



**CEO/RWDB EXECUTIVE COMMITTEE MEETING
WEDNESDAY, FEBRUARY 22, 2017
2:00 – 3:00 PM**

**KIRKWOOD CENTER FOR LIFELONG LEARNING, KIRKWOOD CAMPUS
AND BY CONFERENCE CALL**

AGENDA

1. CALL TO ORDER
2. INTRODUCTION OF MEMBERS AND GUESTS
3. MOTION TO APPROVE AGENDA
4. STATE RECOMMENDATIONS ON CUSTOMER SERVICE PLAN UPDATES AND EDITS – CARLA ANDORF (SEE ATTACHMENT A)
5. REVIEW AND VOTE ON CUSTOMER SERVICE PLAN UPDATES TO FORM 2 AND THE NEW SECTION FORM 7 – CARLA ANDORF (SEE ATTACHMENT B)
6. OTHER BUSINESS
7. MOTION TO ADJOURN

TO JOIN BY CONFERENCE CALL:

1. Dial 1-866-685-1580.
2. When prompted enter the conference code 0009991752 followed by #.

Region 10 Website: http://www.iowawdb.gov/r10_home

Local Plan Revision Study Guide

Joint Guidance

Iowa Workforce Development;

Iowa Department of Education, Adult Education and
Literacy;

Iowa Vocational Rehabilitation Services; and
Iowa Department for the Blind

January 2017

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Foreword

WIOA section 108 contains the general requirements for a local plan. 20 C.F.R. section 679.560, which took effect in the autumn of 2016, months after the deadline by which local plans were required to be submitted, provides more substantive detail with respect to the WIOA local plan requirements. This guidance focuses on the requirements for a local plan’s needs assessment and the analysis of the workforce that includes data on individuals with barriers to employment. Requirements also include the identification of strategies among core partners and the extent to which Title II applicants demonstrate alignment between proposed activities and services and the strategy and goals of the local plan, as well as the activities and services of the one-stop partners.

Study Guide Layout

lowagrants Question: This language is taken directly from an lowagrants form and is the language responded to in the online portal.

Plan Concerns: This is the language used in the Joint Core Partner Memo: Revisions to Local Workforce Development Plans. The language represents the most commonly identified deficiencies by the reviewers in most plans and needs to be addressed by March 1, 2017.

Panel Review Questions: These are the questions that the reviewers used to determine if the response to the lowagrants questions contained appropriate information and addressed the question adequately. These questions frequently focus on the extent of the description, including "how".

Study Questions: These questions are provided to guide the board in their revision to include more complete responses and to address the required Title II alignment review.

Local Plans Form 2 and Form 7 are currently open in the lowagrants portal for revisions and additions.

Strategic Elements – Form 2

The WIOA section 108 contains the general requirements for a local plan. 20 C.F.R. section 679.560, which took effect in the autumn of 2016, months after the deadline by which local plans were required to be submitted, provides more substantive detail with respect to the WIOA local plan requirements. This guidance focuses on the requirements for a local plan’s needs assessment and strategies among core partners. Under the WIOA, the local plan must contain an analysis of the workforce that includes data on individuals with barriers to employment. Each Local Board must review its local plan to ensure that it contains an analysis of the workforce that includes data on individuals with barriers to employment. This data must also include English language learners and individuals with low levels of literacy.

Each Local Board should take action to establish a standing committee that consists of core partner representatives. Each Local Board should authorize the committee to review the local plans, make appropriate changes, and submit the changes to the state-level core partners using “Strategic Elements – Form 2” on IowaGrants.gov.

Economic Analysis

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

Plan Concerns: The majority of plans did not provide sufficient analyses of current employment and unemployment data and trends in the region. Plans should investigate, identify, and analyze current employment and unemployment data and trends.

Panel Review Questions: Does the plan adequately describe the knowledge and skills needed to meet employer needs (i.e. computer skills, blueprint reading, critical thinking, etc.) specific to the identified occupations and industries?

Please substantially revise your plan to address each of the following topics that were not thoroughly addressed in this section.

