



Application

141588 - WIOA Local Service Plan

163121 - Region 3-4 WIOA Local Service Plan
 Workforce Innovation and Opportunity Act

Status: Submitted
 Signature: Val Bonney
 Submitted Date: 2017-02-24 10:17:29
 Submitted By: Val L Bonney

Applicant Information

Project Officer

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 First Name* Val L Bonney
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 Title: Training Director
 Email:* val.bonney@iwd.iowa.gov
 Address:* 217 West 5th Street
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 Program Area of Interest* Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)
 Fax: 712-262-7665

Organization Information

Organization Name:* WIOA Regional Planning Consortium
 Region 03-04
 Organization Type:* Regional Planning Commission
 DUNS:
 Organization Website:
 Address:
 City Iowa
City State/Province Postal Code/Zip
 Phone:
 Ext.
 Fax:

Board Details

Board Chair Name:* Janet Dykstra
 Title:* Chief Executive Officer
Provide current business title.
 Business Name:* Osceola Community Hospital
Provide current business organization name.
 Business address:* 1107 4th Street NE, Sibley, IA 51249
Provide current business address.
 Business phone:* 712-754-2574
 extension:
 Board Chair business email:* janet.dykstra@avera.org
 Identify counties served by Region:* Buena Vista County, Clay County, Dickinson County, Emmet County, Kossuth County, Lyon County, O'Brien County, Osceola County, Palo Alto County, Sioux County
Indicate each county currently served by the proposed plan. Use CTRL to multi-select.

Local Area's Chief Elected Official Chair

Local Area's Chief Elected Official Chair Name:* Dale Arends
Provide current Local Area's Chief Elected Official Chair.

Elected Title:* County Board of Supervisor
Provide current title.

Local Government Affiliation:* Buena Vista County Board of Supervisor
Provide local area's chief elected chair current government affiliation.

Address:* % Sue Lloyd, Auditor, PO Box 220, Storm Lake, IA 50588
Provide local area elected official's current government affiliation address.

Phone:* 712-749-2542
Provide local area elected official's current government affiliation phone number. extension:

Email:* arendsdaledale@yahoo.com
Provide local area elected official's current government affiliation email.

Core Partners

Workforce Development

WIOA (Title I) Director - Adult and Dislocated Worker Services:* Val Bonney

Organization Name:* Northwest Iowa Planning and Development Commission

Address:* 217 W 5th Street, PO Box 1493, Spencer, IA 51301

Phone:* 712-262-7225 134
extension:

Email:* val.bonney@iwd.iowa.gov

WIOA (Title I) Director - Youth Services:* Val Bonney

Organization Name:* Northwest Iowa Planning and Development Commission

Phone:* 712-262-7225 134
extension:

Email:* val.bonney@iwd.iowa.gov

Wagner-Peyser Manager:* Linda Gray

Address:* PO Box 1087, 217 W 5th Street, Spencer, IA 51301

Phone:* 712-262-1971 135
extension:

Email:* linda.gray@iwd.iowa.gov

Rehabilitation Services

Vocational Rehabilitation Supervisor:* Lori Kolbeck, Mary Ott

Address:* Two Triton Circle, Fort Dodge, IA 50501

Phone:* 515-573-8175
extension:

Email:* lori.kolbeck@iowa.gov
Department for the Blind Supervisor:* Keri Osterhaus
Address:* 524 Fourth Street, Des Moines, IA 50309
Phone:* 515-333-1096

extension:

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

Adult Education and Literacy

Adult Education and Literacy Services Coordinator:* Lisa Washington, Sarah Breems-Diekevers, Terrin Bern

Title:* AEL Programmer

Organization:* Iowa Lakes Community College

Address:* 3200 College Drive, Emmetsburg, IA 50536

Phone:* 712-852-5257

extension:

Email:* lwashington@iowalakes.edu

One-Stop System

One-Stop System Center Name:* IowaWORKS Northwest Iowa
Street Address:* 217 West 5th Street, PO Box 1493, Spencer, IA 51301
City:* Spencer
Zip Code:* 51301
Phone:* 712-262-7225
Fax:* 712-262-7665
Office Hours:* 8:30 A.M. to 4:30 P.M. Monday, Tuesday, Thursday, Friday; 9:00 a.m. to 4:30 p.m. Wednesday

One-Stop Center Operator

One-Stop Center Operator Name:* Val Bonney
One-Stop Center Operator Title:* WIOA Director
One-Stop Center Operator Organization:* Northwest Iowa Planning and Development Commission
Attach a spreadsheet of all one-stop service locations:* ServiceLocationOne-StopSystems(Jan2016).xlsx

Fiscal Agent

Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds:* Jackie Huckfelt
 Provide contact name as the fiscal agent.

Fiscal Agent Title:* Finance Officer

Fiscal Agent Organization:* Northwest Iowa Planning and Development Commission
Provide the name of the associated organization.

Fiscal Agent DUNS:* 150647121
By providing the Data Universal Numbering System (DUNS), the agency is assuring that the it will maintain the correct DUNS number on file with the STATE (2 CFR 200.300) as well as an assurance of a valid and current Central Contractor Registration (CCR) in the System for Award Management (SAM.gov) system (2 CFR 200.300).

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

Administrative Fiscal Agent - responsible for managing administrative funds for the board:
Provide contact name as the fiscal agent.

Administrative Fiscal Agent Title:

Administrative Fiscal Agent Organization:
Provide the name of the associated organization.

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

Economic Analysis

Industry Sectors and Occupations

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

All members of the Region 3-4 Core Partners, which included, Title I, three providers of Title II, Title III and two providers of Title IV investigated, identified and analyzed multiple sources of labor market information provided by Iowa Workforce Development. An additional source utilized by the core partners was the information provided by business and labor representatives of the WIOA compliant regional workforce board. In addition, core partners have met with regional partners and business leaders to begin discussion of regional sector boards where much of the same information is shared and discussed. Iowa Vocational Rehabilitation and Iowa Dept. for the Blind provided information relative to individuals with disabilities in the region.

Based on this investigation and analysis, the existing in-demand industries and occupations in Region 3-4 remain manufacturing and healthcare along with construction, although construction can be seasonal in the region. In the manufacturing sector, occupations would include machinist, assemblers, maintenance repairers, CNC operators, food processors, production workers, welders. In the healthcare sector, occupations would include nursing, health technicians, home health aides, mental health counselors, respiratory therapist, medical lab technicians, etc. In the construction industry, occupations would include carpenters, electricians, plumbers, construction managers, heavy equipment operators, concrete laborers. Transportation and logistics sector occupations would include: delivery drivers, truck drivers, over the road drivers, ready mix driver, transportation logistic managers, engineers. Iowa Vocational Rehabilitation and Iowa Department for the Blind will be consulted to ensure that all individuals with disabilities, including those that are blind and have visual impairment, can obtain employment within these sectors.

The attached Region 3-4 Profile is a summary of the information attained for this economic analysis and will be reviewed by Iowa Dept. for the Blind to ensure it is accessible.

A summary of the available workforce as described in the profile is as follows: As of 2013, there were 67,577 primary jobs in this region. 17,500 workers live in Region 3-4 but leave the region for their primary work. 75.4 percent or 50,944 of the region's workers live and work in the region. 25.8 percent of the region's workers are 55 and older. Unemployment averaged 3.7 percent in Region 3-4 for 2014. The region's jobless rate translated into 3,260 unemployed persons. Lyon County reported the lowest jobless rate in the state in 2014 at 2.6%.

Refer to question B-3.

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

Emerging in-demand industries and sectors in the region are healthcare, transportation and logistics, and agriculture related industries. This information was investigated, identified and analyzed by all Region 3-4 Core Partners.

Refer to question B-3.

Knowledge and Skills Needed

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

The knowledge and skills needed to meet employer needs of healthcare are social perceptiveness, active listening, coordination, speaking, critical thinking, reading comprehension, and service orientation.

The knowledge and skills needed to meet employer needs of manufacturing and transportation/logistics are equipment maintenance, function and repair, operations monitoring, troubleshooting and control analysis, listening, and critical thinking.

The targeted populations present in the region are individuals with disabilities, basic skill deficient and limited English, low income and recipients of public assistance, migrant and seasonal farm workers, and veterans. The data utilized for this review indicates that the in-demand and emerging sectors will require a high level of technical skills and training. Based on a review of the education levels of targeted populations, it is evident that strategies and services to increase the skill and educational levels of the targeted populations must occur within the region.

Refer to question B-3. With regard to the industry sectors and occupations identified, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

***OPTIONAL Additional Needs Assessment**

**Attach additional
documentation
for regional
needs:**

Region 3-4 2015 Annual Profile.pdf

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

Workforce Analysis

Employment and Unemployment

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

Latest data from Iowa Workforce Development Labor Market Information, indicates: total employment in Region 3-4 in 2014 was 76,990. There is an estimation of 10,248 new hires with an estimated 14,598 separations. This indicates a turnover rate of 0.1%. Average monthly earnings are \$2,759.

In Region 3-4, unemployment averaged 3.7 percent in 2014. The lowest unemployment in the ten county area was 2.6 percent in Lyon County and the highest unemployment was 4.9 percent in Dickinson County. Region 3-4 average unemployment is below the state average of 4.3 percent.

Data analyzed in relation to individuals with disabilities indicates the following:

Buena Vista County	- 7.2%
Clay County	- 10.4%
Dickinson County	- 12.4%
Emmet County	- 9.5%
Kossuth County	- 8.2%
Lyon County	- 8.4%
O'Brien County	- 10.3%
Osceola County	- 11.4%
Palo Alto County	- 13.5%
Sioux County	- 5.7%

The total percentage of individuals with disabilities, age 18 to 64, is 8.9%. The statewide percentage, in 2014, of population with a disability in Iowa that was Hispanic or Latino was 6.7%. The statewide percentage of households receiving food stamps that have one or more persons with a disability, in 2014, was 40.3%. Statewide, the percent, in 2014, of Iowa veterans with a disability was 27.2% of Iowa veterans.

Iowa Vocational Rehabilitation currently has approximately 750 individuals receiving services in Region 3-4. These are individuals who have been identified as having a disability that significantly impacts employment and need individualized services from IVRS. In the past three years, 397 individuals with disabilities in the region have achieved successful employment (127 in FY2014, 116 in FY 2015, and 154 in FY 2016). According to data tracked this fiscal year, 27% of applicants for Iowa Vocational Rehabilitation Services identify as being low income/receiving TANF benefits.

Iowa Vocational Rehabilitation and Iowa Department for the Blind is consulted to obtain data in reference to workforce analysis for individuals with disabilities, including those that are blind and have visual impairment. This data is provided to the Regional Workforce Development Board for review and analysis.

The distribution of age and monthly earnings remains relatively consistent at 25.8 percent of the region's workers being age 55 and older, and 42.8 percent of the region's workers earning from \$1,251 to \$3,333 per month.

Labor market information for the region shows the percentage of families below the poverty level within the region:

Buena Vista	9.1%
Clay	8.2%
Dickinson	3.6%
Emmet	8.1%
Kossuth	5.6%
Lyon	4.3%
O'Brien	5.1%
Osceola	3.7%
Palo Alto	5.9%
Sioux	4.1%

Language spoken other than English, in the home, would adversely affect employment. All core partners considered this data when developing strategies for improvement with this targeted population. This data is as follows:

Buena Vista - 31.3%
 Clay - 3.4%
 Dickinson - 2.0%
 Emmet - 8.4%
 Kossuth - 2.1%
 Lyon - 2.6%
 O'Brien - 4.4%
 Osceola - 7.9%
 Palo Alto - 3.2%
 Sioux - 9.3%

Refer to question B-4.

Labor Market Trends

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

Trends continue to be consistent in the Region, showing manufacturing, health care, transportation and logistics along with construction as growing industries. The region's unemployment rate remains below the state average with Lyon County having the lowest unemployment rate in the state. The distribution of age and monthly earnings remains relatively consistent at 25.8 percent of the region's workers being age 55 and older, and 42.8 percent of the region's workers earning from \$1,251 to \$3,333 per month.

Over the past three years, IVRS job candidates, who have achieved successful employment have earned an average hourly wage of \$11.88 in 2014, \$11.66 in 2015, and \$12.19 in 2016. The average number of hours worked per week on the last three years was 33. According to 2014 data, the statewide median earnings for Iowans age 16 and over with disabilities was \$18,647, compared with a statewide average of Iowans without disabilities which was \$31,435.

Refer to question B-4.

Educational Skill Levels of the Workforce

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

The educational skill levels of the region's workforce demonstrates that:

7%	Less than 9th Grade
6%	9 to 12th Grade
35%	High School Diploma
22%	Some College
11%	Associates Degree
14%	Bachelor's Degree
5%	Graduates Degree or Higher
65%	Hispanic with less than high school
48%	Asian with less than high school

Iowa Vocational Rehabilitation Services and IDB provided information on educational attainment of individuals with disabilities. IVRS data shows the number of individuals with disabilities that pursued post secondary education and the percentage that attained a college diploma or certificate. In 2014, 66 attended postsecondary education and 74% completed. In 2015, 55 attended post secondary and 75% completed. In 2016, 59 attended and 78% completed. Over the last three years, the number of high school graduates with disabilities that achieved an employment outcome, but did not attend post secondary education was 17, 19, and 22 respectively. During this fiscal year, 5.6 % of applicants for Iowa Vocational Rehabilitation Services identified lack of education or skills as being a barrier.

Refer to question B-4.

Skill Gaps

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

All members of the Region 3-4 Core Partners, which included, Title I, three providers of Title II, Title III and two providers of Title IV investigated, identified and analyzed multiple sources of labor market information provided by Iowa Workforce Development. An additional source utilized by the core partners was the information provided by business and labor representatives of the WIOA compliant regional workforce board. In addition, core partners have met with regional partners and business leaders to begin discussion of regional sector boards where much of the same information is shared and discussed. Iowa Vocational Rehabilitation and Iowa Dept. for the Blind provided information relative to individuals with disabilities in the region.

The identified skill gaps for the region's workforce are as follows:

On average, 25% of employers perceive a lack of basic skills among applicants. Basic skills are defined as literacy, numeracy, basic computer skills, and organization.

On average, 28% of employers perceive a lack of soft skills among applicants. Soft skills are defined as timeliness, responsibility, teamwork, integrity, and self-esteem.

On average, 40% of employers perceive a lack of hard skills among applicants. Hard skills are defined as analytical skills, physical ability, knowledge, and experience.

All Region 3-4 Core Partners have identified that targeted populations experience the same or a greater degree of skill gaps as identified by the Region 3-4 employers as stated above.

Refer to question B-4.

Activities Analysis

Accomplishments in Past Year

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

Core partner program managers from WIOA Title I, Adult Education and Literacy, Wagner Peyser, Vocational Rehabilitation and Iowa Dept. for the Blind, share a vision of creating a workforce system that creates a seamless system for job seekers. All partners recognize the importance of communication and collaboration to avoid duplication of services and increase efficiency and effectiveness. Core program managers meet on a regular basis to discuss alignment of plans and services.

Highlights of activities include:

- Establishment of Core Partner Group
- Ongoing meetings of core partners
- Creation of Partner Referral Form
- Creation of Partner Referral Verification
- Development of Regional Partner Contact List (required and additional partners)
- Ongoing involvement of core partners in training around WIOA
- Core partners leading development of Memorandum of Understanding process
- Movement to a WIOA Complaint Regional Workforce Development Board
- Core partner staff attend joint in-service with plans for ongoing joint trainings

The Region 3-4 RWBD board was reorganized to meet WIOA requirements. All core partners are represented on the board, along with other required members. Businesses within Region 3-4 are active members of the board. Many attended board training in December 2015 and are utilizing information to enhance workforce services.

