state, local or federal regulations or laws.

(5) Health Care (HLC)

Health care assistance could be made available to participants when lack of assistance will affect their ability to obtain or maintain employment. This support service would be used only when there are no other resources available to the participant. Not to exceed \$500/entire length of training plan. Must be required for their WIOA sponsored program. Examples would be vaccinations and physical exams which are required, prescription glasses which are needed.

(7) Miscellaneous Services (MSS)

Bonding is an allowable cost unless funds are available from other resources. If bonding is an occupational requirement, it should be verified that the participant is bondable before the participant is placed in training for that occupation.

The cost of required tools is allowed. All policies and procedures set forth in the property section of this handbook apply to property purchased with WIOA funds. The cost of licenses or application fees is allowable if required for employment.

The costs of licenses or application fees are allowable if occupationally required. Occupationally required property limit is not to exceed \$500 per participant for the entire training period. Must be required for their WIOA sponsored program.

(8) Needs-Related Payments

Not allowed in Region 15.

(9) Residential/Meals Support (RMS)

The cost of lodging for each night away from the participant's permanent home required for continued program participation is allowable.

The cost for meals while the participant is away from home or in travel status for required training is allowable.

This support service is not intended to cover living expenses for long term activities, such as dormitory expenses while in training.

Maximum: \$55.00 per night lodging plus tax. Meals: Breakfast - \$5.00 Lunch: \$5.00 Dinner: \$9.00.

(10) Services for Individuals with Disabilities (SID)

The cost of special services, supplies, equipment and tools necessary to enable a participant with a disability to participate in training is allowable. It is not an allowable use of WIOA funds to make capital improvements to a training or work site for general compliance with the Americans with Disabilities Act requirements.

(11) Stipends (STI) - Youth Only

Reasonable stipends may be used to assist the participant with additional or subsistence costs incurred by participating in any of the fourteen (14) youth services provided the provision of a stipend is included in the participant's individual assessment and service strategy. Stipends must be a lump-sum amount for a specific time frame and may not be based on an hourly rate.

(12) Supported Employment and Training (SET)

Supported Employment and Training payments are allowable to provide individuals requiring individualized assistance with the one-on-one instruction and with the support necessary to enable them to complete occupational skill training and to obtain and retain competitive employment.

SET may only be used in training situations that are designed to prepare the participant for continuing non-supported competitive employment. Employment positions supported at sheltered workshops or similar situations may not utilize SET.

SET may be conducted in conjunction with Experiential Learning activities such as: INT, OJT, SHW, PRE and WEP. An example of SET use would be the hiring of a job coach to assist an individual who has been placed in competitive employment.

(13) Transportation (TRN)

The cost of transportation necessary to participate in WIOA activities and services, including job interviews, is allowable. .30¢ per mile for actual miles to and from training site or cost of car pool or common carrier whichever least, five miles one way minimum. Maximum amount not to exceed 100 miles total per day. Reference Field Memo 09-09 for instructions on how to verify reference FM Transportation Verification.

**INCENTIVE AND BONUS PAYMENTS FOR YOUTH**

Incentive payments to youth participants are allowed for recognition and achievement directly tied to training activities and experiential learning activities. Incentive payments must be: (a) Tied to the goals of the specific program; (b) Outlined in writing before the commencement of the program that may provide incentive payments; (c) Align with the local program's organizational policies; and (d) In accordance with the requirements contained in the Uniform Administrative Requirements 2 CFR 200.

The INB payment policy is based on attendance or achievement of basic education skills, pre-employment/work maturity skills or occupational skills as identified in the ISS for the participant. The INB payment policy must be a lump sum based on achievement/attendance, for a specific time frame and may not be based on an hourly rate. The INB policy may be based on a combination of attendance and achievement or one or the other.

Federal funds may not be spent on entertainment costs. Therefore, incentives may not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment. Internal controls must be in place to safeguard cash which also apply to safeguarding of gift cards, which are essentially cash. Awards are discretionary.

The following may be awarded for the grade received:

A=\$50

B=\$35

C=\$20

Full Academic Credit Earned =\$25

All academic awards will be determined and paid on a per term basis.

