

**REGION 12 RWDB/CEO MEETING**

**ATTACHMENT "A"**

**Location: Western Iowa Tech Community College**

**Date: 1/26/17**

<b>PRESENT - RWDB MEMBERS</b>				<b>ABSENT - RWDB MEMBERS</b>			
Neal Adler	X	Dan Moore	X	Neal Adler		Dan Moore	
John Hamm	X	Brenda Noll-Norvell	X	John Hamm		Brenda Noll-Norvell	
Janet Hansen	X	James O'Donnell	X	Janet Hansen		James O'Donnell	
Bridget Hoefling	X	Judy Peterson	X	Bridget Hoefling		Judy Peterson	
Christine Kennedy	X	Dr. Robert Rasmus		Christine Kennedy		Dr. Robert Rasmus	X
Craig Levine	X	Marcia Rosacker	X	Craig Levine		Marcia Rosacker	
Teresa Miller	X	Jeff Simonsen	X	Teresa Miller		Jeff Simonsen	

<b>PRESENT - CEO MEMBERS</b>				<b>ABSENT - CEO MEMBERS</b>			
Craig Anderson	X	Pete Groetken	X	Craig Anderson		Pete Groetken	
Tom Brouillette	X	Keith Radig		Tom Brouillette		Keith Radig	X
Raymond Drey		Jeff Simonsen	X	Raymond Drey	X	Jeff Simonsen	

<b>PRESENT</b>		<b>PRESENT</b>	
Shawn Fick – Job Training Partners	X	Pamela Woolridge (ESL/ELL) – Ex-Officio	X
Janet Gill – Job Training Partners	X	Adam Dahlke – (Voc Rehab) – Ex-Officio	
Jean Logan (CAAS) – Ex-Officio	X		
MacKenzie Reiling (IWD) – Ex-Officio	X	Ben Humphrey – IWD Attorney	X

Oath of Office – Jeff Simonsen, CEO Chair swore in RWDB New Board Member – Christine Kennedy @ 4:05pm

**1. Call to Order & Roll Call:** RWDB @ 4:07pm / CEO @ 4:09pm

**2. Approval of Agenda:** RWDB & CEO

**3. Approval of Meeting Minutes:** November 17, 2016 RWDB Minutes – RWDB; September 22, 2016 Joint RWDB/CEO Minutes – CEO

**4. New Business:** Approval of Region 12 Transfer of FY17 WIOA Title I Dislocated Worker Formula Program Funds (\$40,000) to WIOA Title I Adult Formula Program Funds – RWDB & CEO; Approval of Training Program – Emergency Medical Services – Paramedic (AAS) – WITCC – RWDB; Ben Humphrey IWD Attorney – WIOA Presentation; • Discuss, review, and changes to local workforce development plan to meet requirements relating to Title II adult education and literacy applications.- Ben Humphrey IWD Attorney, • Vote to establish a local plan committee to review the local plan and make any appropriate changes to meet the requirements relating to Title II.- Ben Humphrey IWD Attorney, • Vote to establish a Title II application review committee, authorized to review Title II eligible provider applications and make appropriate feedback to the Iowa Department of Education.- Ben Humphrey IWD Attorney

**5. Old Business:** Association of Iowa Workforce Partners (AIWP) Legislative Breakfast- January 31, 2017

**6. IowaWORKS Region 12 Managers' Report:** Shawn Fick

**7. RWDB Chair Report:** WIOA PY 2015 Quality Assurance Final Review Report

**8. Policy/Field Memo Updates:** Summary; TEN# 16-16; TEN# 17-16; TEN# 19-16; TEN# 20-16; TEN# 21-16; TEN# 22-16; TEN# 23-16; TEN# 24-16; TEGL# 11-16; TEGL# 12-16; TEN# 25-16; TEN# 27-16; TEN# 28-16; TEN# 29-16; TEN# 25-15 Change 1; TEGL# 13-16; TEN# 30-16; TEN# 28-16 Change 1; TEN# 31-16; TEN# 32-16; TEGL# 15-16

**9. WIOA Updates**

**10. Reports from Individual RWDB/CEO Members**

**11. Report from State Representative**

**12. Adjournment**

**Motions Taken - Decisions Reached**

<b>APPROVALS</b>	<b>1ST</b>	<b>2ND</b>	<b>Unanimously Approved</b>
2. January 26, 2017 Agenda – RWDB	Dan Moore	Craig Levine	<b>X</b>