Education and Training activities by the core partners over the past year include:

Core partners participated in a diversity training to ensure inclusion within all programs. This training assisted staff to gain knowledge and skill to ensure that individuals with disabilities, including those that are blind and have visual impairment, as well as other diverse populations receive services of value.

Future trainings may include partnership with community rehabilitation programs to address integrated employment for individuals with the most significant disabilities.

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

Mandatory and Other Partners

Attach a spreadsheet of all mandatory and other partners for the regional

3-4 RegionalOne-StopContactList.docx

**workforce
development
system.***

Strengths and Weaknesses of Workforce Development Activities

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

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 3-4 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 described by employers as lacking. Included in these soft skills needs, employers identified social skills as basic work ethic, dependability, and retention as necessary skills. Also noted by employers were a lack occupational skills including, specific occupational knowledge and experience in particular middle-skill occupations in the areas of healthcare, welding, information technology, advanced manufacturing, industrial maintenance, transportation/logistics, and skilled trades.

Strength of the Core Partners include strategies to address the workforce needs of area employers and address gaps in services:

Work in partnership with economic developers from the counties and cities in Region 3-4 to expand the knowledge of training opportunities available to new and expanding businesses.

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

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

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

Increase the availability of workers trained in soft skills.

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.

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

Workforce Development Needs of Job Seekers:

Many job seekers are not aware of the products and services of workforce partners within their region. Jobseekers may need additional services beyond what they are able to access themselves.

Local/regional newspapers & media, regional IowaWORKS offices, internet, social media and college/university career centers are the predominant means for job recruitment. However, a review of the demographics of the population in Region 3-4 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.

Strength of the Core Partners include strategies to address the workforce needs of area job seekers and address gaps in services:

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.

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

Continue to work with communities to find ways to address the needs of an ever growing

diversity of workforce, including veterans, ex-offenders, disabled, non-English speaking minorities, older workers, those on Temporary Assistance, and youth.

Make High School Equivalency Diploma (HSED)/English as a Second Language (ESL) training information more readily available.

Make information on citizenship training and the Future Ready Iowa Initiative more readily available to the job seeker.

Continue to work to develop and market a greater variety and number of skill upgrade and short term training programs to job seekers.

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

Promote skilled Iowa workers to current and future jobs.

Continue to partner with providers of older worker services to address the growing population age 60 and older.

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.

Strength of the Core Partners include strategies to address the workforce needs of area low-income adult and Dislocated workers and address gaps in services:

Increase the number of participants in programs that result in a credential.

Increase credential attainment of these participants.

Develop and refer targeted populations to more retraining opportunities in an effort that will allow them to reenter the workforce.

Encourage the creation of industry-recognized training programs by local approved training providers which lead to credentials.

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.

Continue linkages among WIOA, Wagner-Peyser, Vocational Rehabilitation, Iowa Dept. for the Blind, Adult Education & Literacy, Promise Jobs, TAA, and Ticket to Work to facilitate access to workforce services and educational programs.

Additional strengths of the core partners are identified as:

- Ongoing meetings of core partners
- Creation of Partner Referral Form
- Creation of Partner Referral Verification
- Development of Regional Partner Contact List (required and additional partners)
- Ongoing involvement of core partners in training around WIOA
- Core partners leading development of Memorandum of Understanding process
- Movement to a WIOA Complaint Regional Workforce Development Board
- Core partner staff attended joint in-service with plans for ongoing joint trainings
- Various classes offered by core partners that address basic skills i.e. literacy, numeracy, and basic computer skills as well as soft skills i.e. timeliness, responsibility, teamwork, integrity, and self-esteem

Workforce Development Needs of individuals with disabilities, including those that are blind and have visual impairment:

Often individuals with disabilities face multiple barriers to employment, including low income, veterans, workers 55 and older, lack of transportation, lack of education and training and access to resources. There is an increased need for programs to partner together to provide comprehensive services for individuals with disabilities, while avoiding duplication of services. Under the WIOA legislation, there is a strong focus on physical and programmatic accessibility of core partner programs so that individuals with disabilities are able to access the services and resources available to assist them. Partner programs will need to be assessed for accessibility, particularly for individuals who are blind or have a visual impairment. WIOA legislation also includes an emphasis on services to those with the most significant disabilities and a focus on competitive and integrated employment options. Students leaving high school and youth with disabilities need opportunities to pursue competitive and integrated employment options, prior to pursuing sub minimum wage work. Activities and services will need to provide opportunities for individuals who have the most significant disabilities. Individuals with disabilities will need access and accommodations to pursue training options to develop skills, basic, technical and soft skills, to meet the needs of employers. Many individuals with disabilities, who receive Social Security benefits, are hesitant to pursue employment due to fears of losing benefits. Employers may also need assistance in providing accommodations to recruit, hire, and retain employees with disabilities.

Strength of the Core Partners include strategies to address the workforce needs of individuals with disabilities and address gaps in services:

Iowa Vocational Rehabilitation Services has an office within the One Stop building and has satellite offices in surrounding counties that can offer outreach and services to individuals with disabilities in rural areas. Iowa Department for the Blind staff meet with clients in the One Stop center and travel into outlying areas

Core partners include Iowa Vocational Rehabilitation Services and Iowa Department for the Blind who offer expertise in serving individuals with disabilities and identifying solutions and accommodations for this population to be successful

Individuals that require intensive and individualized services will be referred to Iowa Vocational Rehabilitation Services or Iowa Department for the Blind to receive services that enhance, and not duplicate, services offered by other core partners and focus on disability needs (such as individualized job seeking assistance, counseling and guidance on disability, etc). Identification of those needing enhanced and individualized services is done through the referral and ongoing cross training process.

Iowa Vocational Rehabilitation Services and Iowa Department for the Blind Staff involvement in the Business Services Team to enhance services and add value to what is already offered with a focus on disability expertise and services

Iowa Vocational Rehabilitation Services and Iowa Department for the Blind partner and coordinate with area community colleges to increase access for individuals to pursue post secondary education and expand options for training

Partnership between Iowa Vocational Rehabilitation, Iowa Department for the Blind and the Region 3-4 Disability Employment Initiative Grant to provide comprehensive services to those with disabilities to meet multiple needs and barriers that individuals with disabilities encounter, including trained Social Security benefits planners within each agency.

Iowa Vocational Rehabilitation Services contract with Department of Aging for the Older Worker Program to focus on unique needs of workers 55+ who have a disability

Partnerships with area community rehabilitation programs and Iowa Vocational Rehabilitation contracts with providers to address assessment, job development, and job training needs for individuals with the most significant disabilities

Partnerships with area education agencies to provide Pre ETS services and offer opportunities for students to pursue competitive and integrated employment

Refer to question E-2.

Current Level of Integration and Alignment

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

Economic development and workforce development programs have supported and complimented each other for years in the State of Iowa. The Region 3-4 RWDB/CEO boards feel this is an important linkage for the region. Economic Development representative serves as a voting member of the RWDB to ensure this relationship is ongoing within the region. Three main economic development organizations in the region regularly attend partner meetings and are actively engaged in development of employer developed training programs and serve on sector strategies boards.

In the region this has been especially true as NWIPDC shares the distinction of being a WIOA Service Provider, along with being a United States Department of Commerce

programs and activities:*

Economic Development Administration certified Economic Development District. What this means is that a second division of the agency, the Planning and Development Department, implements and carries out a Comprehensive Economic Development Strategy plan (CEDS) and related annually developed scope of work designed to provide economic development planning assistance to the cities and counties of the area. As a result, the region has been able to align the economic and workforce development goals and processes.

In addition, the coordinating of workforce and economic development efforts has a long history in Northwest Iowa. Part of this is the result of the fact that the WIOA service provider, NWIPDC, is a county organization. This means that the CEOs also comprise a part of the NWIPDC Policy Council, along with city representatives and business, labor, and economic development representatives.

Region 3-4 solidified a partnership between Iowa Lakes Corridor Development Corporation, an economic development organization that serves four of the 10 counties in the region. Through this partnership, business and industry was surveyed to collect data to develop the curriculum for an Adult Manufacturing 101 course. Business and industry continually review and suggest changes and modifications of the curriculum to meet the ongoing needs of the region. The course is delivered in partnership between Iowa Lakes Community College, Iowa Lakes Corridor Development, and IowaWORKS Northwest Iowa. The course is offered one to two times per year based on employer need. All adult participants in these courses are members of the IowaWORKS center. The current entered employment rate as a result of completion of the course is averaging 90% or better.

In addition, three youth career academies were developed in the areas of manufacturing, construction, and entrepreneurship. This youth model was developed in the same format utilizing Iowa Lakes Corridor business and industry to create and suggest curriculum. The youth academies are delivered through a partnership with Iowa Lakes Corridor, the secondary schools, Iowa Lakes Community College and IowaWORKS Northwest Iowa. A youth health science academy is in development at this time.

The opportunities mentioned above are accessible to all students, including individuals with disabilities. As new programs and opportunities are developed, Vocational Rehabilitation and Iowa Dept. for the Blind will be consulted to ensure access for all students.

Refer to question B-5.

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

Region 3-4 has established strong partnerships with secondary and post secondary schools within the area. There are three community college districts represented in the region, Iowa Lakes Community College, Iowa Central Community College, and Northwest Iowa Community College. The Adult Education & Literacy administrators for each community college is part of the core partner team.

Examples of enhanced services in the region are listed below. These enhanced services are a means to avoid duplication of services.

- Carl Perkins Secondary coordinators as regional partners
- WIOA staff on contract with area secondary schools to deliver high school career and technical programming and work-based learning programming
- Ongoing Expansion of partnership with Adult Education & Literacy and Vocational Rehabilitation
- Sector Boards being established throughout region that will include representation from each core partner program
- Career Pathways coordinated and delivered from secondary through adult learners
- Ongoing development of short term trainings in demand occupations
- Coordination and collaboration of all three community college GAP/PACE programs with workforce programs
- Iowa Vocational Rehabilitation staff partner and work closely with disability services offices at the community colleges to assist students in successful completion of degrees by providing individualized services that enhance the services that the college offers
- Alignment of Adult Education & Literacy application with WIOA local plan
- Core Partners involved at secondary level in all schools within region with intentions to manage cases and referrals to avoid duplication
- Iowa Lakes Community College and Northwest Iowa Community College have received a grant from Iowa Vocational Rehabilitation to expand the Intermediary Network with a staff person focusing on providing work based learning and work readiness activities with high school students with disabilities
- Two Community Rehabilitation Programs in the region, Genesis and Hope Haven, have received grants from IVRS to focus on work based learning in select schools to assist students with disabilities in obtaining part time employment

Partners are coordinating delivery of services at all levels of education to avoid duplication

IVRS staff have developed cooperative plans with each local school district to partner on the delivery of pre employment transition services to students with disabilities and avoid duplication of efforts and leverage resources

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

Many regional partners participate in Rapid Response Employee Meetings when the region experiences layoffs or closures

To avoid duplication, all core partners, including; WIOA Title I, Adult Education and Literacy, Wagner Peyser, Vocational Rehabilitation and Iowa Dept. for the Blind, will be consulted to ensure access for all individuals in all programs. Each partner will share in responsibility to ensure access for all individuals to include marketing, outreach, and enrollment.

The Region 3-4 Partners of the Memorandum of Understanding, which includes required and voluntary partners, "Full Partner Group" are meeting quarterly to share information regarding services provided by each partner. This provides an awareness of services and allows for discussion and alignment to avoid duplication of services.

All Core Partner staff have the opportunity to participate in joint staff training whereby customer scenarios are presented as a way for staff to better understand services and become aware of areas of duplication. Ongoing training will be focused on broadening awareness and expanding knowledge to avoid duplication.

The Regional Workforce Development Board has organized a committee to review Title II responses to the Request for Proposal for alignment with this local plan. This review of alignment will ensure that Title I and Title II activities are aligned and coordinated. The board will ensure that the selection of the alignment committee will include a review and disclosure of any potential conflict of interest. The full RWDB has authorized the alignment committee to submit the local board recommendations on behalf of the full board.

Given the region has a WIOA compliant board, Title II, III and IV are voting members of the Region 3-4 Workforce Board. This provides an opportunity for ongoing review and alignment to avoid duplication.



Refer to question B-7.

Regional Strategic Vision and Goals

Regional Vision Statement

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

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

Description of Regional Strategic Vision

Describe the regional board's strategic vision and goals and priorities for preparing an educated and skilled workforce

The values governing Region 3-4 include the following:

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

The longer term business objectives for Region 3-4 are summarized as:

including youth and individuals with barriers to employment:*

Region 3-4 IowaWORKS is committed to partnering with business and education to ensure we have workers who possess the needed skill sets within the region.

Region 3-4 IowaWORKS is committed to expanding the Future Ready Iowa initiative.

Region 3-4 IWD Manager will serve on the Regional STEM Advisory Council and will share information quarterly with the RWDB/CEO.

Region 3-4 IowaWORKS will create training opportunities for business through the Employers' Council of Iowa in Region 3-4.

Work readiness skills continue to surface as a critical need as expressed by employers, schools, and other stakeholders who struggle to deal with employees who do not practice positive workplace behaviors. The WIOA Service Provider and core partners have long-term experience in accessing and presenting work readiness curricula which will assist to address this issue.

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

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

WIOA Title I staff has developed and implemented performance tracking documents that help to ensure that the region will meet the negotiated performance standards. In addition, the WIOA service provider conducts ongoing in-house training for staff relative to good enrollment decisions and WIOA performance.

Region 3-4 has a long history of working collaboratively with various partners within the region. WIOA partner meetings have been held quarterly with multiple providers regularly attending to determine what services are currently being offered through various programs and identify gaps within the current service structure. Many partners also attend RWDB meetings. In this way, partners are able to maximize services and funding levels and the participants benefit by having a more complete, comprehensive service plan to reach self-sufficiency. In turn, the region is more likely to meet performance goals.

The Region 3-4 one-stop system partners will report on the progress of the WIOA performance measures and all partners agree to discuss ways of mutually attaining these performance measures to reach shared outcomes. All partners also agree to work collaboratively on attaining the DOL Common Performance Measures and involve a number of partners. This collaboration includes strategizing on approaches to attain these measures and providing data to the performance reporting system.

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

Iowa Vocational Rehabilitation and Iowa Department for the Blind will be consulted to ensure that all individuals with disabilities, including those that are blind and have visual impairment, and those with the most significant disabilities have access to programs.

Refer to question C-1.

Vision Alignment to State Vision and Goals

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

The Region 3-4 board's vision and goals aligns with the State vision and goals through the following goals:

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

- Communicate high-demand career pathways to students, parents, teachers, counselors, workers, and community leaders through career planning

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

- Minimize education-related debt.

Refer to question B-2.

Regional Strategies

Strategic Alignment of Resources

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

Core Partners including, WIOA Title I, Adult Education and Literacy, Wagner Peyser, Vocational Rehabilitation and Iowa Dept. for the Blind meet on a regular basis to coordinate programs and align services.

Career services are available through the core partners at various locations within the region. Basic and individualized career services are offered to assist eligible participants in achieving successful employment outcomes. Services are provided in collaboration with many partner programs, including all core partners.