Study Question: Does the plan provide a detailed description of the available workforce in the local area? Is the information adequate to develop strategies to address the results? Did the plan thoroughly describe the demographics in the region in reference to targeted populations

and individuals with barriers to employment? Were targeted populations identified along with any trends affecting the various population groups within the region? Which targeted populations were identified as present in the local area? Were accurate unemployment data and trends for general and targeted populations included?

Local partners should add comments, notes, and questions in this space.

Workforce Analysis

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

***Plan Concerns:** The majority of plans did not provide an analysis of the educational skill levels of the region's workforce, including individuals with barriers to employment. The plan should investigate, identify, and analyze the educational skill levels of the region's workforce, including individuals with barriers to employment.*

***Panel Review Question:** Does the plan provide a detailed description of the available workforce in the local area? Is the information adequate to develop strategies to address the results?*

Please substantially revise your LSP to address each of the following topics that were not thoroughly addressed in this section.

Study Question: Does the plan provide a detailed description of the available workforce in the local area? Is the information adequate to develop strategies to address the results? Did the plan thoroughly describe the demographics in the region in reference to targeted populations and individuals with barriers to employment? Were targeted populations identified along with any trends affecting the various population groups within the region? Which targeted populations were identified as present in the local area? Was accurate unemployment data and trends for general and targeted populations included?

Local partners should add comments, notes, and questions in this space.

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

Plan Concerns: *The majority of plans did not provide an analysis of the educational skill levels of the region's workforce, including individuals with barriers to employment. The plan should investigate, identify, and analyze the educational skill levels of the region's workforce, including individuals with barriers to employment.*

Panel Review Questions: *Does the Plan address how the region will utilize the workforce needs assessment to develop strategies for increasing the educational attainment in the region?*

Please substantially revise your LSP to address each of the following topics that were not thoroughly addressed in this section.

Study Question: Does the Plan address how the region will utilize the workforce needs assessments to develop strategies for increasing the educational attainment in the region? Does the plan provide a detailed description of the available workforce in the local area? Did the plan provide educational data reflective of the targeted populations using any of the following criteria?

- Percent of population without High School diploma or equivalent;
- Postsecondary education;
- Basic skills level; and
- English language learners.

Local partners should add comments, notes, and questions in this space.

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

Plan Concerns: *The majority of plans did not adequately describe the skill gaps for the region's workforce, including individuals with barriers to employment.*

Panel Review Question: *Did the Plan thoroughly describe the skills gaps for the region's workforce, including those with barriers to employment?*

Please substantially revise your plan to address each of the following topics that were not thoroughly addressed in this section.

Study Question: Did the plan thoroughly describe the skills gaps for the region's workforce, including those with barriers to employment? Did the plan offer details as to the process the region used to gather information required to determine the skills gaps? Did the plan provide a detailed description of the skill gaps for targeted populations, including individuals with barriers to employment?

Local partners should add comments, notes, and questions in this space.

Activities Analysis

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

Plan Concerns: The majority of plans did not adequately analyze or describe the strengths and weaknesses of existing workforce development activities among the core partners.

Panel Review Questions: Does the Plan address the scope, content and organization of the Region's local activities? Does the Plan identify what activities, if any, would be provided concurrently with other activities?

Please substantially revise your plan to address each of the following topics that were not thoroughly addressed in this section.

Study Question: Does the plan address the scope, content and organization of the Region's local activities? Does the plan identify what activities, if any, would be provided concurrently with other activities? Are the activities in the Plan consistent with those listed in the Act? Was the scope, content and organization of local activities written in a way that was easy to understand to others outside of those involved? In describing the scope of activities of the core partners, was there discussion about what needs to be achieved and how the work will be accomplished?

Local partners should add comments, notes, and questions in this space.

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

Plan Concerns: The majority of plans did not adequately describe strategies and services of the core partners used to coordinate workforce development activities with economic development programs and activities.

Panel Review Question: Does the Plan indicate the area's alignment of activities and services of the Core partners? Does the Plan address the strategies for alignment of activities?