2. January 26, 2017 Agenda – CEO	Craig Anderson	Pete Groetken	X
3a. November 17, 2016 RWDB Minutes – RWDB	James O'Donnell	Janet Hansen	X
3b. September 22, 2016 Joint RWDB/CEO Minutes –CEO	Craig Anderson	Pete Groetken	X
4a. Region 12 Transfer of FY17 WIOA Title I Dislocated Worker Formula Program Funds (\$40,000) to WIOA Title I Adult Formula Program Funds – RWDB	Dan Moore	Neal Adler	X
4a. Region 12 Transfer of FY17 WIOA Title I Dislocated Worker Formula Program Funds (\$40,000) to WIOA Title I Adult Formula Program Funds – CEO	Pete Groetken	Tom Brouillette	X
4b. Training Program – RWDB Emergency Medical Services – Paramedic (AAS) – Western Iowa Tech Community College	Janet Hansen	Dan Moore	X
4e. Establish a local plan committee to review the local plan and make any appropriate changes to meet the requirements relating to Title II. – RWDB	Neal Adler	Dan Moore	X
4f. Establish a Title II application review committee, authorized to review Title II eligible provider applications and make appropriate feedback to the Iowa Department of Education. – RWDB	Neal Adler	Janet Hansen	X
13. Adjournment-RWDB @ 5:20pm	Dan Moore	James O'Donnell	X
13. Adjournment-CEO	Jeff Simonsen	adjourned the	CEOs

### Meeting Notes

Reports/Discussion: IV. Ben Humphrey introduced himself and reviewed his background. He also reviewed changes in local workforce development and the Federal Workforce Innovation and Opportunity Act (WIOA). It changes the workforce development program and requirements of board membership and of partners (see USDOL's Recommendation for Membership Structure of Iowa's Local Boards). They will be coming back to do a review of Iowa's structure. The goal is to transition from an equal Business/Labor representative board to a majority business board (see page 13 of "Guidance" carry-in).

Jeff Simonsen will call a special meeting of CEO's to meet along with the RWDB in March to make the decision as to whether to move toward compliance with WIOA.

Ben Humphrey discussed establishment of committees to address Title II (1. Make any changes needed and 2. Establish a Title II application committee). There will be a Webinar on February 1, 2017 regarding the changes related to Title II. (#1 Volunteers: Jim O' Donnell and Craig Levine) (#2 Volunteers: MacKenzie Reiling, Craig Levine and Christine Kennedy)

V. Chair not able to attend AIWP Legislative Breakfast. Anyone who would like to attend may do so.

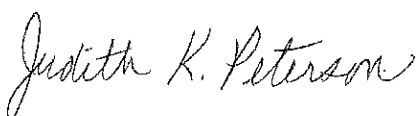
VI. Shawn Fick reviewed closings of businesses.

VII. Shawn Fick reviewed the WIOA PY 2015 Quality Assurance Final Review Report and stated corrections are being made.

VIII. Janet Gill and Ben Humphrey reviewed Policy/Field Updates.

Dan Moore requested that Ben Humphrey let us know what we still need to do to comply with WIOA so we can review it at the next meeting before we vote.

**RESPECTIVELY SUBMITTED**



Judith Peterson

Date: 1/26/17

"The Mission of our group is to fully engage the Region 12 community in strengthening the economy through workforce development making it a better place to live, work, and grow."

**REGION 12 RWDB/CEO TELECONFERENCE MEETING**  
**Executive Committee**

**Location: Teleconference**

**Date: 2/28/17**

<b>PRESENT - RWDB MEMBERS</b>				<b>PRESENT - CEO MEMBERS</b>			
Bridget Hoefling	X	Judy Peterson	X	Jeff Simonsen	X	Craig Anderson	X
Teresa Miller	X	Jeff Simonsen	X				

<b>PRESENT</b>		<b>PRESENT</b>	
Shawn Fick – Job Training Partners	X		
Janet Gill – Job Training Partners	X		

Bridget Hoefling called the meeting to order at 3:40 pm.

Shawn Fick reviewed Sections 2 & 7 Revisions to the WIOA Local Service Plan.

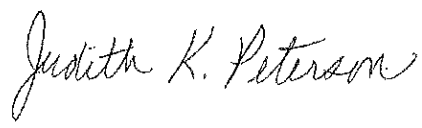
Motion by Craig Anderson second by Jeff Simonson to approve the revisions and bring them to the full board at the March Meeting. Carried.

Discussion was held regarding agenda items being action item vs non-action item. Consensus was to present items needing approval as action items as they can always be tabled or moved for action at an upcoming meeting if the board is not ready to vote on them.

The Teleconference for Agenda Approval for the March 23<sup>rd</sup> meeting was set for Tuesday, March 14<sup>th</sup> at 3:30 pm.

<b>Motions Taken - Decisions Reached</b>			
<b>APPROVALS</b>	<b>1ST</b>	<b>2ND</b>	<b>Unanimously Approved</b>
WIOA Local Service Plan Revisions and bring them to the full board at the March Meeting	Craig Anderson	Jeff Simonson	X
Meeting adjourned			

**RESPECTIVELY SUBMITTED**



Judith Peterson  
 Date: 2/28/17

“The Mission of our group is to fully engage the Region 12 community in strengthening the economy through workforce development making it a better place to live, work, and grow.”

WIOA Local Service Plan Action-Section 2Economic 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?

**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 Page 4 of 10 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?