Those services include but are not limited to:

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

The RWDB provides oversight to ensure the following career services are available at the center:

- Eligibility for services
- Outreach, intake, orientation
- Initial assessment
- Labor exchange services
- Referrals to programs
- Labor market information
- Performance, cost information
- Supportive services information
- UI information and assistance
- Financial aid information
- Follow-up services
- Comprehensive assessment
- Individual employment plan
- Career planning, counseling
- Short-term prevocational services
- Internships, work experiences
- Out-of-area job search
- Foreign language acquisition
- Workforce preparation

The above identified career service offered through IowaWORKS Northwest Iowa are explained in detail throughout this document.

Iowa Vocational Rehabilitation:

Basic and individualized career services are offered to assist eligible participants in achieving successful employment outcomes. Services are provided in collaboration with partner programs.

IVRS staff assigned to every high school and provide services to all students with disabilities, including career counseling on employment and training opportunities, training on work readiness and employer expectations and on self-advocacy. Job shadows and part time work opportunities are encouraged. Staff provide linkages to partner programs. Information that promotes career pathways is provided to teachers, students, and parents.

IVRS staff provide individualized counseling to individuals with disabilities to help them make informed career decisions. Information on in-demand careers and career pathways is utilized and assistance with training is provided that leads to successful employment. Information on financing college is discussed. Work based learning is promoted, such as On the Job Training. IVRS staff work with individuals with the most significant disabilities to find integrated employment.

IVRS provides consultation to partner agencies to ensure programs and areas are accessible. Consultation is provided to employers on disability needs to assist with recruitment and hiring of qualified individuals with disabilities and retaining valued employees. IVRS participates with partners to learn about career pathways and the needs of businesses through sector boards.

Adult Education & Literacy:

The Adult Education & Literacy (AEL) Programs at Iowa Central Community College (ICCC), Northwest Iowa Community College (NCC) and Iowa Lakes Community College (ILCC) provide services that focus on the following outcomes:

Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;

Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;

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

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

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

The Workforce, Vocational Rehabilitation, and Youth Employment intake process collects educational needs of clients. Students are referred to Adult Literacy classes on a regular basis. Workforce provides funding for educational barriers including daycare, transportation, and testing fees.

The AEL Program provides student progress and completion information to Workforce and PROMISE JOB staff.

The AEL Services assesses student barriers and refers students to the Region's Workforce classes, Youth Employment services, and Vocational Rehabilitation services.

Career Ready 101 online study is offered to AEL students in preparation for the National Career Readiness Certificate assessment.

Career Pathway classes have been piloted. HSED and ESL students are referred to PACE and participate in classes such as Forklift/OSHA training, etc.

The Iowa Department for the Blind (IDB) is the state agency providing vocational rehabilitation and independent living services to Iowans who are blind or severely visually impaired. The Department also houses the Iowa Library for the Blind and Physically Handicapped which provides library services and materials in alternative media to Iowans who, because of physical limitations, cannot easily read standard print. The Iowa Department for the Blind agrees to the General Provisions and to otherwise abide by the Memorandum of Understanding for Region 3-4 as set forth below for the IowaWORKS delivery system.

IDB Core Services:

To be eligible for services from IDB, an individual must have a qualifying visual impairment that substantially limits his/her ability to work and he/she must need vocational rehabilitation services to be able to prepare for, enter, or retain a job. IDB will deliver client services as described below:

- Eligibility determination
- Diagnostic and/or evaluation services
- Pre-vocational and vocational training
- Training Assistance
- Job Readiness Training
- Job Seeking Skills training
- Employer development
- Rehabilitation Technology/Assistive Technology
- On-the-job supports/OJT
- Customized Employment
- Guidance & counseling
- Career exploration, job placement & job retention counseling
- Skills training in alternative techniques of blindness
- Adaptive devices for training and employment
- Library and informational services
- Independent living services

An Individual Plan for Employment (IPE), which identifies all services necessary to overcome the barriers to that person getting and keeping a job, is developed with each eligible individual. Only IDB counselors can determine eligibility and agree to provide services. IDB staff can only be supervised by other IDB staff. IDB must comply with confidentiality requirements and the provision of mediation and a fair hearing process as stated in the Rehabilitation Services Act of 1973 as amended.

Location and Hours of Service:

Main Office: 524 Fourth Street Des Moines, IA 50309-2364
Hours of Operation: 8 am to 4:30 pm - Monday through Friday, excluding established holidays.

Regional Services and Resources:
IDB services are provided statewide by Vocational Rehabilitation Counselors. VR Counselors travel to clients in their assigned territory and work with the client in their community and/or workplace. They also work with businesses and employers in their territory. The IDB VR Counselor territories do not perfectly align with the workforce regions. As a consequence one VR Counselor may serve counties in multiple workforce regions. Similarly, one workforce region may be a part of two or more IDB VR counselors' territories.

Funding for services and equipment is provided on an individual basis to meet clients' needs as indicated by their Individualized Plans for Employment.

Refer to question C-2.

Expanded Access

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

The Workforce Development system can be accessed through any core partner program within the region. Multiple points of access will be established, both physical and through electronic means, throughout the region. IVRS has satellite offices throughout the region and the community colleges also offer multiple points of access. The WIOA Title I Service Provider staff meet customers, by appointment, in multiple locations within each county of the region. Region-developed referral and verification forms will assist to document access to services. Orientation sessions that describe the workforce development system and all available services will be developed and available at any partner location within the region at a future date. Core partners collaborate with area school districts to reach out to potential participants. All core partners are focused on ensuring services are delivered and available to all eligible individuals, including eligible individuals with barriers to employment.

Iowa Vocational Rehabilitation and Iowa Department for the Blind will be consulted to expand access to employment, education, training and support services for all individuals with disabilities, including those that are blind and have visual impairment.

All core partners will meet on a regular basis to ensure that services are expanded and aligned within the region.

Refer to question C-4.

Facilitate Career Pathways and Co-Enrollment

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

The region is in the process of establishing a region-wide sector board that will coordinate the development of career pathways based on industry need. This region-wide sector board will include business representatives, three community colleges, three regional economic development groups, local economic development, interested universities, community based organizations, as well as all core partners. This expanded regional sector board will ensure a consistent message as to employer needs within the region. All core partner programs emphasize and promote career pathways. Co-enrollment opportunities are continually developed and will be expanded amongst all partners within the region whenever feasible. Through the use of the regionally developed referral and verification forms, core partners will collaborate to identify co-enrollment opportunities. Core partner staff is integrating services both within the physical center and throughout the region. Core partners seek input from employers within the region on an ongoing basis to develop opportunities for job seekers to achieve industry recognized certifications.

As new programs and services are developed all core partners including WIOA Title I, Adult Education and Literacy, Wagner Peyser, Vocational Rehabilitation and Iowa Dept. for the Blind will meet to develop specific strategies needed for implementation of such programs/services.

Refer to question C-4, Part B.

portable and stackable:*

Additional Regional Board Strategies

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

Region 3-4 is committed to serving the occupational demands of the military veterans and families. Working in partnership with area economic development, community colleges and local employers, eight of our ten counties (Buena Vista, Clay, Dickinson, Emmet, Lyon, OBrien, Osceola and Sioux) have achieved Home Base Iowa designation. The Home Base Iowa initiative strives to recruit the record numbers of military members leaving the service over the next few years by providing incentives for these skilled workers to enter the workforce. A database of employers within the region has been established with referrals being made to these employers committed to hiring veterans and families through the Home Base Iowa Initiative. Iowa Central Community College, Iowa Lakes Community College, and Northwest Iowa Community College, the three community colleges within Region 3-4, have been designated CHAMPs (Certified Higher Academic Military Partners). They are committed to addressing challenges military members and/or their families face and offer educational incentives.

All veterans and their spouses (if they qualify) are served by IowaWORKS staff. All career services offered through the One-Stop system are offered to veterans and their families. The DVOP within Region 3-4 coordinates all services provided to eligible veterans, working with eligible veterans and clients of Veterans Administration Vocational Rehabilitation and Employment Services. Services provided to veterans include: conduct productive job searches, access job listings, develop job interviewing and resume writing skills, help place eligible veterans in federally-funded employment and training programs, monitor job listings from federal agencies and federal contractors to ensure veterans get priority service in referral to these jobs, and provide intensive services to meet the employment needs of eligible veterans. Not only do these services provide veterans with the necessary information needed to find suitable employment, they help veterans make the transition from the military to the civilian workforce easier. The DVOP in Region 3-4 also contacts the National Guard/Reserve Armories in the area about job opportunities for their troops and stays in contact with the Veteran Advisors at the local colleges.

Training for Region 3-4 IowaWORKS staff and partners is aligned with the State and is in place to increase the skills and knowledge of all staff in the One-Stop system. This ongoing training ensures staff has the skills for their roles in the WIOA system.

In addition, the local One-Stop system is aligned with the State to identify and disseminate best practices related to meeting the needs of employers, workers, job seekers and includes all program partners.

Some of the training methods utilized in Region 3-4 are as follows:

Core Partners will have access to statewide data management system and staff will be trained ongoing.

IowaWORKS staff attends the fall and Spring Statewide Integrated Services Meeting. Information from the meeting is shared with all staff ongoing

Staff in-service opportunities are made available throughout the year and specifically on Columbus and Presidents Day. Core Partner staff participate in these in-service days.

Weekly Wednesday morning meetings occur for all staff, including core partners. These meetings focus on new learning as part of the WIOA system. Line staff are responsible for determining the subject matter for each meeting.

One-Stop staff have ongoing access to the data management/case management system in the physical one-stop center and remote access through VMware and I-Works. Ongoing staff training occurs which will include core partners as appropriate.

All staff is trained in program specific rules and regulations as it relates to the delivery of services through the One-Stop system.

Strategy Alignment to State Strategies

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

The Region 3-4 board strategies are aligned with the State's Unified Plan as follows:

1. Identify and quantify employers education, training, and employment needs and capture those needs. The board will expand the sector strategies and career pathway opportunities in the region based on the identified employer need.
2. Improve degree and credential completion and target resources to support attainment of high-demand credentials, degrees, and certifications valued by employers, including for those individuals with barriers to employment.
3. Cultivate, develop, and align work-based learning opportunities including, but not limited to student internships, teacher externships, and apprenticeships, as well as STEM school-business partnerships.

4. Create a system of coordinated resources to engage, assist, and reinforce Future Ready career guidance for parents, students, educators, and adults.
5. Ensure secondary students have access to high quality career and technical educational programs aligned with labor market needs.
6. Support efforts to ensure Iowa students meet high state academic standards, including being literate by the end of the third grade and achieving STEM disciplines.
7. Support to increase rigorous concurrent post-secondary enrollment opportunities in high demand career pathways, including STEM disciplines.
8. Support secondary schools in the college-going process (College Application Campaign, FAFSA completion, assessing college fit, etc.)
9. Elevate promising financial literacy models that impact student borrowing. Core Partners are reviewing financial literacy curriculums to ensure that reducing student debt are addressed.
10. Nurture entrepreneurial connectivity and skills development.
11. Iowa Vocational Rehabilitation and Iowa Dept. for the Blind will be consulted to ensure that all new programs meet accessibility requirements.

Performance Goals (Joint Goals across Core Programs)

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

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

Required performance measures are primarily focused on job seeker customers. The Region 3-4 Core Partners, WIOA Title I, Adult Education and Literacy, Wagner Peysers, Vocational Rehabilitation and Iowa Dept. for the Blind, are committed to achieve and exceed our negotiated performance indicators.

The Core Partners will provide the RWDB and the CEO boards with performance data on a quarterly basis and as requested. The boards will use that information to evaluate performance and to determine the need for continuous improvement activities. This information will be compared to the State's expected level of performance to ensure the region is making progress in meeting the expected level of performance.

Core Partners will utilize performance tracking documents that will help to ensure that the region will meet the negotiated performance standards. In addition, Core Partners will provide ongoing in-house training for respective staff relative to WIOA performance.

Region 3-4 has a long history of working collaboratively with various partners within the region. Ongoing partner meetings will be held with core providers where current performance will be reviewed. With this review and oversight, the region is more likely to meet performance goals.

Region 3-4 will implement changes as part of the statewide data management system restructuring. The information received through this statewide system will be reviewed and tracked by the Region 3-4 Core Partners and the RWDB.

Refer to question E-10.

Assessment for Continuous Improvement

Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT

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

The Region 3-4 RWDB will conduct ongoing analysis of the region's economy and workforce needs to ensure continuous improvement of the workforce development system. This analysis will ensure that eligible providers meet the employment needs of local employers, workers and job seekers.

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

Elements potentially included in the analysis:

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

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

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

An analysis of the skill and education gaps for individuals within the local area or region.

All partners will participate in a process of continuous improvement to offer the best possible services and seize opportunities for further integration. To assure that services are responsive to the needs of the community, partners will survey customers to obtain feedback on customer satisfaction. All partners will participate in the ongoing development and improvement of the Region 3-4 one-stop center procedures, policies and operational management. All partners will be part of a joint planning process that will continuously review the needs of the Region 3-4 workforce and business community and refine the services of the one-stop system based upon those needs.

In addition, the partners will encourage and accommodate staff, and/or provide training and

cross training, as deemed appropriate, to ensure that all partner staff are familiar with all programs represented within the Region 3-4 One-Stop System in order to integrate services, reduce duplication, and improve overall service delivery.

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

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

Region 3-4 has a long history of working collaboratively with various partners within the region. Ongoing partner meetings have been held with multiple providers to determine what services are currently being offered through various programs and identify gaps within the current service structure. In this way, partners are able to maximize services and funding levels and the participants benefit by having a more complete, comprehensive service plan to reach self-sufficiency. In turn, the region is more likely to meet performance goals.

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

The RWDB and CEO boards will evaluate the performance and, if necessary, determine actions to be taken to improve performance. If a significant problem with WIOA performance is identified, the RWDB/CEO will conduct an evaluation of the one-stop system as it relates to achieving performance.

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

Region 3-4 will implement changes as part of the statewide data management system restructuring. The information received through this statewide system will be reviewed and tracked by the region.



Refer to question C-13.

Implementation of Strategies

Regional Workforce Development Board

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

The Region 3-4 Board will implement its identified strategies by continuously working closely with the core partners, additional partners, sector boards, local businesses and customers. The Region 3-4 One-Stop center and their partners will be using an updated integrated technology-enabled intake and service management information system developed under WIOA and by IowaWORKS Center partners. The One-Stop Center partners will utilize the common intake/case management system to share information about common customers. The data derived from this system will be shared with the Regional Workforce Development Board and partners. The data will then be used to ensure customer access and active referral is occurring throughout the region.

In order to ensure that career services are offered throughout the one-stop system, and as part of the Region 3-4 Memorandum of Understanding (MOU) development, the partners to the Region 3-4 MOU identified which career services they provide through their agency/organization. Partners meet regularly when the Regional Workforce Board meets and will address specific strategies as part of the meeting. The partners of the MOU will meet on an ongoing basis to address needs and review progress. Each partner of the MOU is developing a summary of services they will provide to the one-stop system.

These career services are:
Eligibility for services
Outreach, intake, orientation
Initial assessment

Labor exchange services
 Referrals to programs
 Labor market information
 Performance, cost information
 Supportive services information
 UI information and assistance
 Financial aid information
 Follow-up services
 Comprehensive assessment
 Individual employment plan
 Career planning, counseling
 Short-term prevocational services
 Internships, work experiences
 Out-of-area job search
 Foreign language acquisition
 Workforce preparation

All partners, including core partners, required and voluntary partners, will meet on an ongoing basis to improve service delivery and avoid duplication of service.