Please substantially revise your plan to address each of the following topics that were not thoroughly addressed in this section.

Study Question: Does the plan indicate the area's alignment of activities and services of the Core partners? Does the plan address the strategies for alignment of activities? Did the plan appropriately communicate the process of bringing required system partners together to identify activities/services and develop strategies to align strategies and avoid duplication? What efforts have been made to work together to enhance services? Does the plan indicate the region's alignment of services with education and system partners to avoid duplication and enhance services? What strategies have been developed or used successfully? Did the plan address the scope, content and organization of the region's local activities?

Local partners should add comments, notes, and questions in this space.

lowagrants Question: 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.

Plan Concerns: *The majority of plans did not adequately 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.*

Panel Review Question: *Does the Plan indicate the region's alignment of services with education and system partners to avoid duplication and enhance services? Does the Plan/region demonstrate a clear understanding of Partner Services/leveraging resources?*

Please substantially revise your plan to address each of the following topics that were not thoroughly addressed in this section.

Study Question: Does the plan indicate the region's alignment of services with education and system partners to avoid duplication and enhance services? Does the plan demonstrate a clear understanding of partner services and the leveraging of resources within the local region? Was the process of bringing required system partners together to identify activities and service opportunities and to develop strategies to align systems and avoid duplication? Was the collaborations among the core partners to enhance services communicated? What strategies have been developed and/or are working? How will the Local Board coordinate WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II?

Local partners should add comments, notes, and questions in this space.

AEL Application Alignment Review – Form 7

The WIOA mandates Local Boards to coordinate activities with education and training providers within the Local Workforce Development Board (LWDB) area [WIOA Section 107(11)(d) and Title 20 Code of Federal Regulations 679.370(n)]. In accordance with WIOA Title II, the Iowa AEFLA grant application requires Local Boards to review all AEFLA applications submitted to the IDOE from eligible providers within the Local Area to determine whether the applications are consistent with their Local Plans. Upon completing this review, the Local Board must submit a recommendation to the IDOE that promotes alignment with the Local Plan.

There are 13 considerations that Title II eligible providers must respond to in the AEFLA application. Local Boards are encouraged to review each eligible provider's entire application. However, the following considerations are most relevant to local plan alignment:

- Consideration 1 – Needs Assessment
- Consideration 4 – Alignment with the Local Workforce Development Board Plan under section 108 and alignment with services of the one-stop partners

Application Process for Local Boards

The IDOE developed the following four-step process for the Local Board review of WIOA, Title II AEFLA applications:

1. Eligible providers will submit their AEFLA applications to the IDOE through the lowagrants system.
2. The IDOE will provide the LWDB point of contact access to the online AEFLA applications with a rubric review form for an alignment review with local plans.
3. The LWDB point of contact with the assistance of a committee must complete and submit the review and any recommendations for promoting alignment with the local plan through the lowagrants system. The review and recommendation process begins on May 3, 2017, and ends on May 12, 2017.

4. The IDOE will consider the results of the review by Local Boards in making awards.

Point of Contact

lowagrants Question: Provide contact information for the lead reviewer to which local applicants for Title II funds will be released for committee alignment review with the Local Workforce Development Plan.

Panel Review Questions: *Is the point of contact registered in lowagrants? Is the point of contact a voting member of the local workforce development board? Is the point of contact free of any financial conflict of interest with current or potential applicants for Title II funds?*

Study Question: Has complete contact information been provided for the point of contact? Have we identified the most appropriate point of contact with access to lowagrants and no financial conflict of interest with current or eligible intended providers for Title II funds – this includes: an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include—

- (A) a local educational agency;
- (B) a community-based organization or faith-based organization;
- (C) a volunteer literacy organization;
- (D) an institution of higher education;
- (E) a public or private nonprofit agency;
- (F) a library;
- (G) a public housing authority;
- (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;
- (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and
- (J) a partnership between an employer and an entity described in any of subparagraphs (A) through (I).

Local partners should add comments, notes, and questions in this space.

Committee

lowagrants Question: 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.