Any Youth Participant who achieves an overall Bronze certification or higher on the NCRC assessment may be awarded a \$50 one-time payment.

A bonus of \$100 may be paid for a high school diploma.

In-School Youth and Out of School Youth are eligible to receive \$25 after completing 12 hours of seat time in one month with a maximum of \$100 total.

In-School Youth and Out of School Youth are eligible to receive \$50 bonus for completion of HSED in a 4 month consecutive time period.

Skills Upgrade (SUG) training cost limit will not exceed \$2000.

4. Action: All staff will follow the policies outlined.

5. Effective Date: Immediately

6. Contact: If there are any questions related to the information in this issuance, contact Christy Roush at [Christy.roush@iwd.iowa.gov](mailto:Christy.roush@iwd.iowa.gov) or Jen Snead at [Jennifer.snead@iwd.iowa.gov](mailto:Jennifer.snead@iwd.iowa.gov) .

Martha Wick  
Region 15 RWDB Chair

## **IowaWORKS Southern Iowa Region 15 Policy Memo No: 16-2**

Dated: February 24, 2016

TOPIC: Region 15 WIOA Support Services Payment Policy

References: Workforce Innovation and Opportunity Act (WIOA) NPRM

1. Purpose: This policy outlines Region 15 directives for providing Support Service Payments for the WIOA Adult, Dislocated Worker, and Youth Programs.
2. Background: WIOA Title I-B support service payments are provided for WIOA eligible adults, dislocated workers and youth to assist them in reaching their objectives.
3. Substance: Support services are available to members receiving individualized career service or training services, but only as determined necessary and documented in case notes that the participant required such support to participate and completed the activity.

Supportive Service payments can be made only when the participant cannot afford to pay for such services.

The need for and amount of Supportive Service payments are determined for each participant during the Objective Assessment process and documented in the participant's ISS/IEP.

Supportive Service payments will be made only for attending scheduled activities. Attendance sheets need to be turned in by the participant on a bi-weekly basis. Attendance sheets turned in two weeks past the scheduled due date will not be reimbursed.

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

Supportive Services may be used to assist a parent, spouse, or legal guardian's participation in a youth participant's training, as allowed under the WIOA Youth Program. Such payments might include reimbursement for transportation costs or child care for a parent to attend a conference regarding a child's progress toward achievement of the objectives of the ISS.

Following are the Region 15 allowable Supportive Services and their cost limitations:

(1) Clothing (CHG)

The cost of items such as clothes and shoes that are necessary for participation in WIOA activities are allowable. Items such as uniforms and protective eye wear are included. Not to exceed \$250. Additional allowed if approved by WIOA Director.

(2) Counseling (CLG)

The cost of personal counseling services that will enhance a participant's employability are allowable. This may include employment, financial, individual, family and drug and alcohol abuse counseling. However, major personal or emotional problems affecting employability may require referral to an approved counseling or health care agency. Generally, major personal or emotional problems are outside the scope of WIOA services. Not to exceed \$300 per participant for entire training period. Must be provided by a certified counselor. This service must be approved by the Director.

(3) Dependent (DPC)

The cost of dependent care from licensed institutions or from private sources agreed upon by the participant and WIOA Service Provider staff are allowable. Dependent care payments cannot be made for services rendered by family members. Dependent care includes child or adult care. The dependent care rate will be up to \$2.50 per hour. The participant will submit payment reimbursement for dependent care.

(4) Financial Assistance (FAS)

The purpose of a Financial Assistance Payment is to make a payment to a Service Provider or vendor on behalf of a participant to cover an emergency financial need of a participant that, if unmet, would prevent the participant from participating in WIOA activities. FAS may be used for such things as housing assistance, auto repair, eyeglasses repair, etc. FAS may not be used to pay any type of fines or penalties imposed because of failure to comply with any federal, State, local law or statute. Not to exceed \$500 per participant. Should be an emergency financial need of a participant that if unmet would prevent them from continuing in WIOA activities. Case note the specific situation for this need by explaining how this expenditure will help the participant continue in WIOA activities. May be used for such things as housing assistance, relocation expenses, residential/meal support, auto repair, eyeglass repair, etc., but is NOT to include such things as any types of fines or penalties imposed because of failure to comply with state, local or federal regulations or laws.