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

Core Partners

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

The regional board will implement its identified strategies with regarding to Wagner-Peyser as follows:

In the integrated center in Region 3-4 the customer flow will be as listed below:

Greet/Identify Purpose of Visit
 Determine Registration Status and/or
 Conduct Service Triage
 Recommend Services
 Registration
 Self-attestation
 Co-enrollment evaluation
 Introduce to Career Services Process and/or
 Provide Appropriate Partner Referrals and/or
 Determine eligibility for additional individualized career services and/or training services

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

All Integrated Center customers will move through a standardized process that co-enrolls them into multiple programs based on eligibility. This unified customer pool will be shared and served by multiple partners within IowaWORKS. When eligibility permits, every customer must be co-enrolled into all qualifying programs for basic career services.

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

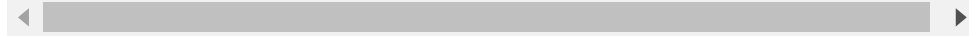
Career services comprise a hub of employment and training service delivery. Process steps and procedures are designed to meet one of the core missions of the IowaWORKS system: that all individuals have the opportunity to know their skills, grow their skills, and get the best job possible with their skills.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

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

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

Through the fully integrated process which includes co-enrollment, duplication of services

will be avoided as partners work together to provide service management for customers. Every effort will be made to blend and braid services and funding on behalf of the customer. Through ongoing communication and partner meetings to coordinate services, duplication can be eliminated when we become aware that a partner is providing a service.



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

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

The regional board will implement its identified strategies with regarding to Adult Education and Literacy as follows:

The Adult Education & Literacy Programs located at Iowa Central Community College, Iowa Lakes Community College, and Northwest Iowa Community College will work in tandem with core partners to meet the needs of area adult learners. These adult learners consist of those working toward their High School Equivalency Diplomas, improving their English speaking, listening, and writing skills, 21st Century Employability Skills, Digital, Financial, and Critical Thinking Literacy, and basic skill deficiencies.

Integration into the AEL Programs will also provide students with access to all services available through our core partners. AEL and its core partners will streamline processes, alleviate duplication of services, provide students with access to a greater number of informed advocates, and improvements in customer service. These partnerships will positively impact the quality services provided to every student, client, customer, as well as every partner staff member.

AEL staff have attended IowaWORKS staff meeting to discuss and coordinate services
IowaWORKS staff present at Adult Education and Literacy orientations and education sessions

Staff contact information from IowaWORKS and Adult Education and Literacy shared amongst partners

Joint Staff In-Service training being developed

Adult Education staff attend ongoing WIOA training opportunities at the state and regional level

IowaWORKS staff participating in Adult Education and Literacy online WIOA Integration and Alignment and Career Pathway trainings

Ongoing meetings of core partner group within region

Creation of Partner Referral form

Creation of Partner Verification form

Core partner development of local workforce plan

Core partners leading Memorandum of Understanding process

AEL staff on Regional WIOA Compliant Workforce Board

Participation in state developed common performance measures

Adult Education and Literacy will ensure that appropriate accommodations are provided for all individuals with disabilities, including individuals who are blind or have a visual impairment.

AEL will consult with Vocational Rehabilitation and Iowa Dept. for the Blind as needed.

Adult Education and Literacy and the GAP/PACE Coordinators meet regularly to address the needs of existing students to avoid duplication and to ensure accessibility.

Training for Region 3-4 IowaWORKS staff and partners is aligned with the State and is in place to increase the skills and knowledge of all staff in the One-Stop system. This ongoing training ensures staff has the skills for their roles in the WIOA system.

In addition, the local One-Stop system is aligned with the State to identify and disseminate best practices related to meeting the needs of employers, workers, job seekers and includes all program partners.

Some of the training methods utilized in Region 3-4 are as follows:

Core Partners will have access to statewide data management system and staff will be trained ongoing.

IowaWORKS staff attends the fall and Spring Statewide Integrated Services Meeting.

Information from the meeting is shared with all staff ongoing

Staff In-Service opportunities are made available throughout the year and specifically on Columbus and Presidents Day. Core Partner staff are included in these in-service days.

Weekly Wednesday morning meetings occur for all staff, including core partners. These meetings focus on new learning as part of the WIOA system. Staff is responsible for

determining the subject matter for each meeting.

One-Stop staff has ongoing access in the physical one-stop center and remote access through VMware and I-Works. Ongoing staff training occurs.

All staff is trained in program specific rules and regulations as it relates to the delivery of services through the IowaWORKS system.

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

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

The regional board will implement its identified strategies with regarding to Vocational Rehabilitation as follows:

All core partners will collaborate to ensure that participants with disabilities have full inclusion and access into programs and services offered. In Region 3-4, individuals with disabilities are already integrated into IWD programs and services through the DEI grant. Iowa Workforce and IVRS already have a strong partnership for serving individuals with disabilities. Core partners will receive cross training from IVRS on IVRS eligibility, the IVRS Integration Plan, and services available. This will assist partners in identifying ways to collaborate and avoid duplication. When a participant with a disability requires more intensive, one on one, assistance than partner programs can offer through general services, the individual will be referred to IVRS and recruited into the IVRS caseload. IVRS can provide consultation to partners working with an individual with a disability who does not qualify for or need intensive IVRS services. In turn, IVRS will refer individuals to partner agencies. IVRS will provide consultation and technical expertise to all partners and the system to ensure that programs are physically and programmatically accessible to participants with disabilities.

IVRS has a strong presence in the area high schools and will collaborate with partners to deliver pre-employment transition services to all high school youth with disabilities, such as job readiness skills, career exploration, and connections with businesses for work experiences and employment. An emphasis will be placed on career pathways. The WIOA Youth program also has a strong presence in the area high schools and does serve individuals with significant disabilities. Communication across partners will continue to ensure that participants who are co enrolled are not receiving a duplication in services and partners can enhance each other's services. IVRS will assist, as needed, with NCRC preparation and assessment for students with disabilities who may need more individualized supports.

Core partners recognize that IVRS staff have knowledge and expertise in providing services to individuals with disabilities. IVRS supervisor is a member of the Region 3-4 Workforce Development Board and will provide consultation to the system. IVRS staff will participate on business services and sector board teams to provide expertise on disability issues and best practices for employing people with disabilities for partner agencies, the Regional Workforce Development Board, employers, and other entities.

Training for Region 3-4 IowaWORKS staff and partners is aligned with the State and is in place to increase the skills and knowledge of all staff in the One-Stop system. This ongoing training ensures staff has the skills for their roles in the WIOA system.

In addition, the local One-Stop system is aligned with the State to identify and disseminate best practices related to meeting the needs of employers, workers, job seekers, and includes all program partners.

Some of the training methods utilized in Region 3-4 are as follows:

Core Partners will have access to statewide data management system and staff will be trained ongoing.

IowaWORKS staff attends the fall and Spring Statewide Integrated Services Meeting. Information from the meeting is shared with all staff ongoing

Staff In-Service opportunities are made available throughout the year and specifically on Columbus and Presidents Day. Core Partner staff are included in these in-service days.

Weekly Wednesday morning meetings occur for all staff, including core partners. These meetings focus on new learning as part of the WIOA system. Staff is responsible for determining the subject matter for each meeting.

One-Stop staff has ongoing access in the physical one-stop center and remote access through VMware and I-Works. Ongoing staff training occurs.

All staff is trained in program specific rules and regulations as it relates to the delivery of services through the IowaWORKS system.

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

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

The regional board will implement its identified strategies with regarding to Adult and Dislocated Worker services as follows:

In the integrated center in Region 3-4 the customer flow will be as listed below:

- Greet/Identify Purpose of Visit
- Determine Registration Status and/or
- Conduct Service Triage
- Recommend Services
- Registration
- Self-attestation
- Co-enrollment evaluation
- Introduce to Career Services Process and/or
- Provide Appropriate Partner Referrals and/or
- Determine eligibility for additional individualized career services and/or training services.

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

All Integrated Center customers will move through a standardized process that co-enrolls them into multiple programs based on eligibility. This unified customer pool will be shared and served by multiple partners within IowaWORKS. When eligibility permits, every customer must be co-enrolled into all qualifying programs for basic career services.

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

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

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

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

Through the fully integrated process which includes co-enrollment, duplication of services will be avoided as partners work together to provide service management for customers. Every effort will be made to blend and braid services and funding on behalf of the customer. Through ongoing communication and partner meetings to coordinate services, duplication can be eliminated when we become aware that a partner is providing a service. Workforce Development Needs of Low-Income Adults and Dislocated Workers.

Integrated Service Delivery Products and Services Available:

Basic Career Services are offered in the ten counties (Buena Vista, Clay, Dickinson, Emmet, Kossuth, Palo Alto, Lyon, Sioux, Osceola, and OBrien) and include:

- Determination of eligibility for WIOA Title I Programs
- Outreach, intake and orientation to the information and services available through the Workforce Development Center System
- Initial assessment of skill levels, aptitudes, abilities, and supportive service needs
- Job search and placement assistance, and where appropriate, career counseling
- Provision of employment statistics information, including job vacancy listings, the skills necessary to obtain those jobs, and information relating to local occupations in demand and

the earnings and skill requirements for those occupations

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

Information on how the region is performing on the WIOA performance measures, and the overall Workforce Development Center system measures

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

Delivery system performance information

Information on other IowaWORKS One-Stop System Partner services and support services

Assistance regarding filing claims for unemployment compensation

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

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

Internet browsing (job information and training searches)

Internet accounts

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

Region 3-4 has a fully integrated One-Stop center located in Spencer, Iowa.

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

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

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

Screened job referrals (such as testing and background checks) (SJR)

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

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

National Career Readiness testing and certification (NCRC)

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

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

Leadership Development

Individual counseling and career planning

Service management for participants seeking training services

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

Short Term Skill Upgrading

Internships

Work-Based Learning Opportunities

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

Occupational skills training, including training for nontraditional employment

Programs that combine workplace training with related instruction, which may include cooperative education programs

Training programs operated by the private sector

Retraining

Entrepreneurial training

Customized training

Adult Education & Literacy activities are provided in combination with other allowable training services.

Following is the list of training services offered within the region:

Customized Training (CUS)

Entrepreneurial Training (ENT)

Institutional Skill Training (IST)

On-the-Job Training (OJT)

Remedial and Basic Skill Training (RBS)

Secondary Education Certificate (SEC)

Additional services which may be offered within the region include:

- Enhanced resume development
- Job Description development
- Extensive employee/potential employee testing
- Corporate Mentoring
- Workshops for employers (such as employee retention)
- Work site employee development programs (such as team building)
- Expanded employee workshops for individual employers

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

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

- Job search and placement services for job seekers, including counseling, testing, occupational and labor market information, assessment, and referral to employers.
- Appropriate recruitment services and special technical services for employers.
- Providing services for workers who have received notice of permanent layoff or impending layoff.
- Labor market and occupational information.

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

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 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 reenter the workforce.
4. Encourage the creation of industry-recognized training programs by local approved training providers which lead 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, Iowa Dept. for the Blind, Adult Education and Literacy and Promise Jobs, TAA and Ticket to Work to facilitate access to workforce services and educational programs.

WIOA staff consult multiple partners within the region on an ongoing basis to avoid duplication and to ensure that all available services are coordinated for the participant.

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

**Describe how
the regional**

With the involvement of the Youth Standing Committee and all WIOA core partner programs, a plan to coordinate youth services within the region will be developed and

**board will
implement its
identified
strategies with
regard to Youth
services:***

expanded upon to include opportunities for youth to become aware of and access various career services provided by the partners. Partnership and coordination of services has long been a priority of the region and will continue to be enhanced under WIOA.

The regional board will implement its identified strategies with regarding to youth services as follows:

The Region 3-4 Youth Standing Committee conducted the youth needs assessment for the region. To conduct this needs assessment, members of the Region 3-4 Youth Standing Committee identified services/programs within Region 3-4 that align with the required youth activities which must be available in the region, as outlined in the Workforce Innovation and Opportunity Act. Upon identification of the programs/services available within the region, the Youth Standing Committee identified the gaps in services and developed a list of priorities for youth services within Region 3-4. Having conducted the youth needs assessment in this format, allows for the provision of comprehensive services to eligible youth. The format also facilitates a coordinated process for partnering with various programs/services available within the region.

The following programs are made available to youth within Region 3-4:

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

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

The following is a list of additional activities and services that are available in Region 3-4 to support the required youth services available:

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

Support Services are those services that are necessary to enable a youth to participate in activities authorized under WIOA. The following types of support services are available in Region 3-4 or youth.

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

Given limited WIOA funding, not all support services allowable through the Workforce Innovation and Opportunity Act will be made available regionally. When a support service is not available through WIOA in Region 3-4, every effort will be made to partner with various service providers in the region and appropriate referrals will be provided to participants with services being delivered jointly.

The Region 3-4 Standing Youth Committee identified the following potential gaps in services within the region:

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

The region may lack follow up on youth who are not eligible for WIOA and who are referred to various providers within the region. The region has developed a referral process for core programs to begin to address this issue.

Work readiness skills continue to surface as a critical need as expressed by employers, schools, and other stakeholders who struggle to deal with youth who do not practice positive workplace behaviors. Partners within the one stop system have long-term experience in accessing and presenting work readiness curricula which assist to address this issue.

The skills new workers (youth) are lacking, including basic work ethics, interviewing skills, basic academic skills, responsibility, organizational skills, and self-esteem can be addressed through career services and in paid or unpaid work experiences. Additional service providers, including area schools, expand the ability to provide needed training for youth through the referral process. Those referrals will be made on an individual basis, meeting the needs of each person. Youth not enrolled in high school needing English as a second language will be referred to programs such as that offered by adult education and literacy programs.

The Region 3-4 Youth Service Provider has been heavily involved in the implementation of the Models of Employment Transition (METS) project within the Emmetsburg Community School District and Community. The METS project leadership is provided by Iowa Vocational Rehabilitation Services and the Iowa Department of Education. Through this model, many effective practices have been developed and expanded for youth with disabilities. In addition, this model is being expanded and implemented for all students within the school district. This involvement has provided a model that can be used region-wide to prepare all youth for current and future work opportunities.

Several work-based learning programs for youth exist within the region. As these programs are delivered, the core partners are taking an active role in ensuring that programs are available to all students including individuals with disabilities, and those that are blind and have visual impairment.

Two community rehabilitation programs within the region, Genesis and Hope Haven, were recently awarded a Making The Grade grant through IVRS to work with youth with disabilities on career readiness and work experience. Youth participating in this grant must meet IVRS eligibility.

Iowa Department for the Blind offers retreats throughout the year for youth that are blind or visually impaired to address independent living and career readiness. IDB also offers extended summer camps which address the same skills.

WIOA Title I Youth eligibility must comply with selective service registration requirements and Veterans Priority of Service policy for employment and training programs as applicable to youth age 18 and older. To be eligible to receive WIOA Title I youth services, at the time

of eligibility determination an individual must:

1. Be a citizen or noncitizen authorized to work in the United States
2. Meet Military Selective Service registration requirements (males 18 years and older only)
3. Be an out-of-school youth (OSY) or an in-school youth (ISY)

Out-Of-School Youth:

1. An individual who is not attending any school (as defined under State law)
2. An individual who is not younger than age 16 or older than age 24
3. One or more of the following:
 - a. A school dropout.
 - b. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
 - c. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is
 - basic skills deficient; or
 - an English language learner.
 - d. An individual who is subject to the juvenile or adult justice system.
 - e. A homeless individual (see homeless individual in Definitions section for complete definition), a homeless child or youth (see homeless child or youth in Definitions section for complete definition), a runaway, in foster care or has aged out of the foster care system, a child who is likely to remain in foster care until 18 years of age, or in an out-of-home placement.
 - f. An individual who is pregnant or parenting.
 - g. A youth who is an individual with a disability.
 - h. A low-income individual or an individual living in a high-poverty area, who requires additional assistance to enter or complete an educational program or to secure or hold employment.