**Current Entry:**

Please see the 2015 Annual Profile Region 12 in attached document "2016 IWD Region 12 LMI" pdf

**Additional Information for Consideration:**

Further Analysis of 2015 Region Annual Profile Region 12  
 Analysis of Sioux City, MSA (IA-NE-SD) Laborshed Analysis 2016  
 Analysis of Information provided by state partners

**Updated Information and Answer:**

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

Business and industry needs in the region continue to evolve as there are changes in the economy, updates in technology occur, increased/decreased demand for goods and services in the market place, competition in both domestic and foreign markets, as well as weather and other unforeseen changes that take place. The economy of Region 12 is affected by national and global changes and issues as the region exports many products out of the region. However, the regional economy is not entirely concentrated in one economic specialty or focus. The United

States' Bureau of Labor Statistics (Torpey, March 2015) divides careers in to sixteen (16) different clusters. Much of the economy in Region 12 is focused in four of these clusters including Health Science, Manufacturing, Transportation, Distribution, and Logistics, and Hospitality and Tourism.

- Health Sciences includes but is not limited to individuals who serve as home health aides, certified nursing assistants, medical assistants, license practical nurses, registered nurses, and doctors. Education necessary to fill these positions include short term training for CNA, diplomas, as well as associate, bachelor, and advanced degrees.
- Manufacturing includes those individuals who provide general maintenance and repair, team assemblers, industrial machine mechanics, inspectors, testers, sorters, samplers, weighers, welders, and first-line supervisors of those working in these areas. Education and training necessary to fill these positions include short term training certificates, associate and bachelor degrees, on-the-job training, and apprenticeships.
- Transportation, Distribution, and Logistics includes hand laborers, freight stock and materials movers, heavy and tractor-trailer truck drivers, automotive service technicians and mechanics, and hand packers and packagers. Training and education to meet the needs of business include short term training certificates, on-the-job training, and apprenticeships.
- Hospitality and Tourism includes food preparation and serving workers, including fast food, waiters and waitresses, janitors and cleaners, maids and housekeeping cleaners, and restaurant cooks. Training and education to meet the needs of business include short term training certificates, on-the-job training, and apprenticeships.

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

- Ambulatory Health Care Services: Total Growth of 1,060 positions, 32.9% increase
- Administrative Support Services: Total Growth of 735 positions, 17.4% growth
- Food Services and Drinking Places: Total Growth of 565 positions, 10.2%
- Hospitals: Total Growth of 345 positions, 10.1%
- Truck Transportation: Total Growth of 340 positions, 20.6%

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

According to the 2015 Annual Profile for Region 12 (Development, 2015), the labor force in each of the counties was found to be as follows: Cherokee-6,680, Ida-3,920, Monona-4,790, Plymouth-14,800, and Woodbury-56,400 for a total available workforce from the region's five counties of 86,570. The number employed in the region totaled 82,730 leaving 3,840 or 4.4% of the available workforce currently seeking employment or otherwise classified as "unemployed." Also in the analysis it was found that workers commute both in to and out of the region for multiple work and career opportunities. "As of 2013, there were 67,120 primary jobs in this region. 23,922 workers live in Region 12 but leave the region for their primary jobs. 71.0 percent (47,720) of the region's workers live and work in Region 12." The decrease in the available workforce due to outflow is somewhat alleviated by the 19,400 workers that commute

in to the region from other areas and communities. However, there remains an overall deficit of 4,522 workers available to the region's planned future workforce needs. It is extremely unlikely 100% employment can be achieved by 2022 (which would include the 3,840 currently unemployed). These individuals in combination with the 4,522 employees currently commuting out of the region would provide only 537 additional workers in to the workforce system. In addition, the anticipated 7,825 openings by 2022 only considers the top increasing industries and none of those which will see steady growth including new business start-ups, family business expansion, and other steady growth. Since the publication of most LMI material, plans to build a pork processing plant in Sioux City in partnership between Seaboard and Triumph Foods was announced. The initial numbers indicating a need for approximately 1,100 workers at the start of business in late summer with plans to eventually expand production to more than 2,000 workers as expansion opportunities allow.

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

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

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

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

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

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

Woodbury County at the highest level in the region at 15.7% of all households receiving the assistance.

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

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

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

Agency programs alone are not going to be able to provide all of the answers to the current or future skilled labor shortage. The partnership must also include businesses that are willing and able to consider alternative hiring and employment resources. In order to compete with the growing demand for workers, businesses must be willing to consider those individuals who many previously would not have considered as viable candidates. Ex-offenders continue to be an increasing part of the overall population. Resources such as the Work Opportunity Tax Credit



(WOTC) and the Federal Bonding Program offer financial assistance and incentives to companies willing to take a chance on a returning citizen. In order for these resources to be better understood, education of business and industry by all of the named and necessary WIOA core partners must be a priority. The benefits of apprenticeships for both union and non-union companies and the use of on-the-job training opportunities through grants and other public funding sources can also help increase employment opportunities and meet the needs of businesses searching for skilled workers.

## **Workforce Analysis**

**Iowagrants 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?

### **Current Entry:**

Please see the 2015 Annual Profile Region 12 in attached document "2016 IWD Region 12 LMI" pdf. This document provides a detailed analysis of the employment and unemployment data trends in the region.