(5) Health Care (HLC)

Health care assistance could be made available to participants when lack of assistance will affect their ability to obtain or maintain employment. This support service would be used only when there are no other resources available to the participant. Not to exceed \$500/entire length of training plan. Must be required for their WIOA sponsored program. Examples would be vaccinations and physical exams which are required, prescription glasses which are needed.

(7) Miscellaneous Services (MSS)

Bonding is an allowable cost unless funds are available from other resources. If bonding is an occupational requirement, it should be verified that the participant is bondable before the participant is placed in training for that occupation.

The cost of required tools is allowed. All policies and procedures set forth in the property section of this handbook apply to property purchased with WIOA funds. The cost of licenses or application fees is allowable if required for employment.

The costs of licenses or application fees are allowable if occupationally required. Occupationally required property limit is not to exceed \$500 per participant for the entire training period. Must be required for their WIOA sponsored program.

(8) Needs-Related Payments

Not allowed in Region 15.

(9) Residential/Meals Support (RMS)

The cost of lodging for each night away from the participant's permanent home required for continued program participation is allowable.

The cost for meals while the participant is away from home or in travel status for required training is allowable.

This support service is not intended to cover living expenses for long term activities, such as dormitory expenses while in training.

Maximum: \$55.00 per night lodging plus tax. Meals: Breakfast - \$5.00 Lunch: \$5.00 Dinner: \$9.00.

(10) Services for Individuals with Disabilities (SID)

The cost of special services, supplies, equipment and tools necessary to enable a participant with a disability to participate in training is allowable. It is not an allowable use of WIOA funds to make capital improvements to a training or work site for general compliance with the Americans with Disabilities Act requirements.

(11) Stipends (STI) - Youth Only

Reasonable stipends may be used to assist the participant with additional or subsistence costs incurred by participating in any of the fourteen (14) youth services provided the provision of a stipend is included in the participant's individual assessment and service strategy. Stipends must be a lump-sum amount for a specific time frame and may not be based on an hourly rate.

(12) Supported Employment and Training (SET)

Supported Employment and Training payments are allowable to provide individuals requiring individualized assistance with the one-on-one instruction and with the support necessary to enable them to complete occupational skill training and to obtain and retain competitive employment.

SET may only be used in training situations that are designed to prepare the participant for continuing non-supported competitive employment. Employment positions supported at sheltered workshops or similar situations may not utilize SET.

SET may be conducted in conjunction with Experiential Learning activities such as: INT, OJT, SHW, PRE and WEP. An example of SET use would be the hiring of a job coach to assist an individual who has been placed in competitive employment.

(13) Transportation (TRN)

The cost of transportation necessary to participate in WIOA activities and services, including job interviews, is allowable. .30¢ per mile for actual miles to and from training site or cost of car pool or common carrier whichever least, five miles one way minimum. Maximum amount not to exceed 100 miles total per day. Reference Field Memo 09-09 for instructions on how to verify reference FM Transportation Verification.

**INCENTIVE AND BONUS PAYMENTS FOR YOUTH**

Incentive payments to youth participants are allowed for recognition and achievement directly tied to training activities and experiential learning activities. Incentive payments must be: (a) Tied to the goals of the specific program; (b) Outlined in writing before the commencement of the program that may provide incentive payments; (c) Align with the local program's organizational policies; and (d) In accordance with the requirements contained in the Uniform Administrative Requirements 2 CFR 200.

The INB payment policy is based on attendance or achievement of basic education skills, pre-employment/work maturity skills or occupational skills as identified in the ISS for the participant. The INB payment policy must be a lump sum based on achievement/attendance, for a specific time frame and may not be based on an hourly rate. The INB policy may be based on a combination of attendance and achievement or one or the other.

Federal funds may not be spent on entertainment costs. Therefore, incentives may not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment. Internal controls must be in place to safeguard cash which also apply to safeguarding of gift cards, which are essentially cash. Awards are discretionary.

The following may be awarded for the grade received:

A=\$50

B=\$35

C=\$20

Full Academic Credit Earned =\$25

All academic awards will be determined and paid on a per term basis.