*Low-income requirements apply to the above: (c) A recipient of a secondary school diploma or its recognized equivalent who is basic skills deficient or an English language learner and (h) an individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

For youth who require additional assistance to complete an educational program or to secure and hold employment, additional assistance may be defined to include:

Migrant Youth
 Incarcerated Parent
 Behavior Problems at School
 Family Illiteracy Problems
 Domestic Violence
 Substance Abuse
 Chronic Health Conditions
 One or more grade levels below appropriate for age
 Cultural-cultural influences that maybe a hindrance to employment
 Native American
 Refugee
 Locally defined additional assistance

Under WIOA Title I, local areas may define additional criterion for a youth who requires additional assistance to complete an educational program or to secure and hold employment however under WIOA local areas may no longer define local barriers.

In-School Youth:

1. An individual who is attending school, including secondary and post-secondary school (as defined by State law)
2. An individual who is not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21
3. A low-income individual or an individual living in a high poverty area
4. One or more of the following:
 - a. Basic skills deficient.
 - b. An English language learner.
 - c. An offender.
 - d. A homeless individual (see homeless individual in Definitions section for complete definition), a homeless child or youth (see homeless child or youth in Definitions section for

complete definition), a runaway, in foster care or has aged out of the foster care system, a child who is likely to remain in foster care until 18 years of age, or in an out-of-home placement.

e. Pregnant or parenting.

f. A youth who is an individual with a disability.

g. An individual who requires additional assistance to complete an educational program or to secure or hold employment.

*Not more than 5% of total in-school youth enrolled in the youth program can be enrolled under this component. Calculation is based on all in-school youth served within the given program year.

For youth who require additional assistance to complete an educational program or to secure and hold employment, additional assistance may be defined to include:

- Migrant Youth
- Incarcerated Parent
- Behavior Problems at School
- Family Illiteracy Problems
- Domestic Violence
- Substance
- Chronic Health Conditions
- One or more grade levels below appropriate for age
- Cultural-cultural influences that maybe a hindrance to employment
- Native American
- Refugee
- Locally defined additional assistance

Under WIOA, local areas may define additional criterion for a youth who requires additional assistance to complete an educational program or to secure and hold employment however under WIOA local areas may no longer define local barriers.

NOTE: Home schooled youth are considered in-school youth.

*All in-school applicants must be low-income, except those that fall under the following low income exception:

1. Low-income exception: Up to 5% of total youth enrolled in the youth program do not have to meet the minimum income criteria if they meet all other eligibility criteria. Calculation is based on all youth served within the given program year. Documentation for this exception must be maintained by the youth Service Provider. At a minimum, 75% of the WIOA funds available to a region for youth programs must be used to provide services to out-of-school youth. This requirement will be considered met if at least 75% of the Youth Program services expenditures are for out-of-school youth.

To assist in the transition to WIOA, local regions will need to meet the following minimum OSY expenditure through the transition: Year 1=50%, Year 2=75%. In subsequent years, 75 percent expenditure rate for OSY must be maintained.

The region will utilize the following safeguards to ensure eligible individuals are enrolled into WIOA Youth program:

- All WIOA Title I Youth Staff utilize a Youth Eligibility Checklist to ensure all required elements are addressed
- The WIOA Title I Director reviews and signs off on each enrollment
- The WIOA Title I Director does a 10% random sample, monitoring of all youth files
- The Region is monitored both fiscally and programmatically by the State twice a year
- Service Provider audit completed annually which includes eligibility for WIOA programs



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

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

The regional board will implement its identified strategies with regarding to Department for the Blind as follows:

All core partners will collaborate to ensure that participants with vision disabilities have full inclusion and access into programs and services offered throughout the system. Core partners recognize that Iowa Department for the Blind has expertise in serving individuals with vision disabilities. IDB will provide technical expertise and consultation to ensure that services are fully accessible. After consultation with IDB, when an individual with a vision disability requires intensive services from IDB a referral to IDB will be made. IDB will provide cross training to all core partner staff on eligibility and services available through

IDB. IDB staff will attend Regional Workforce Development Boards meetings, as available, and provide representation on business services teams. IDB VR staff will make themselves available in the Regional one-stop location to collaborate with partners and clients to provide information and services to meet their needs.

A primary concern of persons with vision loss in regards to services is transportation and access (both access through technology and access to programs as well as physical access). Iowa Department for the Blind and Vocational Rehabilitation will be consulted to assist the region in ensuring full access to individuals with barriers to employment.

The region will use the following strategies provided by IDB:

Accessibility Study: IDB, IVRS and Dept. of Civil Rights will work with Region 3-4 to perform an accessibility study to include facilities, materials and workshops to ensure that individuals with barriers to employment have access to services.

Staff development: could include use of and availability of assistive devices and technology, tour of the department for the blind for staff, IDB/IVRS

Assistive Technology: Review what is currently available in the One-stop center. Train One-stop staff in the usage of assistive technology. Assist regional staff to further implement assistive technology utilizing the region's i-Pads.

Collaboration: IDB will utilize regional one-stop office space to meet with clients.

Resources available to One-Stop system partners from IDB: The IDB library can provide region with electronic formats for use with individuals with disabilities. IDB will assist with digital literacy skills for blind and visually impaired.

IDB staff / counselors can bring clients to the center and provided assistance with job clubs/workshops i.e. as needed.

IDB will assist to ensure presentations and workshop materials are provided in an accessible format.

IDB will provide technical assistance to programs and classes and will provide training to workshop facilitators to ensure the presentations and materials are accessible.

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

Integrated Customer Service

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

The partners will coordinate activities and resources to provide customer-centered services as follows:

Utilized Referral Form between Vocational Rehabilitation and Adult Education & Literacy and IowaWORKS.

Utilized Verification form to document common participant enrollment in Vocational Rehabilitation, Adult Education & Literacy, and IowaWORKS Services.

Co-Enrollment of Adult Education & Literacy, and Vocational Rehabilitation participants into WIOA Title I as appropriate.

Utilized IowaWORKS staff to attend Adult Education & Literacy sessions to share information about services and get attendees registered at IowaWORKS.

Development of Adult Education & Literacy class schedules and locations for all classes at all three colleges so that customers can determine which location/time/course best fits their needs

Development of a one page summary of IowaWORKS services to be used by core partners so that common information is provided on programs/services.

Shared an IowaWORKS, Adult Education & Literacy, and Vocational Rehabilitation Employee Directory amongst all core partners

Discussed feasibility of possible information session on HSED or ESL and/or subject matter exposure, basic instruction to be held at IowaWORKS Center.

Discussed feasibility of Adult Education & Literacy orientation session held at IowaWORKS

Reviewed HSED/ESL program requirements at each community college (Northwest Iowa Community College, Iowa Lakes Community College, and Iowa Central Community College).

Core Partners developed agenda and facilitated full partner Memorandum of Understanding Meeting.

Workforce Board reviewed and signed off on local Adult Education & Literacy Local Extension Plan.

Core Partners attended statewide Iowa Vocational Rehabilitation strategic planning session.

Core Partners attended statewide IowaWORKS strategic planning sessions.

Core Partners attended statewide WIOA Regional Board and Partners Trainings.

Core Partners attended Iowa 2015 COABE Conference.

Adult Education & Literacy representatives on RWDB.

Vocational Rehabilitation representative on RWDB

Employment Services (Wagner-Peyser) representative on RWDB.

Core Partners on Regional Sector Board

Partners attend RWDB meeting regularly

Reports from all partners on agenda for RWDB meetings.

Core partners collaboratively developed local Workforce plan.

Iowa Department for the Blind, as a core partner, will be consulted to assist the region in ensuring full access to individuals with barriers to employment.

Iowa Department for the Blind will assist to address concerns of persons with vision loss in regard to transportation and access; to include access through technology and access to programs.

Integrated Customer Flow - Customers can enter the system through any core partner location. All core partners will provide an initial basic assessment. Customers will progress through services in a unified, standard flow organized by function rather than program. Customers start with registration (stream-lined program enrollment and initial triage); advance to career services (to build occupational and job seeking skills), and then either referral to placement services (with connections to hiring employers) or referral to more individualized career service and, if warranted, training services.

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

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

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

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

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

Outreach

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

Field staff maintain an outreach schedule in all counties within Region 3-4 as needed. Such a schedule enables applicants with transportation barriers to meet with WIOA Title I staff who can initiate registration and training activities. Staff also have designed a process where their normal schedules and service areas can be modified or suspended in order to assist another staff person when an uncommon situation arises. An example of this would be a major employment dislocation and rapid response requirements. In addition to providing outreach services directly to potential WIOA Title I applicants, the staff has developed contacts with multiple partner agencies.

As an example, PROMISE JOBS registrants are routinely referred to WIOA Title I and, because of the proximity of staff, are often jointly staffed at intake. This type of outreach is evident in youth programming whereby staff are able to establish relationships with youth interested in services by working closely with school districts.

Registration and Eligibility Determination:

The first step in the WIOA Title I enrollment process is completion of a registration.

Registration forms are available by contacting the IowaWORKS center or any other partner office in the region. Registrations will also be shared with partner agencies.

The WIOA Title I Registration is designed to elicit information required by the state to make eligibility determinations and to report statistical data. In addition to eligibility information, the registration includes a self-assessment section. At the time the registration is received a verification process is completed. Upon receipt of the registration, the employment and training specialist assigned to the area reviews the registration. If it appears that the applicant is eligible for one or more services, the applicant is contacted to provide documentation to verify eligibility.

Verification:

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

Region 3-4 does 100% Eligibility Verification for adults, dislocated workers and youth enrolled into the WIOA Title I program. The region follows the guidelines outlined in the State WIOA Manual.

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

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

Registrants meeting the eligibility criteria will be provided information on WIOA services, including services available through partner service providers. Because of the ever changing composition of WIOA applicants, registrants who are considered most in need and able to benefit from WIOA services will be offered an opportunity to proceed with a WIOA enrollment and/or will be referred to partner service provider as needed.

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

service, appropriate referrals are made on behalf of and/or provided to the applicant as needed.

Participant Process:

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

Following the initial registration review during which WIOA Title I services are outlined and limited assessment occurs to the extent that an individual desires enrollment, an orientation session will be provided. Objective assessment may include measurement of basic skills (math and reading), aptitudes, interests and occupational skills. Assessment instruments commonly used in Region 3-4 are identified below. Assessment instruments are evaluated on an ongoing basis by the service provider and new or varied assessments may be used within the region.

Basic Education Skills

- TABE Form 9/10
- School District Assessments
- Community College Assessments

Aptitudes

- CAPS
- School District Assessments
- Community College Assessments

Interests

- I Have a Plan Iowa
- COPS
- ONet
- School District Assessments
- Community College Assessments

Occupational Skills

- Americas Career InfoNet (Career One-Stop)
- COPEs
- ONet
- IWorks
- My Skills My Future
- School District Assessments
- Community College Assessments

Family situation

- Personal interview
- Assessment documents

Work history

- WIOA registration
- IWorks

Education

- WIOA Registration
- Personal interview/limited assessment document
- Financial aid documents
- Transcripts/statements from authorized education institution
- IWorks

Attitude and Motivation

- Personality Assessment
- Personal interview

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

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

Employment Goal

- Training and Support Services
- Schedule of Activities and Services

Achievement Objectives

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

Employment Goal: Participants whose immediate goal following program completion is employment will identify a specific occupation or career pathway goal.

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

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

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

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

Activities and Services:

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

Post Program/Follow-Up Services:

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

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

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

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

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

There are three categories of exit:

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

1. **Unsubsidized Employment** The participant is employed full or part-time in a position that is not subsidized by WIOA or any other federally-funded workforce program.
2. **Entered Military Service** The participant enters any branch or active service.
3. **Entered a Qualified Apprenticeship** The participant has begun an apprenticeship program that is recognized by the Employment and Training Administration Bureau of Apprenticeship and Training or by a recognized State Apprenticeship Agency.
4. **Self-Employment** A participant begins an enterprise that is registered or licensed as a business with the State of Iowa.

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

Adult and Dislocated Worker Programs:

1. Retirement A participant informs the program of their intention to retire and not seek any further employment.
2. Cannot Locate A participant cannot be located.
3. Other Miscellaneous A participant can no longer continue in program activities, but no other method of exit applies.
4. Lack of Transportation A participant is not able to continue in program activities due to no means of transportation, including public transportation, between home and the location of training or employment and/or other program activities.

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

1. Family Care A participant is no longer able to continue program activities due to the responsibility for the care of one or more family members.
2. Health/Medical A participant is no longer able to continue program activities due to a health or medical reason for 90 days or more.
3. Institutionalized A participant is institutionalized (incarcerated or hospitalized requiring 24-hour care).
4. Deceased A participant is deceased.
5. Reservist Called to Active Duty A participant is called to active military duty.
6. Invalid Social Security Number Participant does not voluntarily disclose a valid social security number. (In this instance, a pseudo social security number is assigned to the participant in I-Works at enrollment. The participant will receive services but will not be included in the performance measures.)

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

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

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

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

- Assistance in securing better paying jobs;
- Additional career planning and counseling;
- Assistance with work-related problems;
- Peer support groups;
- Information about additional educational or employment opportunities;
- Referral to other community services; and
- Post-program supportive services.

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

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

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

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

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

If the participant was attending post-secondary education when exited (to track credential attainment by the 3rd quarter post-exit).

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

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

The attached flow charts from the Region 3-4 core partners will be reviewed by Iowa Dept. for the Blind to ensure accessibility.



Refer to question D-14.

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

Service provision outreach has long been part of the various programs and activities offered in Northwest Iowa. This provision has especially been offered to those clients most in need and with multiple barriers to employment. This has resulted in recognition such as the Region 3-4 IowaWORKS youth services having received national recognition for the number of youth with multiple barriers and disabilities that are being served. This effort will continue into the foreseeable future.

Service providers of Northwest Iowa have always had an open relationship and often meet together to discuss how they can benefit one another as well as their mutual clients. Quarterly meetings with regional partners are held. As a result of this effort, there are many successful programs being operated in Region 3-4 that serve all categories of individuals.

Individuals with Disabilities:

There has been a strong collaboration and outreach effort to individuals with disabilities in Region 3-4. Region 3-4 IowaWORKS has been a pilot program for the Disability Employment Initiative for a number of years and has successfully increased services to persons with disabilities. The Region 3-4 DEI grant was recently extended and will focus on a clear and feasible plan to use alternative assessments, individual learning and planning tools, and other strategies to integrate individuals with disabilities in the region's career pathway programs. IVRS staff participate on the DEI committee along with other community organizations that serve individuals with disabilities, particularly those with significant disabilities and barriers to employment. IowaWORKS has a strong partnership with Iowa Vocational Rehabilitation Services and co-enrollments occur between the two entities whenever appropriate. Iowa Department for the Blind collaborates with accessible technology vendors and local service providers at the Vision Loss Resource Fair designed to reach out to Iowans in the region who are experiencing vision loss and blindness. IDB is present and connects individuals with support groups that meet once a month to network and share information on topics relating to vision loss. IDB counselor will be available in the one stop location to collaborate with partners and clients to provide information and services to meet their needs.