### **Additional Information for Consideration:**

Further Analysis of 2015 Region Annual Profile Region 12  
Analysis of Sioux City, MSA (IA-NE-SD) Laborshed Analysis 2016  
Analysis of Information provided by state partners

### **Updated Information and Answer:**

The local economic components comprising the workforce in Region 12 are varied and diverse. According to the Sioux City MSA Laborshed Analysis for 2016 the estimated population of those between the ages of 18-64 is 200,059. Of those individuals in the estimate, 58,034 or 29% are very likely or somewhat likely to change or accept employment in the Siouxland area. The breakdown of that is as follows: 52,034-currently employed, 1,885-currently unemployed, 2,169-homemakers looking to go into the workforce, and 1,937-retired individuals looking to return to the workforce. 5,991 people not currently in the workforce system or almost 3% of the working age population will help provide a source of workers, the remaining 26% of workers are looking to change careers or positions which will cause current businesses to seek out new workers to fill their current and newly opened positions. This continual change in training new staff adds to the

overall costs of doing business and decreases overall productivity. The same analysis determined the top desired benefits are health/medical insurance (85%), pension/retirement (45%), dental coverage (40.0%), vision coverage (30.0%), and paid vacation (25.0%) Paid holidays, prescription drug coverage, and paid sick leave rounded out the list at 15%, 15%, and 10% respectively. In order to decrease the turnover rate, business and industry will need to review these benefits and their potential return on investment for maintaining and increasing worker satisfaction and likelihood of remaining with a given company.

According to the Workforce Needs Assessment Executive Summary Released in 2015 for Monona and Woodbury counties, the top vacancy by occupational category was transportation and material handling with 16.4% of the total vacancies or 254 average vacancies per day. Whereas, the same analysis for several counties located in west central Iowa including Ida County, the top vacancies were in production with 19.5% of the total vacancies or 126 average vacancies per day. An analysis of several counties located in northwest Iowa including Cherokee and Plymouth Counties showed the top vacancies were in production with 13.3% of the total vacancies or 101 average vacancies per day with transportation and material moving as a close second with 11.0% of the total vacancies or 83 average vacancies per day. A review of all three economic analysis' executive summaries showed companies had current or anticipated job vacancies between 27% and 29.3%.

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

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

Individuals with a disability serve as a significant percentage of the overall population and particularly those who are seeking services from the One-Stop Center. During the months of October, November, and December 2016, 170 individuals of the 2703 new members or 6.28% of the population self-identified as having a "disability." Although there are opportunities to improve overall effectiveness, inroads continue as efforts are underway to assist future individuals with disabilities improve their career opportunities. During the time frame measured between 2014 and 2016 individual with disabilities that achieved employment rose from 110

individuals in 2014 to 122 individuals in 2016. The average wage also increased in the region from \$10.73 an hour in 2014 to \$11.29 an hour in 2016. There is further reason for optimism in the area average hours worked per week. The year 2014 showed 34 average hours per week per employee which was maintained at the same 34 hours per week level in 2016. Long term data suggests that individuals with disabilities are making more money per hour, increasing their presence in the workforce, maintaining the average number of hours worked, and increased their post-secondary training credentials.

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

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

completed by the Lumina Foundation, it is estimated that by 2025 that “68% of jobs in Iowa will require education and training beyond high school...” In order to meet this need the State of Iowa has established a private/public partnership under *Future Ready Iowa* with the goal of helping the workforce in Iowa obtain at least 70% with education and training beyond post-secondary.

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

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

**Iowagrants 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.

**Current Entry:**

Please see the 2015 Annual Profile Region 12 in attached document "2016 IWD Region 12 LMI" pdf. In addition to this information, planning for implementation of the WIOA program brings Adult Basic Education and Vocational Rehabilitation Services in a closer partnership to deliver services in the region to those populations who are in need of additional educational assistance and other up-skill building specific to their individual needs and barriers to employment.

**Additional Information for Consideration:**

Further Analysis of 2015 Region Annual Profile Region 12  
Analysis of Information provided by state partners

**Updated Information and Answer:**

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

Those with challenges and barriers to employment such as a lack of English proficiency or high school diploma/GED/HSED need up-skilling. According to the National Center for Education Statistics, 7% of the population in Cherokee and Plymouth Counties, 8% of those in Ida and

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

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

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

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

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

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

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



**Iowagrants 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?

**Current Entry:**

Please see the 2015 Annual Profile Region 12 in attached document "2016 IWD Region 12 LMI" pdf. Planning for implementation of the WIOA program which brings Adult Basic Education and Vocational Rehabilitation Services in a closer partnership to deliver services in the region to those populations who need to be brought into the pool of potential talent for business and industry.