Panel Review Questions: *Does the process allow for a committee of reviewers that is representative of the local area? Does the process describe an application process? Is the process fair and equitable to LWDB members? Does the process allow for inclusion of reviewers who are not formally associated with the board?*

Study Question: Have we described the process of selecting a committee for the purpose of reviewing Title II applications for the local area? Does the process represent a fair and equitable method of including reviewers that is representative of the local area? Does the process include only board members or additional community members?

Local partners should add comments, notes, and questions in this space.

Conflict of Interest

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

Panel Review Questions: *Does the reviewer or a member of his/her immediate family serves as a director, trustee, officer or other key employee for the current or eligible providers for Title II funds? Has the reviewer or a member of his/her immediate family received compensation from a current or eligible provider of Title II funds for activities such as employment, consulting, expert witness, advisory board member and the like? (CFR Sec. 200.318(c)(1))*

Study Question: Have we described 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 a sufficient firewall exist between the reviewer and any perceived conflict of interest to ensure an equitable and fair competition between applicants for Title II funds?

Local partners should add comments, notes, and questions in this space.

Form 2 Updates

Knowledge and Skills Needed

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

The region experiences a very low unemployment rate. Sixty percent of those seeking services at the IowaWORKS office report only having a high school diploma or less. Unemployment rates for targeted, at-risk populations are much higher than the overall regional unemployment rate of 3.1% (2015). Youth experience unemployment rates up to 13 points higher than the general population. Those living in poverty experience the highest rates of unemployment. Individuals with disabilities have rates typically above 10%. More detailed information on unemployment rates for these targeted populations is included in the next section and is attached. The workforce analysis section contains additional information on the targeted populations.

Region 10 is focusing on targeting two sectors:

- Advanced Manufacturing
- Insurance Services, Banking and Customer Services

The region has six sector boards. Through a strategic planning process with the Regional Workforce Development Board and upon reviewing local workforce data (see attachment called Creating Corridor Workforce Needs Assessment). The board decided to target the above two sectors based upon workforce need, local wages that lead to self-sufficiency, and clear training and occupational pathways developed by these sector boards. These pathways help all customers, especially targeted populations who may experience additional barriers, to enter into career pathways, earn stackable credentials, and incrementally move up in pay.

The following are skills and trainings that align with the occupational pathways within these industries.

In-Demand Manufacturing occupational knowledge, credentials and licensures include:

CNC Skills and Certifications
 CNC NIMS Credentials
 Welding Skills and Certifications
 AWS Credentials
 OSHA 10 Safety
 Forklift Operation

Basic tool knowledge
Measurements
Basic Manufacturing Terminology

In-Demand Insurance Services, Banking and Customer Services occupational knowledge, credentials and licensures include:

Customer Service Skills
Intermediate to Advanced Computer Skills
Basic Reading and Writing Skills
Critical Thinking
Basic Banking and Insurance terminology
Basic Computer networking and Support knowledge

Industries requiring customer service skills vary widely on the type of service they provide, meaning the workforce needs to be prepared with solid computer skills, customer service skills and the ability to read, write and think critically. They will be taught industry specifics upon hire.

WORKFORCE ANALYSIS

Employment and Unemployment

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

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

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

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

Region 10 Unemployment Rates

2008 - 3.8

2009 - 5.6

2010 - 5.4

2011 - 5.1

2012 - 4.6

2013 - 4.4

2014 - 4.1

2015 - 3.1

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

At-risk citizens include anyone with a barrier to accessing employment including English Language Learners, veterans, ex-offenders, TANF recipients, **individuals with disabilities**, youth, and older workers. There are approximately sixty customers enrolled in the older worker program in partnership with the Heritage Agency on Aging which assists in leveraging capacity and gives workers over age 55 access to an older worker employment specialist. Vocational Rehabilitation provides 50% of the salary for this position. For veterans, IVRS has a memorandum of understanding with the veterans administration hospital and Vocational Rehabilitation and Employment chapter 31. This partnership allows for a veteran to receive assistance from both state and federal VR entities. **In addition, Region 10 employs two Disabled Veterans Outreach Program (DVOP) advisors to serve eligible veterans and clients of Veterans Administration Vocational Rehabilitation, State Vocational Rehabilitation and other community agencies. The program especially targets veterans who are economically or educationally disadvantaged. The DVOP provides intensive services to meet employment needs of veterans, working in partnership to co-enroll veterans into Vocational Rehabilitation services.**