Basic Skill Deficient and Limited English:

All Adult Education & Literacy Programs offer services to individuals with limited English and low basic skills identified through academic assessment. Enrollment into specific AEL Programs will occur as a result of this determination.

Veterans:

All staff in the IowaWORKS center serves veterans and their families. In addition, the region's DVOP serves eligible veterans and their families for more individualized career services. The Home-Based Iowa initiative is reaching out to returning veterans and encouraging those veterans and families to locate to northwest Iowa.

Promise Jobs:

The Promise Jobs program is operated through the Region 3-4 IowaWORKS office and many of the Temporary Assistance to Needy Families (TANF) recipients are co-enrolled in multiple programs through the one-stop system.

Trade Adjustment Act and Rapid Response:

Ongoing Trade Adjustment and Rapid Response activities are offered through the center as needed to assist affected dislocated workers in becoming re-employed. Core partners participate in outreach.

Youth:

A unique service offered through the Region 3-4 Center, is the Region WIOA Title I Director is on contract with area school districts to deliver high school vocational programming through Carl Perkins funding. Students within the school districts are able to take advantage of a variety of services, without the concern of meeting specific income guidelines as a result.

Migrant and Seasonal Farmworkers:

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

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

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

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

Core Partner Flow of Service Region 3-4.pdf

Coordination, Alignment and Provision of Services

Employer Focus

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

To the extent feasible based on employer need and regional budget, the region may utilize incumbent worker training, on the job training, and customized training. Various partner programs offer work-based training opportunities. All work-based programs, offered by partners, will be made available to participants as appropriate. Dependent upon annual budgets, Region 3-4 will assess if incumbent worker training can be made available in the region utilizing the regions WIOA Title I local funds. For the current program year, Region 3-4 will not utilize local WIOA Title I funding for Incumbent Worker Training. The Region may utilize Incumbent Worker Training as part of a special project within the region (i.e. receipt of or participation in a NEG).

The regional sector board will serve as a committee to the RWDB to establish sector strategies and career pathway initiatives for the region. All partners of the IowaWORKS system are invited to be a part of the regional sector board. Career Pathway training opportunities are offered throughout the region by multiple partners, including the three represented community colleges, IowaWORKS, economic development, and local employers. The regional sector boards will be employer driven.

The Business Services team will be expanded to include representatives from each core partner. As a result, business services throughout the region will be coordinated and a consistent message will be delivered.

Employer services within the region are:

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

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

Testing Services - IowaWORKS staff can administer at no charge to the employer or job

seeker proficiency tests for typing, 10 key and spelling. OPAC The Office Proficiency Assessment and Certification System is an office skills testing suite. With an array of over 30 tests the OPAC System is the perfect tool to measure job applicant PC and office skills.

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

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

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

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

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

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

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

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

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

Tax Liability Information - IWD tax liability specialists are housed in Spencer IowaWORKS to work with new and existing employer accounts.

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

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

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

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

Consultation and technical assistance on ADA, reasonable accommodations, hiring and recruiting workers with disabilities, assistive technology, accessibility and ergonomics will be provided by Iowa Dept. for the Blind, Vocational Rehabilitation and the Disability Resource Coordinator at IowaWORKS.

Region 3-4 WIOA Title I On-the-Job Training Policies

Region 3-4 limits: Maximum of \$5,000 or six months depending on workers current skills and the skills required in new job.

On-the-Job Training occurs when objective assessment indicates that this will be the best process to meet the participant's needs. Specific training lengths are determined by input from the employer as to training time needed according to the skill level of the job and by the applicant's past work experience and vocational training background.

Participants will be enrolled in specific On-the-Job Training that meets their needs and has met the criteria established by Region 3-4. Upon development of this training, the employer will complete a pre-award survey determining specific job skills to be learned and other information needed by the administrative entity to determine if a contract will be written. Region 3-4 has established working relationships with numerous area employers committed to providing quality training to identified participants and retention of these individuals after training.

OJT Length

Final approval of the length of an OJT contract at a rate of 50% or less reimbursement will be approved by the WIOA Director. Current reimbursement rate is 50% of training hours worked; however, contingent upon high budgetary obligations and RWDB approval, the reimbursement rate may be reduced.

The general length of the On-the-Job training contracts is based on skill required for the job; i.e., the higher the skill, the longer the contract. The number of hours is determined by using information coded in two Departments of Labor publications (1) ONET, Dictionary of Occupational Titles, or Career InfoNet and (2) Specific Vocational Preparation Estimates (SVP). To determine the length of training, the following chart will be used:

SVP Level	Hours
2	160
3	520
4	1,040
5	2,080
6+	4,160

These figures should be considered as a departure point for determining actual WIOA training hours. If the total number of training hours for the OJT position cannot be provided during the maximum contract length allowable, as many training hours as possible will be provided.

The following factors will be used to modify the length of an OJT should specific circumstances exist:

If the pre-award employer request for On-the-Job Training indicates a shorter training length is appropriate then the shorter training length will be used.

If a client has previous work experience or classroom training in that job title, the actual length of an OJT contract will be reduced by 40 hours for every one month of previous work experience or classroom training in that job title. If less than one month, the contract will be reduced by 10 hours for each week.

If the participant has had some hours of job specific classroom training in that field as part of other job specific training, the OJT will be shortened by the hours of that specific related IST time. Region 3-4 will reduce each OJT by 40 hours for each month of previous directly related training and/or directly related work experience. Previous training or experience which occurred so long ago that skills gained from that experience are obsolete may be disregarded to the extent that those skills need to be relearned or reacquired.

Under normal conditions, an OJT contract may not exceed 26 weeks in length.

Additional training time above the actual length of an OJT contract can be allowed if approved by the WIOA Director when extenuating circumstances exist, such as a client who is disabled, an older individual (55 years or older) or a member of other targeted groups or having a barrier to employment. The contract length can be extended to a maximum of 50% above the actual length of the contract to a maximum of 26 weeks.

Part-time OJT contracts are permitted if approved by the WIOA Director for participants who are disabled, older individuals (55 years of age or older), members of other targeted groups who are able to work only part-time, or in-school youth participants. Part-time contracts may be written for a length of up to 499 hours and a maximum twelve (12) months time period.

Part-time OJT's can be written in conjunction with IST training when the employment goals at the end of the training are substantially the same, or the OJT experience would aid the IST graduate when beginning the work search, or the OJT would become full-time upon completion of the IST.

Part-time OJT's can also be written if they meet all other criteria and will become full-time positions by the end of the training period. If part-time OJT's are written, training costs will be reimbursed at the same rate as full-time OJT's, up to 50% of the training wages, and using the same SVP conversion rate.

A minimum of 160 hours has been established for On-the-Job Training length except in the case of adjusted training lengths due to classroom training or past work experience in this field. In these cases, a minimum of less than 160 hours of On-the-Job Training may be

justified.

Wages and Benefits

Payment by WIOA to employers is paid as compensation for the extraordinary costs of training participants, including costs of classroom training, and compensation for costs associated with the lower productivity of such participants during training. The payment by WIOA must not exceed fifty percent (50%) of the wages paid by the employer to the participant during the period of the training agreement. Wages are considered to be monies paid by the employer to the participant. Wages do not include tips, commissions, piece-rate based earnings or non-wage employer fringe benefits. Reimbursement will be made at 50% of the regular hourly rate for actual hours worked including overtime hours. Under no circumstances will overtime rates or holiday rates be reimbursed.

Since OJT is employment, State and Federal regulations governing employment situations apply to OJT. Participants must be paid wages not less than the highest of Federal or State Minimum Wage or the prevailing rates of pay for individuals employed in similar occupations by the same employer.

An OJT contract may be modified when the employer notifies the specialist of training wage increases if the budget allows. However, if the specialist is not informed in advance of that change, there is no requirement on the part of WIOA to reimburse for the difference.

Other On-site Training

Actual training costs above and beyond the training normally provided by the employer, to regular employees, may be reimbursed by WIOA, as well as participant support services which allow the participant to receive the training.

The employer will be responsible for the training providers fees and may be reimbursed for this additional training based on pre-approval by Region 3-4 staff. Cost of actual training hours may be reimbursed to the employer at the normal reimbursement rate if the participant is receiving wages during that training time.

Employer Eligibility

OJTs will not be written with temporary help agencies or employee leasing firms for positions which will be "hired out" to other employers for probationary, seasonal, temporary or intermittent employment. The only instance in which a temporary employment agency may serve as the employer of record is when the OJT position is one of the staff positions with the agency and not a position that will be "hired out".

In situations where an employer refers an individual to the WIOA program for eligibility determination with the intent of hiring that individual under an OJT contract, the individual referred to WIOA may be enrolled in an OJT with the referring employer only when the referring employer has not already hired the individual, an objective assessment and the IEP have been completed and support the development of an OJT with the referring employer.

An OJT contract will not be written with an individual's current employer. The WIOA Director may allow exceptions to this rule if an OJT with an individual's current employer would allow them to move from a part-time or temporary status to a full-time permanent status -and- the OJT is for a position that is substantially different than the individual's current job with that employer. If a participant is currently on an OJT contract with an employer and has a job classification change, a contract modification will be written to reflect that change. Specifics of job duties, training hours required and other changes will be negotiated with the employer. The SVP codes will be utilized as well as the input of the employer to determine how much additional training time could be authorized with approval of the WIOA Director.

Prior to re-contracting with an OJT employer, the past performance of that employer will be reviewed. An OJT contract will not be entered into with an employer who has failed to provide OJT participants with continued long-term employment as regular employees with wages and working conditions at the same level and to the same extent as similarly situated employees. OJT participants that voluntarily quit, or are terminated for cause, or are released due to unforeseeable changes in business conditions, need not result in termination of employer eligibility for future OJT contracts.

Region 3-4's re-contracting procedures will consist of the following:

Prior to re-contracting with an employer, a review process of past performance of that employer will take place. A criteria checklist will be used to determine whether to use an employer as a training site for an OJT.

Does an employer consistently meet training goals and provide adequate training in key skill areas to be learned on the job?

Is there a pattern of transition of trainees to employment at the end of a contract, not including those terminated for good cause as identified? (After at least 3 contracts, at least a 65% retention rate).

Is there a pattern of retaining an employee who completed training past the 90- day follow-up? (After at least 3 contracts, at least a 65% retention rate).

Is there evidence of good safety procedures/conditions in place? Does the company do training? (Businesses will be toured prior to development of a contract to determine above).

Has the employer in past contracts cooperatively provided documentation needed in a timely manner to meet monitoring and auditing needs?

If a contractor refused to provide necessary auditing or monitoring information, such as payroll records, time sheets/cards, etc., no additional contracts will be written.

If the employer in the past, has not cooperated and if conditions have changed, i.e., management, personnel or procedures, this may warrant another trial contract to be negotiated.

After any allegation that an employer has failed to provide adequate training in key skill areas as called for in the contract, the Employment Training Specialist/designee will meet with the employer to address the problem. If the allegation can be substantiated and cannot be solved satisfactorily, no additional contracts will be written until a resolution occurs.

When, after touring a prospective training site, unsafe working conditions are found to exist, or safety procedures are not in place, or they do not seem to be in compliance with the Hazardous Materials Act, administrative entity staff will discuss the problem with the contractor. If the contractor agrees to rectify the problem by developing safety procedures or removing the unsafe or unsanitary working conditions the contract could be written. If a subsequent check indicates that no effort is being made to address the problem, no additional contracts will be negotiated until all safety concerns are fully resolved.

When after a minimum of 3 contracts an employer fails to meet a 65% retention rate (except those terminated for good cause) at the completion of the contract or follow-up, no additional contracts will be written. (Examples of good cause are: absenteeism, disciplinary problems, lack of progress, etc.).

When after it has been conclusively proven that an employer had intentionally altered claim forms, time sheets, payroll records, evaluation or other records to defraud the program of funds, no additional contracts will be written.

An employer that has been excluded from OJT contracting because of the requirement described above may again be considered for an OJT placement one year after that sanction was imposed. In this re-contracting situation, if the employer fails to retain the participant after the OJT ends, and there is no apparent cause for dismissing the employee, the employer will not receive any future OJT contracts.

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

Describe how the regional board coordinates and promotes entrepreneurial

The regional board coordinates and promotes entrepreneurial skills training in the following manner:

In partnership with area economic development organizations, area community colleges and area secondary schools an entrepreneurship academy will be established and put into operation in January of 2016. The academy will assist students to become familiar with

skills training and micro-enterprise services:*

entrepreneurial opportunities and students will develop and implement a business plan.

The small business development center provides ongoing entrepreneurial training and assistance throughout the region

Iowa Vocational Rehabilitation and Iowa Department for the Blind offer opportunities for eligible job candidates to explore and attain self employment through the Iowa Self Employment program. Rehabilitation Counselors and the Business Development Specialist provide counseling and guidance throughout the process.

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

The Business Enterprises Program (BEP) provides opportunities for legally blind VR clients of IDB to manage their own businesses operating vending machines, road side vending sites, or snack bar/catering services. These businesses can be found in federal, state, county, municipal, and private locations throughout Iowa.

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

Referrals to and engagement of the Small Business Development Center for one-stop customers

Small Business Development Staff participate in Rapid Response Employee Meetings

Refer to question C-6.

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

The regional board enhances the use of apprenticeships in the following manner:

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

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

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

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

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

WIOA may be able to provide support services for individuals in apprenticeships to be successful.

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

IowaWORKS in partnership with community colleges and local employers are expanding and developing local apprenticeship opportunities.

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

The Disability Resource Coordinator through IowaWORKS, Vocational Rehabilitation and Iowa Dept. for the Blind will be consulted to ensure individuals with disabilities are able to participate with appropriate reasonable accommodations, in apprenticeship opportunities.

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

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

The following individual will be the primary contact who will work with the State Dislocated Worker Unit and the State Trade Adjustment Act Unit to provide Layoff Aversion and Rapid Response services in Region 3-4.

Val Bonney
IowaWORKS - NWIPDC
PO Box 1493
217 West 5th Street
Spencer, Iowa 51301
712-262-7662 Ext. 134
val.bonney@iwd.iowa.gov

The following individual will serve as an alternate contact:

Linda Gray
Iowa Workforce Development
PO Box 1087
217 West 5th Street
Spencer, IA 51301
712-262-1971
linda.gray@iwd.iowa.gov

Rapid Response is a proactive, business-focused, and flexible strategy designed for two major purposes: to help growing companies access an available pool of skilled workers from other companies that are downsizing or who have been trained in the skills Iowa companies need to be competitive, and to respond to layoffs and plant closings by quickly coordinating services and providing immediate aid to companies and the affected workers.

Rapid Response provides early intervention to worker groups who have received a notice of layoff or closure. Region 3-4 has a Rapid Response Team consisting of staff from various partners within the region. Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Afterwards, customers begin to engage in further orientation and intake sessions.

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

Trade Adjustment Assistance (TAA) provides early intervention to worker groups on whose behalf a Trade Adjustment Act petition has been filed: Region 3-4 has a Rapid Response Team consisting of staff from Workforce Innovation and Opportunity Act, Wagner-Peyser, and Trade Adjustment Assistance (once the petition has been certified). Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Furthermore, as appropriate at such sessions or after layoffs occur, the joint Trade Adjustment Act/Workforce Innovation and Opportunity Act applications are completed. Afterwards, customers begin to engage in further orientation and intake sessions.