**Additional Information for Consideration:**

Further Analysis of 2015 Region Annual Profile Region 12  
Analysis of Sioux City, MSA (IA-NE-SD) Laborshed Analysis 2016  
Analysis of Information provided by state partners

**Updated Information and Answer:**

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

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

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

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

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

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

## 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?

### **Current Entry:**

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

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

### Workforce Development Needs of Employers

A concern of the employers has been the recruitment of people to live in the area as well as the readiness of the available labor force to enter employment. The Region 12 labor force population is decreasing and local employers cannot find workers to fill open positions. Basic skills which include literacy, numeracy, basic computer skills and organization skills, in addition to many of the "soft skills" necessary to be successful, are lacking as described by employers. Included in these soft skills needs, employers identified social skills such basic work ethic, dependability and retention as necessary skills. Also noted by employers was a lack of occupational skills, including specific occupational knowledge and experience, particularly for middle-skill occupations in the areas of healthcare, welding, information technology, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades. The One-Stop Center has many of the resources available or access to options to assist with soft skills, hard skills, and career search efforts. However, according to the Sioux City MSA Laborshed Analysis of 2016, 50.0% of unemployed individuals are likely to use internet options such as indeed.com or monster.com followed by 38.5% that identify the *Sioux City Journal* as a resource. IowaWORKS Centers come in last at 30.8% for those considering their options for job searches.

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

1. Work in partnership with economic developers from the counties and cities in Region 12 to expand the knowledge of training opportunities available to new and expanding businesses.
  - BSR Team members visit with individual economic developers to develop rapport
  - Utilize economic developers for introductions to business and community leaders
2. Enhance the relationship between training providers and business employers in the region.
  - BSR Team Members are meeting with and working to identify business needs through discussions with local economic development directors and through individual business contacts.
3. Identify and expand means to share information about training opportunities to entry-level workers, especially with the preparation for under-utilized populations such as veterans, ex-offenders, disabled, non-English speaking minorities, older workers, youth and families on Temporary Assistance (TANF) in the region.
  - Monthly schedules for workshops and short term, up-skill training are available to all partners to provide to their clients.
  - Recruitment of women in to non-traditional careers such as construction through the use of the Construction Simulator at the One-Stop Center

- Reemployment Services (RES) classes and PROMISE JOBS orientation sessions provide information to all customers aimed at assisting with up-skilling and retraining options.
4. Increase the knowledge of employers in services that can prepare them in employing people in under-utilized populations.
    - Utilizing information on work opportunity tax credit (WOTC) and federal bonding which serve as financial incentives
    - Continued explanation of how the NCRC assists in defining skill levels in potential employees.
    - Increasing awareness of TANF designated areas for use in applying for WOTC and other federal assistance programs.
    - Provide contact information related to providing accommodations to potential employees and the resources available to ensure compliance.
    - Continue to provide reverse job fair opportunities for individuals to showcase their skills to businesses interested in hiring.
  5. Increase the availability of workers trained in soft skills.
    - Provide workshops and interview sessions to improve skills necessary for success in the workplace.
  6. Increase the availability of workers trained and certified in technical areas, including healthcare, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.
    - Provide basic and intermediate computer classes, OSHA certification classes,
  7. Encourage and expand ways to identify businesses that can be assisted by the workforce system.
    - Provide additional on opportunities to meet diversity requirements in hiring practices.
    - Through ECI and other business meetings provide updated safety, human resources, and other employer/business regulation mandates.

#### Workforce Development Needs of Job Seekers

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

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

1. Continue to expand marketing of available workforce products and services throughout the communities in the region. Adding access through Core partner sites within the region will be an important part of this connectivity.
  - Continue to utilize Facebook and other electronic social media working toward a joint partner venture.

- Partnering with ECI and other business involved organizations.
  - Continued development of partnerships with schools.
  - Continued use of low-cost, high contact career fairs
  - Rapid Response meetings and services for dislocations and business closures.
2. Make a variety of IowaWORKS partner services and information available throughout the region in all partner locations.
    - Develop an overall brochure which describes core partner services and provides contact information with a specific partner representative.
  3. Continue to work with communities to find ways to address the needs of the ever growing diversity of the workforce, including veterans, ex-offenders, disabled, non-English speaking minorities, older workers, those on Temporary Assistance, and youth.
    - Continue to serve on community organizations, partnerships, and targeted outreach to the populations specified as needing to receive priority of service under WIOA.
    - Continue working with business and industry to overcome generational gaps and diversity.
  4. Make HSED/English Language Learner training information more readily available.
    - Make ELL and HSED classes available at the One-Stop Center to allow for ease of access with options to attend classes at the other locations based on hours of need and transportation options. The other locations in the region include Goodwill of the Great Plains, IowaWORKS Greater Siouxland, West High School, and Western Iowa Tech Community College all located in Sioux City as well as in Le Mars and Denison.
  5. Make information on citizenship training, English Language Learner (ELL), and High School Equivalency Diploma (HSED) options the more readily available to the jobseeker.
    - Provide referrals to community resources such as the Mary Treglia Community Center
    - Continue outreach efforts outside of Region 12 but in the low area including South Sioux City, Nebraska.
    - Referrals to web and government based resources which allow customers to work at their own pace and comfort level.
    - Continue summer workshops which provide Civics training for those seeking citizenship.
  6. Continue to work to develop and market a greater variety and number of skill upgrade and short-term training programs with multiple entry and exit opportunities to jobseekers.
    - Continue working with business and industry to determine basic skill requirements and coordinate training opportunities based on this information with regional training providers.
  7. Promote the use of the National Career Readiness Certificate as an assessment to better define employment skill levels to the employer.
    - Continue to provide information to business about the value of the NCRC and its “no-cost” testing available through the One-Stop System.
  8. Promote Skilled Iowa and Future Ready Iowa Initiative to workers in current and future jobs.
    - Utilize website resources especially for remote customers in the region.
  9. Develop permanent solutions for housing, communication, and other challenges to careers with both immediate referral information and regularly scheduled workshops to help with long term planning.
    - Continued partnership with the Family Self-Sufficiency Program (FSSP)