US Census Data available from the 2014 American Community Survey (ACS) shows there are 22,650 individuals in Region 10 that lack a high school diploma. 4,208 of these individuals lacking a HS diploma are between the ages of 18 and 24. Over 70 percent of those lacking a high school diploma reside in Linn and Johnson counties. 2014 ACS data also identifies 30,653 individuals ages 5 and older that speak a language other than English at home. 94 percent of these individuals reside in Washington, Linn and Johnson counties, with nearly 60 percent of the regional total residing in Johnson County. **The 2015-2016 data from ACS shows the number of non-English speakers increasing within the region, while those needing a high school diploma decreasing. Approximately 7.2% of Region 10's residents speak a language other than English at home with 2.6% identifying they speak English less than very well.**

Additionally, NCES data from 2003 also shows that on average, nearly 7 percent of Region 10 residents lack basic prose literacy skills.

According to US Census data of people age 25 and older between 2011 to 2015, 11% have an associate degree, 21% have a bachelor degree and 13% have a graduate degree. Only 45% of Region 10 citizens have an associate degree or higher, while approximately 60% of jobs in Iowa requires post-secondary education.

According to local data from Linn County, IA, in 2015, the prevalence of the six disability types among persons of all ages in IA was:

- 1.9% reported a Visual Disability
- 4.1% reported a Hearing Disability
- 6.2% reported an Ambulatory Disability
- 4.6% reported a Cognitive Disability
- 2.3% reported a Self-Care Disability
- 4.6% reported an Independent Living Disability

The poverty rate of working-age people with disabilities was 26.0 percent statewide and 21% for Region 10.

In 2015, the percentage of working-age people with disabilities in IA:

- with only a high school diploma or equivalent was 39.0 percent
- with only some college or an associate degree was 35.8 percent
- with a bachelor's degree or more was 13.4 percent.

People with disabilities working 45.2

People without disabilities working 84.3

In addition Linn County shared comparisons on educational levels of residents with and without disabilities.

Education -- Ages 21-64	Total	% of Ages 21-64 w/ Disability	Total	% of Ages 21-64 w/o Disability	Total	% of Ages 21-64	Sample Size
Less Than High School Degree	2,550	18.0%	4,450	4.2%	7,000	5.9%	130
High School Degree (Including	4,620	32.6%	27,250	26.0%	31,870	26.8%	800

GED)							
Some College or Associate's degree	4,730	33.4%	38,430	36.7%	43,160	36.3%	1,010
Bachelor's Degree or Higher	2,280	16.1%	34,670	33.1%	36,950	31.1%	889

While we may compare similarly to the state as a whole in many areas regarding the educational level of individuals with disabilities, we know within Region 10 individuals with disabilities experience greater barriers to completing education and entering the workforce than the general population.

There are also a number of individuals within Region 10 receiving services via the community corrections system. As of December 2016, the 6th Judicial District, which covers most of Region 10, was serving 3,426 residents in probationary programs and 236 individuals in residential treatment programs. Individuals with criminal records face barriers to employment, although work has been done in Region 10 with our sector boards to engage employers on looking to hire ex-offenders.

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

Unemployment Data - US Census Bureau 2010-2014 (Data also attached)

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

Attach this table:

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

Above are unemployment rates for youth, low income, persons with disabilities and non-high school graduates. Fortunately, Region 10 fairs well compared to the state of Iowa regarding employment rates of youth and young adults. Most counties are at or below the state rate. As expected those who report living below the poverty threshold in the past 12 months have higher unemployment rates. The rates for most counties in region 10 is lower than the state rate, except for two outliers of Jones and Washington Counties. Those with disabilities also report higher rates of unemployment than the overall population. Two counties have higher rates than the state overall (Linn, Jones and Washington). Lack of transportation options in Washington and Jones could be one reason for higher unemployment rates for disabled. Those with less than a high school diploma experience unemployment at very different levels compared to the county they reside in. Some counties show very low rates of unemployment within this group which could be a sign of a very tight labor market.