Effective January 1, 2012, Governor Branstad changed the participant enrollment policy under Iowa's Workforce Innovation and Opportunity Act program to mandate co-enrollment for all Trade-certified and National Emergency Grant dislocated workers so that all customers would benefit from the service integration, functional alignment, and resources among these programs. All customers receive assessments, review labor market information, establish employment goals, and develop Individual Employment Plans that are shared and agreed upon among all partners/counselors involved. Leveraging of resources is utilized by having Workforce Innovation and Opportunity Act take the lead in conducting assessments (i.e., basic education levels, aptitudes, interests, financial situation, barriers to employment success) from which the results guide all partners/counselors in developing re-employment plans with the customers. These plans identify whether Trade Adjustment Act training is necessary to secure employment, any possible barriers to employment/training success, and how those barriers will be addressed. Both Workforce Innovation and Opportunity Act and Wagner-Peyser staff conduct re-employment workshops for customers needing additional assistance in job search resources, resume writing, interviewing skills, etc. Furthermore, all Trade Adjustment Act customers have access to any other resources provided by Wagner-Peyser and Workforce Innovation and Opportunity Act. Because specific Wagner-Peyser or Workforce Innovation and Opportunity Act staff may have on-going direct connection to local and statewide employers and job openings, customers may be assigned to additional staff persons for assistance with intensive job search activities.

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

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

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

Re-Employment Services:

Worker profiling and Reemployment Services are offered within the region and are designed to help persons identified as being at risk for long-term unemployment insurance eligibility to return to the workforce as quickly as possible. A variety of services are available, including but not limited to: career assessment, job search workshops and job search/job placement assistance.



Refer to question C-8.

Education and Training Focus

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

The Region 3-4 RWDB encourages continued partnerships in the delivery of services throughout the region. Effective Partnerships are in place with many partners including but not limited to local education and training providers, area career and technical education, K-12 school districts, community colleges, and economic development. These partnerships are evidenced by:

- Carl Perkins Secondary coordinators as regional partners
- WIOA staff on contract with area secondary schools to deliver high school career and technical programming and work-based learning programming
- 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 & 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

The regional board will engage all levels of education to promote and engage students in STEM. STEM is the acronym for Science, Technology, Engineering and Mathematics. These disciplines are vital for thriving in the 21st century whether managing STEM-based decisions of daily life or pursuing STEM careers. In today's complex world teachers, students, parents and communities need to understand how the STEM fields are the basis for innovative problem-solving and discovery which are best acquired through exploratory learning and active student engagement.

Through the effective partnerships created, the region will be positioned to develop an education and training system that will respond to the needs of job seekers and employers. The employer-driven future programming will ensure that a job-driven education and training system is developed.

Describe how the region's strategies will enable the board

The Region 3-4 Strategies to leverage other federal, state, and local investments have resulted in enhanced access to workforce development programs in the region. The following are examples of these enhancements:

and core partners to leverage other federal, state and local investments that have enhanced access to workforce development programs at the institutions listed above.*

Youth Work Experience programs have always been a strong component of WIOA youth services within the region. For many years, the One-Stop has partnered and braided funds with Area Education Agencies to deliver work experience to in-school youth. In addition, the One-Stop has been heavily involved in the federally funded school-to-work initiative to deliver services to youth within the region.

All of this resulted in heavy involvement with youth over the years; the WIOA service provider established a contract with area school districts to coordinate their high school career and technical programs, including a summer work experience program that provides work experience for roughly 100 youth each year. This allowed work experience opportunities in the region each summer even if there was no WIOA federal funding for summer youth employment programs. Secondary Carl Perkins funds are used for this partnership.

Region 3-4 solidified a partnership between Iowa Lakes Corridor Development Corporation, an economic development organization that serves four of the region's 10 counties. Through this partnership, business and industry was surveyed to collect data to develop the curriculum for an Adult Manufacturing 101 course. Business and industry continually review and suggest changes and modifications of the curriculum to meet the ongoing needs of the region. The course is delivered in partnership between Iowa Lakes Community College, Iowa Lakes Corridor Development and IowaWORKS Northwest Iowa. The course is offered one to two times per year based on employer need. All adult participants in these courses are members of the IowaWORKS center. Funding for this program comes from the community college, the economic development group and from IowaWORKS as well as area employers making contributions.

In addition, three youth career academies were developed in the areas of manufacturing, construction, and entrepreneurial. The youth model was developed in the same format utilizing Iowa Lakes Corridor business and industry to create and suggest curriculum. The youth academies are delivered through a partnership with Iowa Lakes Corridor, the secondary schools, Iowa Lakes Community College and IowaWORKS Northwest Iowa. All partners contribute funding. A health care academy is being discussed as a fourth academy that could begin next year.

Fee-Based Services:

When possible, the region may expand services for fees which may include:

- Job Description development
- Extensive employee/potential employee testing
- Corporate Mentoring
- Workshops for employers (such as employee retention)
- Work site employee development programs (such as team building)
- Expanded employee workshops for individual employers

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

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

In addition, the region uses apprenticeships as a means to support the regional economy and allow for apprenticeship certification.

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

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

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

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

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

WIOA may be able to provide support services for individuals in apprenticeships to be successful.

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

IowaWORKS in partnership with community colleges and local employers are expanding and developing local apprenticeship opportunities.

IowaWORKS held an apprenticeship open house for area job seekers and employers

Iowa Vocational Rehabilitation and Iowa Department for the Blind will be consulted to ensure that all individuals with disabilities, including those that are blind and have visual impairment, have access to programs developed within the region. As a result, the region is able to ensure that access to activities is adequate and improved.

Include a description of credentials that are industry recognized certificates and licenses that are portable and stackable.

Economic Development Focus

Describe how the activities identified will be coordinated with economic development entities, strategies, and activities in the region.*

Economic development and workforce development programs have supported and complimented each other for years in the State of Iowa. The Region 3-4 RWDB/CEO boards feel this is an important linkage for the region. Economic Development representative serves as a voting member of the RWDB to ensure this relationship is ongoing within the region. Three main economic development organizations in region regularly attend partner meetings and are actively engaged in development of employer developed training programs and serve on sector strategies boards.

For the current WIOA Title I service provider, NWIPDC, this has been especially true as the agency shares the distinction of being a WIOA Service Provider, along with being a United States Department of Commerce Economic Development Administration certified Economic Development District. What this means is that a second division of the agency, the Planning and Development Department, implements and carries out a Comprehensive Economic Development Strategy plan (CEDS) and related annually developed scope of work designed to provide economic development planning assistance to the cities and counties of the area. As a result, the region has been able to align the economic and workforce development goals and processes.

In addition, the coordinating of workforce and economic development efforts has a long history in Northwest Iowa. Part of this is the result of the fact that the WIOA service provider, NWIPDC, is a county organization. This means that the CEOs also comprise a part of the NWIPDC Policy Council, along with city representatives and business and labor representatives.

Region 3-4 solidified a partnership between Iowa Lakes Corridor Development Corporation, an economic development organization that serves four of the regions 10 counties. Through this partnership, business and industry was surveyed to collect data to develop the curriculum for an Adult Manufacturing 101 course. Business and industry continually review and suggest changes and modifications of the curriculum to meet the ongoing needs of the region. The course is delivered in partnership between Iowa Lakes Community College, Iowa Lakes Corridor Development and IowaWORKS Northwest Iowa. The course is offered one to two times per year based on employer need. All adult participants in these courses are members of the IowaWORKS center. The current entered employment rate as a result of completion of the course is averaging 90% or better. In addition, two youth career academies were developed in the areas of manufacturing and construction. The youth model was developed in the same format utilizing Iowa Lakes Corridor business and industry to create and suggest curriculum. The youth academies are delivered through a partnership with Iowa Lakes Corridor, the secondary schools, Iowa Lakes Community College and IowaWORKS Northwest Iowa. A youth entrepreneurial academy is in development at this time as well.

Regional Workforce Development Board Functions

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

The Region 3-4 RWDB has taken action towards remaining a high-performing board by:

- Moving to the new design of membership under WIOA to become a WIOA Compliant Board in 2015
- Members participated in WIOA local board training on December 17, 2015 and also participated in State Workforce Board Training around WIOA
- Participating in ongoing Local Board Training to better understand roles and responsibilities of the board
- Providing new member orientation for new board members
- Having partners attend all local workforce board meetings to share information and align services within region
- Having Local Board review and sign off on partner service plans, as appropriate, to ensure alignment of services within the region
- Having RWDB members participate on various standing committees of the local workforce board
- Having RWDB members participate on various regional committees to ensure alignment of services within the region

The Regional Workforce Development Board (RWDB), appointed by the Governor in consultation with the Chief Elected Official (CEO) board, plays a leading role in establishing policy for the region's Workforce Development Center system.

Chief Elected Official Board Roles and Responsibilities:

The CEO structure follows state guidelines. A chairperson and vice-chairperson are elected each September at an annual meeting. There may be standing committees of the RWDB/CEO board combined. The CEO board meets quarterly, with the RWDB and all meetings are open to the public. Notices about meetings are combined with the RWDB notices since the two boards meet jointly. If the CEOs meet in a separate meeting, notice is published on the Region 3-4 RWDB website, on the service provider website and posted at the IowaWORKS Center in Spencer, Iowa.

The CEO Board primary responsibilities are:

Solicit nominations from the required business, labor, apprenticeship, education, community college, economic/community development, employment services, vocational rehabilitation, and school district or governmental entities upon notification of a RWDB vacancy.

The CEO board must submit a list of nominees for a board vacancy to IWD. The CEO board must submit at least two nominees for each vacancy for the Governor's review.

The CEO board will review the response from the Governor and make the final selection of a person to fill a vacancy. If the revised list of candidates is not acceptable to the board, the CEO board may submit new candidates to the Governor for consideration and repeat the process until a candidate is appointed.

The CEO board will send an appointment letter to the person selected to fill the vacancy on behalf of the chief elected officials and the Governor.

RWDB Roles and Responsibilities:

The RWDB selects the WIOA service providers, directs the activities of the board standing committees, and shares responsibility for many other duties with the CEO board, including oversight of the regional Workforce Development Center system's service delivery.

This responsibility extends to oversight of the One-Stop Center system and ensuring quality customer service. The RWDB structure follows state guidelines. The board meets quarterly, at a minimum, with the CEO Board, and all meetings are open to the public.

The Region 3-4 Workforce Development Board and Chief Elected Officials are responsible for the development and oversight of the Local plan. The WIOA core partners participate in the process and provide input to the RWDB/CEO in the development of the plan. Through this process, the board is involved in the planning and oversight of the one-stop system in Region 3-4. Many of the strategies described in the plan are in place to ensure quality customer service throughout the region.

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

Provide a brief

The monitoring system for each WIOA Title 1 program ensures that at least ten percent

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

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

At each RWDB/CEO meeting the boards review the employment and training (career services) activities within the region and hear reports on enrollments, obligations and expenditures, and performance. All partners participate and provide information relative to the employment and training (career services) activities within the region. Youth activities within the region are also detailed and reviewed. This review process occurs at each meeting ongoing.

Board members are encouraged to make on-site visits as often as possible to their local center and to various regional affiliated sites to ensure services are carried out as described in the local plan.

Region 3-4 RWDB Oversight Policy

The RWDB will ensure that the One-Stop Center is effective and efficient. The RWDB will provide oversight for the following:

- Negotiated performance measures.
- Sector partnerships and career pathways expansion
- Participant outcomes
- Grant agreements and expenditures
- Coordination and Collaboration of Core Partner Programs including co-enrollment where appropriate
- Ongoing Partnerships
- Economic Analysis of Region
- Customer Satisfaction
- Expenditure Rates
- Compliance with Accessibility
- Continuous Improvement of one-stop center and system
- Selection of Title I Adult/DW and Youth Service Provider
- Memorandum of Understanding involving Mandatory and Additional Partners

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

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

The Regional Workforce Development Board has established a standing committee for youth services in Region 3-4.

Youth Standing Committee Purpose/Vision: The Region 3-4 Youth Standing Committee provides guidance for local youth programs operated under the Workforce Innovation and Opportunity Act. In addition the Council provides expertise in youth policy and assists the Regional Workforce Development Board in:

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

The Region 3-4 Youth Standing Committee performs the following duties and other functions as necessary and proper to carry out its responsibilities.

- 1) Identify youth employment and training needs;
- 2) Assist to coordinate youth activities in the Region;
- 3) Assist in developing the Youth section of the Regional Workforce Development Local plan as requested;
- 4) Make recommendations for Workforce Innovation and Opportunity Act youth programs.

The Region 3-4 Youth Standing Committee will meet on a quarterly basis during the months of January, April, July and October. The committee members consist of:

- 1) At least one (1) member of the Regional Workforce Development Board that has a special interest or expertise in youth policy;
- 2) Individuals representing youth service agencies, such as juvenile justice and local law

- enforcement agencies;
- 3) Individual representing local public housing authorities (if applicable);
- 4) Parents of youth eligible for WIOA youth services or that were served under prior employment and training youth programs;
- 5) Individuals with experience relating to youth activities, including former JTPA or WIA participants;
- 6) Other interested individuals with youth expertise as suggested.
- 7) A representative from each of the core partner programs

In addition, the voice of youth will be gathered and heard through youth focus groups throughout the region. Rather than duplicate efforts, many organizations and committees within the region have established youth groups that can serve as a voice for youth. In addition, current and past participants can serve as a means to obtain youth input.

The regional board will provide services to youth as described in the Implementation Strategies section of this document. This section is entitled "Describe how the Regional Board will implement identified strategies with regard to youth services".

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

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

There are multiple points of access in all 10 counties that comprise the region.

Multiple points of access are available through partner affiliated sites within the region. All Core Partners have multiple points of access as described in the One-Stop System Site Locations attachment.

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

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

Non Co-located partners provide services through the One-Stop physical center on an as needed basis

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

Partners participate in ongoing referral, co-enrollment, and performance management.

Core partners will participate in ongoing referral, co-enrollment and performance management through the state-developed "Service Account" system.

Core partners are developing common application processes to ensure co-enrollment opportunities are streamlined

IDB will work with the individual to coordinate transportation and will access the region's mobility manager to ensure transportation is provided for those who are blind or visually impaired.

Iowa Workforce Development at the State level will work with IDB/IVRS to ensure virtual access points are accessible.

Refer to question D-8. Include how services are provided to remote areas, how technology is used and describe any other methods used to ensure full access to the entire service area and populations.

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

The Region 3-4 IowaWORKS One-Stop system complies with all provisions of the Americans with Disabilities Act of 1990 to ensure the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities. The Disability Resource Coordinator and Iowa Vocational Rehabilitation Services will ensure compliance with this effort on an ongoing basis. The accessibility is reviewed quarterly and in a more comprehensive manner on an annual basis.

Additionally, the Region 3-4 One-Stop system prohibits discrimination against individuals on the basis of age, disability, sex, race, color, or national origin. The system promotes accessibility for all customers of the center and program services and is fully compliant with accessibility requirements. The EEO processes are reviewed quarterly, at a minimum, by local management, staff and EEO State staff. Adjustments are made as necessary to ensure compliance.

Participants are provided information of their rights under the ADA and EEO laws. These rights are located on partner web pages, handbooks, and within procedural documentation. They are also given contact information for questions or complaints. WIOA staff also attend professional development trainings annually to review provisions of the laws to ensure employees are adhering to all rules and regulations.

individuals with disabilities:*

Participants shall be provided, upon enrollment into WIOA, with a written description of the complaint procedure including notification of their right to file a complaint and instruction on how to do so. Persons not familiar with English shall be provided with a written or oral translation into the language understood by them. The description must also include an explanation that when there is an alleged violation of the labor standards, as an alternative to filing a complaint under the normal complaint procedure, a grievance may be submitted to a binding arbitration procedure, if a collective bargaining agreement covering the parties to the grievance so provides. When a person is illiterate or semi-illiterate such person shall be advised of each right to the satisfaction of that person's, understanding. The Grantee shall provide a copy of the complaint procedure, filing instructions and notice of right to file a formal complaint upon request.