- Continued partnership with the Housing Trust Fund Board.

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

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

Recommendations to address the workforce needs of area low-income adult and Dislocated workers and address gaps in services:

1. Increase the number of participants in programs that result in a credential.
2. Increase credential attainment of these participants.
3. Develop and refer targeted populations to more retraining opportunities in an effort that will allow them to re-enter the workforce.
4. Encourage the creation of industry-recognized training programs by local approved training providers which leads to credentials.
5. Build the capacity of frontline workforce staff to help customers seeking training to invest their time in programs that will lead to industry-recognized credentials for jobs in demand in the regional labor force.
6. Continue linkages among WIOA-Title I, Wagner-Peyser, Vocational Rehabilitation, Adult Education and Literacy, PROMISE JOBS, TAA, Job Corps, American Indian Council, Veteran's Programs, and Ticket to Work to facilitate access to workforce services and educational programs.

### **Additional Information for Consideration:**

RWDB and Partner Review, Analysis, and Revision of Current Entry  
Review of Integration Requirements and Partner Referral Efforts  
Review of Partner Services and Flow of Opportunity

### **Updated Information and Answer:**

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

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

**Iowagrants 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?

**Current Entry:**

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

Plymouth and Monona County Economic Developers on RWDB Board  
Regional Leadership regularly attends SHRM meetings and serves as the local chapter president.

Regional Leadership regularly attend Family Self Sufficiency meetings  
Regional Leadership regularly attend, participate, and lead Employers' Council of Iowa (ECI) meetings

An ECI annual meeting with ED members presenting  
Creating Skilled Iowa and Home Base Iowa Communities serve as economic development tools for business and labor recruitment.

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

Region 12 is working toward being a Skilled Iowa Region.

Sector Board development is under development in the region.

**Additional Information for Consideration:**

Review Partner Services Coordination

Detail Strategies used to Provide Workforce Development Services

Detail how core partners coordinate to provide services

How services are currently provided

**Updated Information and Answer:**

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

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

City of Aurelia	City of Battle Creek	Cherokee County
City of Cherokee	City of Cleghorn	City of Galva
City of Kingley	City of Larrabee	City of Mapleton
City of Marcus	City of Meriden	Monona County
City of Merville	City of Onawa	City of Pierson
City of Quimby	City of Sergeant Bluff	City of Sioux City
City of Washta	Woodbury County	

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

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

**Member Businesses Criteria:**

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

- Member Businesses: Goal 10%

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

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

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

#### Workforce Criteria:

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

- Current Workforce: Goal 5%
  - o Calculated as the number of NCRC holders in the region that matched employment in the Unemployment Insurance (UI) wage database in the current quarter of measurement divided by the total employment in the region. Total employment comes from QCEW.
  - o Note: The "current quarter of measurement" is the most current wage quarter available in the UI wage database, which is typically two quarters previous to the current quarter. Employment status is updated for all NCRC holders once a year (when third quarter data becomes available), so an individual can move between the Current Workforce and Transitioning Workforce metrics.*
- Transitioning Workforce: Goal 20%
  - o Calculated as the number of NCRC holders in the region that did not match employment in the UI wage database in the current quarter of measurement divided by the total unemployment in the region. The total unemployment comes from Local Area Unemployment Statistics (LAUS).
  - o Note: Since employment is measured with the Iowa UI wage database, NCRC holders that have jobs outside of Iowa or with an employer that doesn't pay UI tax will be classified under the transitioning workforce metric. NCRC holders that did not include enough information to match them to the UI wage database are also classified under the transitioning workforce metric.*

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

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

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

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

- IVRS currently partners with local community rehabilitation program (CRP) to help individuals with disabilities explore working out in the community and to provide support to individuals as they work towards preparing for, entering into, obtaining, and maintaining employment in the community with or without supports.
- IVRS has a counselor assigned to each high school to work with individuals with disabilities to help them develop an employment plan and provide services to help them meet their individualized employment goal.
- IVRS is also collaborating with Sioux City Community Schools, Sergeant Bluff Community Schools, OABCIG, and Ridgeview through a program called Transition Alliance Program(TAP). This allows for the school district to hire an individual to work at their high school to assist the IVRS counselor in providing services to individuals with disabilities. The position is funded half by IVRS and half by the school district.
- IVRS is also working with WITCC through an Intermediary Grant that has allowed WITCC to hire a staff member to also assist IVRS staff at all non-TAP high schools to help provide services to individuals with disabilities.
- IVRS also has benefits counselors that can meet and help individuals with SSA benefits understand how working will affect their benefits so that they can feel comfortable in pursuing employment and have the knowledge of SSA related work incentives.