Any Youth Participant who achieves an overall Bronze certification or higher on the NCRC assessment may be awarded a \$50 one-time payment.

A bonus of \$100 may be paid for a high school diploma.

In-School Youth and Out of School Youth are eligible to receive \$25 after completing 12 hours of seat time in one month with a maximum of \$100 total.

In-School Youth and Out of School Youth are eligible to receive \$50 bonus for completion of HSED in a 4 month consecutive time period.

Skills Upgrade (SUG) training cost limit will not exceed \$2000.

4. Action: All staff will follow the policies outlined.

5. Effective Date: Immediately

6. Contact: If there are any questions related to the information in this issuance, contact Christy Roush at [Christy.roush@iwd.iowa.gov](mailto:Christy.roush@iwd.iowa.gov) or Jen Snead at [Jennifer.snead@iwd.iowa.gov](mailto:Jennifer.snead@iwd.iowa.gov) .

Martha Wick  
Region 15 RWDB Chair

## **IowaWORKS Southern Iowa Region 15 Policy Memo No: 16-3**

Dated: April 22, 2016

TOPIC: EEO Grievance Procedures

References: N/A

1. Purpose: This policy discusses EEO Grievance Procedures for the Region 15 One-Stop Service Center.

2. Substance:

It is the policy of this agency to provide equal opportunity to all employees, applicants, and program beneficiaries; to provide program and employment facilities which are accessible to persons with disabilities; and to administer its programs in a manner which does not discriminate against any person because of race, creed, color, religion, sex, marital status, national origin, age, physical or mental disability, sexual orientation, gender identity or pregnancy.

This department prohibits discrimination in its employment and services, programs, and activities. Any person who believes he or she has been denied employment opportunities or benefits, or been denied participation or representation or services in any program administered by his or her department because of race, creed, color, religion, sex, national origin, mental or physical disability, sexual orientation, gender identity, age or pregnancy has the right to pursue internal grievance procedures and/or file a complaint with the Iowa Civil Rights Commission or the appropriate federal regulatory agency. For assistance with filing a complaint, contact:

Harvey Andrews, State Equal Opportunity Officer  
Iowa Workforce Development  
1000 E Grand Avenue  
Des Moines, IA 50319  
Telephone: (515) 281-8149  
[Harvey.andrews@iwd.iowa.gov](mailto:Harvey.andrews@iwd.iowa.gov)

Complaints made either in writing or verbally to Mr. Andrews will be reported and investigated thoroughly.

Any person who believes he or she has been denied participation in WIOA Title-1 financially assisted program or activity, denied representation or participation or services in any programs administered by this department because of race, creed, color, religion, gender, national origin, age, or mental or physical disability may also file a complaint with:

Director  
Civil Rights Center (CRC)  
U.S. Department of Labor  
200 Constitution Avenue NW—Room N4123  
Washington, DC 20210

Phone Number: (202) 693-6500 (TIY/TDD: (202) 693-6516)

Email: [civilrightscenter@dol.gov](mailto:civilrightscenter@dol.gov)

Complaint forms for the ICRC are available through the State EO Officer or online at <https://icrc.iowa.gov> .

4. Action: Distribution to all staff and posted throughout office.

5. Effective Date: Immediately

6. Contact: If there are any questions related to the information in this issuance, contact Christy Roush (IWD) at [Christy.roush@iwd.iowa.gov](mailto:Christy.roush@iwd.iowa.gov) , Jen Snead (IWD) at [Jennifer.snead@iwd.iowa.gov](mailto:Jennifer.snead@iwd.iowa.gov) .

Martha Wick  
Region 15 RWDB Chair

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

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

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

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



# Workforce Innovation and Opportunity Act

Region 15

Local Area Plan  
July 1, 2016- June 30, 2018

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

4/26/2016  
Submission Date

Workforce Development Board Chair

Chief Elected Official

Martha Wick

Typed or Printed Name

Mat Greiner

Typed or Printed Name

Associate Dean  
Governmental Affairs

Typed or Printed Title

Chief Elected Official

Typed or Printed Title

MWick

Signature

Matt Greiner

Signature

4-26-16

Date

4-26-16

Date