SKILLS GAP

As stated above, 45% of local residents have an associate, bachelor or graduate degree, while 60% of positions in Iowa require post-secondary education. Region 10 employers report a skill gap within occupational, soft and basic skills.

Per the attached regional workforce analysis almost 2 out of 5 applicants lack the needed occupational

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

Per the local regional workforce analysis, the top basic skills required by employers are written communication skills and reading for information. Motivation, dependability and communication skills are the key soft skills employers require of their candidate pools. Analytical thinking, basic computer skills and business communication are the top occupational skills businesses report needing.

In 2015, the percentage of working-age people with disabilities in IA:

- with only a high school diploma or equivalent was 39.0 percent.
- with only some college or an associate degree was 35.8 percent.
- with a bachelor's degree or more was 13.4 percent.

At risk populations experience similar skill gaps as outlined above for the overall population. In addition, many of the targeted populations experience additional barriers such as mental health, homelessness, lack of basic resources, background issues, learning disabilities, and more.

The team is developing stronger pathways among the WIOA partners to connect customers to appropriate WIOA services. Through cross-team workgroups, referral processes and tools are in development, educational materials are being created and an orientation to WIOA services will be used by all 4 core partners in Region 10.

At the one-stop ABE and ESL services are being offered to help address these needs. Outreach to ABE and ESL populations at other locations to educate Title II customers on job search and training opportunities occurs. The Vocational Rehabilitation services are collocated in Cedar Rapids, and located next door to Title I and III services in Iowa City. In addition, Goodwill offers soft skill training at the Cedar Rapids IowaWORKS office. All these efforts aim to increase the basic, soft and occupational skills of WIOA customers.

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

ACTIVITIES ANALYSIS

STRENGTHS and WEAKNESSES

The region has many strengths to focus on and over the course of this first year of implementation of WIOA. The core partners have done much to bring teams together to determine key strengths, and tackle weaknesses, especially around increased coordination and development of activities. Below is a listing of some of the areas of weaknesses and strengths as identified by core partners.

Weaknesses:

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

Strengths:

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

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

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

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

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

Region 10 has developed 3 workgroups who have tackled WIOA transition activities to help team members learn more about the partner WIOA programs and connect with staff members. The focus groups have worked on the following topics:

- Integration of business services and outreach

- Consistent orientation to the workforce system used by all partners and educational resources
- Referral process that allows for easy referrals and a tracking and follow up system.

IVRS provides training and assistance to other WIOA partners to help them feel more comfortable serving individuals with disabilities.

Twice per year the four core partners meeting to complete joint training and networking to create a stronger workforce system, aligning resources and reducing duplication.

The leadership of the four core partners meets twice per month (more often if needed) to align services and workforce strategies, plan partnerships, and increase coordination.

ABE/HSED and ESL is provided at the Cedar Rapids IowaWORKS office and Burlington English has been purchased by the Title 1 provider to help provide occupational ESL services.

DESCRIBE STRATEGIES AND SERVICES OF CORE PARTNERS USED TO COORDINATE WORKFORCE DEVELOPMENT ACTIVITIES WITH ECONOMIC DEVELOPMENT PROGRAMS AND ACTIVITIES.

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

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

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

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

Title II Services, including ABE/HSED and ESL courses are provided at the Cedar Rapids one-stop office.

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

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

IVRS has a team member who is providing services on the floor and is acting as a resource for other one

stop staff members serving individuals with disabilities.

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

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

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

Team members from all core partners attend sector board meetings, and share information on each other's programs.

All four core WIOA partners are regular presenters at the RWDB meetings, sharing on services and goals.