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

- English Language Learner classes meet in LeMars on Tuesdays and Thursday evening from 5:30-7:30pm
- Students in Sioux City are able to attend classes in several locations including the following:
  - Western Iowa Tech Community College Main Campus: Monday - Thursday 8:30am-9:00pm
  - West High School meets on Monday, Tuesday, and Thursday evenings from 6:30pm-8:30pm which also have free childcare available
  - Goodwill of the Great Plains hosts classes Monday – Thursday 10:00am-12:00pm
  - IowaWORKS Greater Siouxland hosts classes Monday – Friday from 11:30am-2:00pm

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

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

There are also direct referrals to other One-Stop services for resume writing, mock interviews, and Rosetta Stone which prevents other duplications of service and allows Title II to focus their funding and resources on language and other ABE related needs. The ABE programs also post the months One-Stop monthly calendar of events which provide current information on hiring events, workshops, and other services helping to provide better collaboration especially among core partners.

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

**Lowagrants Question:** Describe how the region coordinates with area secondary and postsecondary 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?

**Current Entry:**

Carl Perkins Secondary coordinators as regional partners  
Ongoing expansion of partnership with Adult Education and Literacy and Vocational Rehabilitation  
Sector Boards being established throughout region  
Career Pathways coordinated and delivered from secondary through adult learners  
Ongoing development of short term trainings in demand occupations  
Coordination of GAP/PACE programs throughout region  
Alignment of Adult Education and Literacy with WIOA local plan  
Core Partners involved at secondary level in all schools within region to avoid duplication  
Partners are coordinating delivery of services at all levels of education to avoid duplication  
Multiple partners deliver/proctor NCRC assessment throughout region  
Core Partner-developed Referral and Verification forms are utilized to document and enhance coordination  
Common participant case management strategies in use within region  
Rapid Response Employee Meeting Team participation

**Additional Information for Consideration:**

Detail the coordination of services  
    How the services are provided  
    What services are provided



How duplication of services is avoided  
What actions were taken to coordinate the services between the core partners, specifically Title I and Title II

**Updated Information and Answer:**

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

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

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

GAP funding for short term training programs has been promoted to WIOA partners as an additional funding source available to system clients that meet income guidelines and need additional skills/credentials for employment. Western Iowa Tech Community College is the training partner for these funds and has been actively involved in promoting and offering short term training programs for the targeted population. GAP training and information sessions have been part of Wednesday morning staff training at IowaWORKS Greater Siouxland as recently as October 2016. WIOA Title I staff have been actively assisting identified and referred clients with GAP application processes.

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

IowaWorks Greater Siouxland hosts many workshops, job fairs, and short term training sessions that are available to all members of the community. These sessions are promoted to and supported by all partners. The NCRC testing is available at multiple locations in the region and is yet another example of a service that has been broadly used by secondary and post-secondary schools to identify and enhance skills of individuals in our region. Job Fairs coordinated by the IowaWorks team have been particularly popular in our high employment region. Typically in

April and November of each year, job fairs are held at local colleges to enhance employers' access to students with educational backgrounds that meet local industry job requirements. WITCC provides opportunities for the students to learn about the specific job needs in the Siouxland Area and provides occasions for students to meet with instructors and advisors to learn about training available including scholarships, class needs, and job prospects when they are finished with their certification.

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

## WIOA Local Service Plan Action-Section 7

### Point of Contact

**Iowagrants 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 Iowagrants? 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 Iowagrants 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).

### Updated Information and Answer:

Craig Levine  
5003 Morningside Avenue  
Sioux City, IA 51106  
Wk: 712-255-8138  
Hm: 712-266-1699  
Cell: 712-202- 3100  
[ibew231cl@cableone.net](mailto:ibew231cl@cableone.net)

## Committee

### Iowagrants 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?

### Updated Information and Answer:

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

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

The process of reviewing each of the committee members took their current employment and affiliation to the RWDB in to consideration. Kennedy is employed at United Bank of Iowa (previously known as Blencoe State Bank until acquired by United Bank of Iowa) in Onawa and has been with this institution for more than 25 years. She serves on the RWDB board as a representative of the K-12 school system as she serves as a board member West Monona Community Schools. She has direct interest in reviewing and serving as a member of the

committee through her efforts as a school board member through which students might be served though she receives no direct benefit from Title II programs or fiscal agents in either position.