Upon filing a complaint, and at each stage thereafter, each complainant shall be notified in writing of the next step in the complaint procedure.

Individualized one-on-one services and accessibility is available to any customer, including those with disabilities. Accommodations will be provided as requested.

Accessibility studies will be completed in the region with the assistance of IVRS/IDB and the Disability Employment Initiative.

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

Regional Workforce Development Board Policies

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

The Region 3-4 RWDB will conduct ongoing analysis of the region's economy and workforce needs to ensure continuous improvement of eligible providers of services and to ensure that such providers meet the employment needs of local employers, workers, and job seekers.

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

Elements potentially included in the analysis:

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

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

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

An analysis of the skill and education gaps for individuals within the local area or region.

All partners will participate in a process of continuous improvement to offer the best possible services and seize opportunities for further integration. To assure that services are responsive to the needs of the community, partners will survey customers to obtain feedback on customer satisfaction. Each partners will participate in the ongoing development and improvement of the Region 3-4 One-Stop Center procedures, policies, and operational management. Partners will also be part of a joint planning process that will continuously review the needs of the Region 3-4 workforce and business community and refine the services of the one-stop system based upon those needs.

In addition, the partners will encourage, accommodate staff, and/or provide training and cross training, as deemed appropriate, to ensure that all partner staff are familiar with all programs represented within the Region 3-4 One-Stop System in order to integrate services, reduce duplication, and improve overall service delivery.

Refer to question F-2.

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

Region 3-4 Priority of Service.doc

Refer to question F-9.

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

With regard to the language in the Act and regulations to allow for adults and dislocated workers who are employed to be enrolled in Individualized and Training services, the region concurs that individuals demonstrating the initiative to obtain/maintain employment should not be eliminated from consideration for Individualized and Training services if these services would enhance the participants' ability to obtain or retain employment which leads to self-sufficiency.

For economically disadvantaged adults, the criteria for such services would be as follows:

Selection of training which meets demand occupation criteria as noted in Labor Market Information data.

Willingness to relocate to obtain such employment if not available in the region.

Projections that such training will result in meeting or exceeding the regional standard for self-sufficiency wage levels.

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

For the WIOA Title I Dislocated Worker program, the same standards previously described (selection of demand occupations and willingness to relocate) apply, as well as the following:

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

The regional board developed this definition with input from the WIOA core partners and the state WIOA staff. The board reviewed the current definition of self-sufficiency under WIA, reviewed labor market information for the region, and reviewed current performance measures to ensure the definition would meet the needs of the region's labor market and job seekers.

Refer to question F-10.

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

Region 3-4 ITA Policy.doc

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

Region 3-4 Support Service Policy.doc

Refer to question F-5.

Regional Workforce Development Board Fiscal Policies

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

Currently Region 3-4 does not intend to utilize subcontracts for WIOA Title I.

The following procurement policy and procedures are in place in the region.

Procurement Policy and Procedures:

A. Purchases: The WIOA Service Provider adopted the Office of Management and Budget circulars as the procedures to use for purchasing items with WIOA funds. It is expected that this will continue during the timeframe covered by this plan. In addition, the grantee will also be expected to follow all state guidelines and directions for the purchase of such items as computers and related peripherals.

The RWDB is given the budgets provided by the state on a yearly basis. They in turn pass these budget amounts onto the WIOA Director to allow for the development of a localized budget. Input is sought from the RWDB in this budget when it is felt that something is outside the ordinary operating and program guidelines.

B. Contracts for training and program services and sub grantees:

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

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

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

D. Contracts for training services in the region where the RWDB determines there are an insufficient number of training providers to accomplish the purpose of ITAs.

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

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

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

F. General Provisions:

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

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

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

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

A detailed input process was followed by the Region 3 & 4 Workforce Development Board and Chief Elected Officials in the development of this plan. The process began with copies of the plan being provided to various individuals and made available to the public on March 10, 2016. This began a public comment period, notice of which was published through the local newspapers, Regional Workforce Board Website and the Service Provider Website. A Public Hearing was held on Thursday, March 24, 2016 and the formal comment period ended on April 10, 2016. This resulted in a comment period of at least 30 day's duration.

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

WIOA Title 1 Service Provider Selection:

Adult and Dislocated Worker Service Provider

The Workforce Innovation and Opportunity Act requires that basic and individualized career services for the Adult program and the Dislocated Worker program be provided through the One-Stop Center. The Act also indicates that these services, for the two separate WIOA programs, may be provided by one entity or a number of different entities. The RWDB and CEOs must therefore determine the most effective and efficient manner to provide these services in the Region. The RWDB and CEOs must also determine which Service Providers will be responsible for ensuring that WIOA performance standards are met, and that the Service Provider(s) responsible for performance have the authority to make enrollment decisions for the participants for whom they are responsible for performance. In selecting Service Providers under WIOA, the RWDB may use the following procedure, or may develop a more formal procurement procedure.

Designation Procedure:

At a minimum, the procedure to designate the Adult/Dislocated Worker Service Provider(s) in Region 3-4 must include the following:

1. Public Notice

A public notice will indicate that the RWDB will hold a meeting to select the Service Provider(s) to provide basic and individualized services for the Adult and Dislocated Worker programs under Title I of the Workforce Innovation and Opportunity Act. The notice must list the criteria that will be used in the selection of the Service Provider(s), and may also invite interested entities to give presentations and answer questions relating to the selection criteria listed below. Notices should also be mailed to potentially interested entities within the local region.

If a more formal procurement process is followed:

A public notice must be published. The public notice must indicate that the RWDB will hold a public meeting to select an Adult/DW Service Provider to coordinate the operation of the Adult/DW Program, and to provide eligibility, enrollment, objective assessment and individual service strategy services for participants. The notice must list the criteria to be used in the selection of the Adult/DW Service Provider and must require that written proposals be submitted by a specific date. The notice may also invite interested entities that have submitted written proposals to give presentations and answer questions relating to the selection criteria at the public meeting.

2. Public Meeting:

The RWDB must conduct a public meeting to obtain information from entities interested in providing basic and individualized services in the local region and to reach an Agreement as to the selection of the Service Provider(s).

3. Criteria for Selecting Service Providers

The following are examples of criteria that could be considered and addressed in the selection of a Service Provider.

The effectiveness of the agency or organization in delivering comparable or related services based on documentation of: achievement of performance and service level requirements, previous audit and monitoring reports and capability of the agency's fiscal unit to manage a similar type of program or project;

The likelihood of meeting performance goals based upon factors such as past performance, staff commitment, and availability of staff; and

The effectiveness of the agency or organization in minimizing the duplication of services, while at the same time maximizing the coordination with other agencies and organizations to provide the highest quality activities and services to the participants in the program.

Other criteria as determined by the RWDB.

Youth Services Service Providers:

The Act requires that Youth Service Providers be selected via a competitive process, and if desired recommendations of the Youth Standing Committee. Since the delivery of the

youth services could be accomplished through a number of different Service Providers, the RWDB should initially designate a Youth Service Provider to coordinate the operation of the Youth Program and to provide eligibility, enrollment, objective assessment and individual service strategy services for youth. Additional Youth Service Providers could be designated at a later date.

Designation Procedure:

At a minimum, the procedure to designate the Youth Service Provider(s) must include the following:

1. Public Notice

A public notice will indicate that the RWDB will hold a public meeting to select a Youth Service Provider to coordinate the operation of the Youth Program, and to provide eligibility, enrollment, objective assessment and individual service strategy services for youth. The notice must list the criteria to be used in the selection of the Youth Service Provider(s) and must require that written proposals be submitted by a specific date. The notice may also invite interested entities that have submitted written proposals to give presentations and answer questions relating to the selection criteria at the public meeting. Notices must also be mailed to potentially interested entities within the local region.

2. Public Meeting

The RWDB must conduct a public meeting to review the written proposals received, to obtain any additional information from entities submitting written proposals, and reach an Agreement as to the selection(s).

3. Criteria for Selecting Youth Service Providers

The following are examples of criteria that could be considered and addressed in the selection of a Service Provider:

The effectiveness of the agency or organization in delivering comparable or related services based on documentation of: achievement of performance and service level requirements, previous audit and monitoring reports and capability of the agency's fiscal unit to manage a similar type of program or project;

The likelihood of meeting performance goals based upon factors such as past performance, staff commitment, and availability of staff; and

The effectiveness of the agency or organization in minimizing the duplication of services, while at the same time maximizing the coordination with other agencies and organizations to provide the highest quality activities and services to the participants in the program.

Other criteria as determined by the RWDB.

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

Provide the regional board's plan to meet the required 75% minimum youth expenditures for out-of-school youth, as well as the plan to meet the required 20% minimum for work experience:*

It has always been a priority of the Region's WIOA Title I youth program to serve individuals with the most barriers. The WIOA youth staff has a reputation of serving those youth who others have given up on. This approach will likely continue in the youth program design both for in-school and out-of-school youth.

As a result of the 75% minimum youth expenditure requirement under WIOA Title I, Region 3-4 will utilize the following strategies to increase out-of-school youth enrollments:

Continue commitment to offer services to in-school youth while expanding out-of-school youth services.

Continue conversations and communication with area school districts about the WIOA Out-of-School requirement.

In the past, all youth that may qualify for WIOA services were referred to the program and typically enrolled. Moving forward, each youth referral will be reviewed individually. If a youth seems to have the necessary supports in place while they are in high school, but could benefit more from post high school services, WIOA enrollment will be delayed until after graduation. If a youth is struggling and could benefit from WIOA services while in high school, the enrollment will be done as an in-school youth.

IVRS has staff in all area high schools and provides pre employment transition services to all students with disabilities. Through this process, IVRS can partner with the youth provider to identify those youth who may meet requirements and need youth services after high school and can assist with a referral or, if needed, co enrollment.

AEL can assist in identifying youth in HSED classes who may need youth services and provide a referral and co-enrollment.

IowaWORKS Partner programs meet together regularly to staff referrals and to determine which program(s) would best meet the needs of each individual youth to avoid duplication.

WIOA will partner with the PROMISE JOBS program to serve youth, and emphasize

youth between the ages of 16 and 24 who have not yet built their plan for the future.

WIOA will partner with the Independent Living Aftercare program which provides services to former foster care youth as they age out of the system at the age of 19.

WIOA will partner with the Juvenile Justice System to serve more youth who have dropped from the education system prior to completion.

Youth Work Experience programs have always been a strong component of WIOA youth services within the region. For many years, the One-Stop has partnered with Area Education Agencies to deliver work experience to in-school youth. In addition, the One-Stop has been heavily involved in the school-to-work initiative to deliver work experience opportunities.

All of this resulted in heavy involvement with youth over the years; the WIOA Title I service provider established a contract with area school districts to coordinate their high school career and technical programs, including a summer work experience program that provides work experience for roughly 100 youth each year. This allows work experience opportunities in the region each summer even if there was no federal funding for summer youth employment programs.

The region offers work-based learning opportunities throughout the year through both the WIOA youth program and various partner programs. Iowa Vocational Rehabilitation will partner with IowaWORKS to deliver work experience opportunities for disabled youth.

The region will ensure that at least 20% of the WIOA Title I youth funds are expended on work experience.

Refer to question E-6.

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

The regional board's fiscal oversight and monitoring will be as follows:

- The board will review all WIOA Title I budgets annually or when adjustments are made
- The board will review and be made aware of all Grant agreements and expenditures at regularly scheduled meetings
- The board will review expenditure rates for WIOA Title I programs at regularly scheduled meetings
- The board will review all WIOA Title I Fiscal Monitoring reports conducted by the State with associated resolutions
- The board will review all WIOA Title I Fiscal Monitoring reports conducted as part of the service provider audit report
- The board will review the WIOA Title I Service Provider Budget annually
- The board will review the expenditure breakouts for funds available to clients as well as funds needed to operate the WIOA Title I programs

In addition, the monitoring system for each WIOA Title 1 program ensures that at least ten percent (10%) of all participants who register or are enrolled during each quarter, and who are still active at the time of verification, receive a complete verification of eligibility as part of a quarterly monitoring process conducted by the WIOA Director. This process also monitors any WIOA Title I obligations and expenditures to date. The verification must be completed by the end of the quarter following the quarter being sampled (e.g., the first quarter verification must be completed by the end of the second quarter). For this monitoring process, sampling procedures are in place for drawing a random sample of participants newly registered or enrolled in a particular quarter. These procedures ensure that the sampling is random and that the requirements of this subsection are met. This monitoring process is detailed in the Region 3-4 Monitoring Policies attachment.

Refer to question F-1.

Additional Documentation

Attach a spreadsheet of all Board Members: * Region 3-4 Local Board List.docx

Attach a copy of the current Regional by-laws: * RWIB Bylaws Region 3-4.doc

Attach a copy of the current Priority of Services policy: *	Region 3-4 Priority of Service.doc
Attach a copy of the current Oversight and Monitoring policy: *	Region 3-4 RWDB Oversight and Monitoring.doc
Attach a copy of the current Supportive Services policy: *	Region 3-4 Support Service Policy.doc
Attach a copy of the current EEO Grievance procedure: *	Region 3-4 Grievance Procedure.doc
Attach a signed copy of the Certificate Regarding Debarment:*	Region 3-4 Certificate of Debarment.pdf
Attach a spreadsheet of all public and State partner comments with the Board's response:*	Region 3-4 Public Comment-Board Response .docx
Attach a signed copy of the Signatory Page:*	Region 3-4 Workforce Plan Signature Page.pdf

Regional Workforce Development Board General Assurances

The Board and CEO agree to the General Assurances:*	Yes
Title:*	RWDB Board Chairperson
Name:*	Janet Dykstra
Date:*	04/27/2016

Local Board Member - Point of Contact

Point of Contact Name:*	Linda Gray
Title:*	Region 3-4 Workforce Manager <small>Provide current business title.</small>
Phone:*	712-262-1971
	42000 <small>extension:</small>
Point of Contact Email:*	linda.gray@iwd.iowa.gov

Review Committee Selection

Describe the process that the Local Workforce Development Board will follow in selecting knowledgeable reviewers to conduct an	Regional Workforce Development Board Chairperson reviewed the requirements of committee members and reached out to Region 3-4 Workforce Development Board members to determine potential conflicts of interest and knowledge of the processes involved with grant writing and alignment. The reviewers selected include Region 3-4 Workforce Board members and the Region 3-4 Title I Director. RWDB members represent business, labor and employment services. The business members were chosen as they represent the demand occupations in the region. This Alignment Review Committee was approved by the full RWDB and CEO boards. The full RWDB has authorized the
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alignment review of adult basic education and English language acquisition services with one-stop center activities and services as described in the local plan.*

Alignment Review Committee to submit the local board recommendation on behalf of the full board.

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

Conflict of Interest

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

The potential conflicts of interest were identified and shared with potential committee members. Potential members were evaluated for conflict of interest based on self-disclosure, after an awareness of potential conflicts of interest were provided. As a result of the self-disclosure, no conflicts of interest were identified and the committee members were selected by the Regional Workforce Development Board Chairperson based on their agreement to serve and no indication of a conflict of interest. The Alignment Committee, as recommended by the RWDB Chair, was approved by the full RWDB and CEO Boards.

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