DESCRIBE HOW THE REGION COORDINATES WITH AREA SECONDARY AND POST-SECONDARY EDUCATIONAL INSTITUTIONS TO ALIGN STRATEGIES, ENHANCE SERVICES AND AVOID DUPLICATION OF CORE PARTNERS SERVICES.

The four core partners have developed more streamlined outreach plans for secondary and post-secondary programs. Coordinating outreach allows the core partners to align services to meet the needs of secondary and post-secondary institutions and students, developing a menu of services to meet local workforce needs.

The region is committed to serving individuals in secondary and post-secondary education as well as linking individuals into secondary and post-secondary education services as needed. The two pathways the Regional Workforce Development board is targeting (Insurance/Banking /Customer Service and Advanced Manufacturing) both have well developed pathway programs that serve individuals with lower skill sets, by packaging basic and soft skills training together with occupational skills training. These certificates prepare clients to move into increasingly higher levels of education to move up the occupational ladder within local companies.

These pathways utilize many funding streams including WIOA Title 1, 2 and 4, along with state certificate and credit funding streams, with referrals from all workforce partners including Title 3.

The regional workforce development board includes a local school superintendent and a regional administrator of the area education agency is an ex-officio member. They help to bring a perspective on secondary education to the workforce partners.

Kirkwood Community College is represented on the RWDB as well, providing post-secondary education

services within the region. Additional staff from KCC also participates in our larger workforce partner team meetings with approximately 15 partners in attendance.

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

IVRS and IDB collaborate with local educational agencies in development of local school plans outlining the roles and responsibilities in the delivery of transition services to students with disabilities. IVRS and IDB staff are integrated members of all eligible student's Individual Educational Transition team, providing on-site services to Potentially Eligible and Active customers. Pre-Employment Transition Services provide counseling and guidance on opportunities in multiple areas related to the the students post-secondary transition in Living, Learning, and Working goals. Transition needs are discussed to connect students with disabilities to 21st Century jobs that support their interests and align with the Future Ready Iowa mission.

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

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

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

To enhance and improve AEL services at the one-stop, the AEL program is currently reviewing the service delivery model at the Cedar Rapids one-stop office. Current plans are adopt a managed intake approach and have minimum hours of attendance for students taking courses at the one-stop for students with CASAS scores of 220 and above. For students with CASAS scores of below 220, referrals will be made for students to attend classes at the main AEL program location in Cedar Rapids. AEL staff are also working on enhancing ESL offerings at the one-stop location in collaboration with other core partners.

Adult Education and Literacy program representatives attend county center and regional center meetings held by Kirkwood Community College. At the regional and county center meetings, representatives from area K-12 schools are present to learn about current Kirkwood offerings, including updates from the AEL program on services provided by the AEL program at each county or regional center. These meetings also provide an opportunity for the AEL program to receive feedback and suggestions from area K-12 school. The AEL program director also serves as the college's voting member on the local RWDB. Regional center representatives also serve as members of the local AEL

participatory planning committee to provide input and suggestions for programming in the service region, especially in rural areas of Region 10.

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

Form 7

Local Board Member Point of Contact:

Susie Weinacht

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Review Committee Selection:

The Regional Workforce Development Board (RWDB) will meet March 30, 2017 to vote on the review committee composition and size. The board will pick a chair of the committee from current RWDB membership. The committee will be an odd number between 3-7 members. The committee will be composed of RWDB members and may also include members of the public such as:

(A) a local educational agency; (B) a community-based organization or faith-based organization; (C) a volunteer literacy organization; (D) an institution of higher education; (E) a public or private nonprofit agency; (F) a library; (G) a public housing authority; (H) a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals; (I) a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and (J) a partnership between an employer and an entity described in any of the partners listed in (A) through (I).

Conflict of Interest:

The RWDB will follow similar processes used in the selection of the Title 1 provider in 2016. At the March 30, 2017 board meeting, the board will receive education on what constitutes a conflict of interest. The reviewers will sign off that they do not have a conflict. If a conflict of interest emerges after applications are received, that member of the committee will be removed and replaced as needed.