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

MacKenzie Reiling is the Operations Manager for Iowa Workforce Development at the IowaWORKS Greater Siouxland Office located in Sioux City. She currently serves on the RWDB as an ex-officio member representing Title III or Wagner-Peyser. She has direct interest in reviewing and serving as a member of the committee through her efforts as a core partner at the One-Stop Center which serves customers who are in need of Title II services which include Adult Basic Education and English Language Learner courses. She has direct interest in reviewing and serving as a member of the committee through her efforts as a manager of a WIOA core partner through which students are served though she receives no direct benefit from Title II programs or fiscal agents in either position.

## **Conflict of Interest**

### **Iowagrants 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?

## **Updated Information and Answer:**

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

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## Policy/Field Updates – Summary – March 2017

- **TEN# 34-16: New Research Reports and Data Set Tools for the Green Jobs and Health Care (GJ-HC Impact Evaluation)**  
*Key findings from the impact study showed that all grants had impacts on vocational credential attainment, however there was no evidence of statistically significant impacts on measures of financial and economic stability for grantee participants.*
- **TEN# 35-16: Release and Availability of the Final Report Titled Evaluation of the GATE II Grants: Is Self-Employment Training Effective for Rural and Older Dislocated Workers**  
*Overall the study shows that the program was effective in assisting the target population start their own business and that program participants remained self-employed nearly three years after program entry.*
- **TEN# 36-16: Release and Availability of Two Reports: Using Workforce Data Quality Initiative (WDQI) Databases to Develop and Improve Consumer Report Card Systems (CRCS) and How States Manage Eligible Training Provider Lists: Findings from a State Survey**  
*Recommendations from the survey support the development of Consumer Report Card Systems via the exchange and dissemination of information between education and workforce agencies. Using combined data sources provides a richer more consistent set of information to help training participants make informed decisions.*
- **TEN# 37-16: Release and Availability of a Final Report Entitled: Exhaustees of Extended Unemployment: Coping with the Aftermath of the Great Recession**  
*Key study findings showed that exhaustees had lower rates of employment and were more likely to be out of the labor force three to six years following UI Extended Benefit claims.*
- **TEN# 18-16: Program Eligibility and Enrollment Guidance for the National Farmworker Jobs Program**  
*Guidance on eligibility requirements for program participants and requirements for enrollment into the program. The primary purpose of the program is to counter the chronic unemployment and underemployment experienced by farmworkers and agricultural laborers.*
- **TEN# 28-16: Change 2 - Best Practices, Partnership Models, and Resources Available for Serving English Language Learners, Immigrants, Refugees, and New Americans**  
*Notice to inform the workforce system with examples of best practices, partnership models, and information to align resources under the WIOA and ELL programs to assist with cultural and language barriers to employment. It further provides strategies to align basic career services, individualized career services, and training programs for these individuals.*



- **TEN# 33-16: Release and Availability of Three Issue Briefs from an Evaluation of the Self-Employment Training Demonstration**  
*Early results from a “pilot program” working with people interested in self-employment revealed that the average participant was an experienced college-educated, middle-aged worker and was able to get their business started successfully with as little as \$1000 from a micro-loan and tailored support to guide their journey into self-employment.*
- **TEGL# 16-16: One-Stop Operations Guidance for the American Job Center Network**  
*Provides the primary components for understanding and implementing an integrated workforce delivery system via the American Job Center network. The goal of the one-stop partners is to seamlessly incorporate services for their common customers via the development of policies that integrate technology, case management processes, with an emphasis on cross-training staff to better serve all customers. The one-stop delivery system must include at least one comprehensive physical center in each local area – this design allows customers to access multiple resources in one location and reduces travel and commuting distance for customers. The One Stop Competitive process, Memorandum of Understanding guidance, and Certification process were also covered in this guidance letter.*
- **TEGL# 17-16: Infrastructure Funding of the One-Stop Delivery System**  
*Joint policy guidance document focuses on how infrastructure and additional costs are determined and paid for by partners in the one-stop delivery system. Allocation methodology options and MOU provisions on cost allocation and relative benefit calculation is also covered.*
- **TEGL# 19-16: Guidance on Services provided through the Adult and Dislocated Worker Programs under the Workforce Innovation and Opportunity Act (WIOA) and the Wagner-Peyser Act Employment Service (ES), as amended by title III of WIOA, and for Implementation of the WIOA Final Rules**  
*Provides updated guidance on service delivery consistent with WIOA Final Rules. Although an extensive document, updated content areas worthy of mention include the Section on “Work Based Training”, which now includes additional guidance on the use of Registered Apprenticeships, OJT and customized training. The Section on “Coordination of WIOA Core Programs” emphasized collaboration amongst programs and shared examples of ways to coordinate activities and service delivery to improve educational and employment opportunities for participants.*
- **TEGL# 21-16: Third Workforce Innovation and Opportunity Act (WIOA) Title I Youth Formula Program Guidance**  
*Outlines a broad youth vision that supports an integrated service delivery model that will leverage federal, state, local and philanthropic resources to support in-school and out-of-school youth ages 18-24. This guidance letter contained descriptions of WIOA youth program elements and further explained the possibility of overlap between program elements with clarification to facilitate consistent reporting of services.*