



Application

141588 - WIOA Local Service Plan

163078 - Region 5 WIOA Local Service Plan

Workforce Innovation and Opportunity Act

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### Primary Contact

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**First Name\*** Faith Lysette Miller  
First Name Middle Name Last Name

**Title:**

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3 Triton Circle

**City\*** Fort Dodge Iowa 50501  
City State/Province Postal Code/Zip

**Phone:\*** 515-269-3505  
Phone Ext.

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

**Fax:**

**Agency**

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### Organization Information

**Organization Name:** WIOA Regional Planning Consortium Region 05

**Organization Type:** Regional Planning Commission

**DUNS:**

**Organization Website:**

**Address:**

City State/Province Postal Code/Zip  
Iowa

**Phone:**

515-573-2193

Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Board Details

**Board Chair Name:**

Molly Varangkounh

**Title:**

President, Represents  
Business

*Provide current business title.*

**Business Name:**

Hy-Capacity

*Provide current business organization name.*

**Business address:**

1404 13<sup>th</sup> St S. PO Box 156,  
Humboldt, IA 50548

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515-332-2125

extension:

**Board Chair business email:**

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**Identify counties served by Region:**

Calhoun County, Hamilton County, Humboldt County,  
Pocahontas County, Webster County, Wright County

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

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## Local Area's Chief Elected Official Chair

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

Doug Bailey

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

**Elected Title:**

Hamilton County Supervisor

*Provide current title.*

**Local Government Affiliation:**

Hamilton County

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

**Address:**

2300 Superior St, Suite 3, Webster City, IA 50595

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

**Phone:\***

515-832-8566

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

**Email:**

[dbailey@hamiltoncounty.org](mailto:dbailey@hamiltoncounty.org)

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

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## Core Partners

### Workforce Development

**WIOA (Title I) Director - Adult and Dislocated Worker Services:** Melissa Vorrie  
**Organization Name:** Iowa Central Community College  
**Address:** Three Triton Circle, Fort Dodge, IA 50501  
**Phone:\*** 515-574-1972  
extension:  
**Email:** [vorrie@iowacentral.edu](mailto:vorrie@iowacentral.edu)

**WIOA (Title I) Director - Youth Services:** Teresa Larson-White  
**Organization Name:** Children & Families of Iowa  
**Phone:\*** 515-573-2193  
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**Wagner-Peyser Manager:** Faith Miller  
**Address:** Three Triton Circle, Fort Dodge, IA 50501  
**Phone:\*** 515-576-3131 47236  
extension:  
**Email:** [faith.miller@iwd.iowa.gov](mailto:faith.miller@iwd.iowa.gov)

### Rehabilitation Services

**Vocational Rehabilitation Supervisor:** Lori Kolbeck  
**Address:** Two Triton Circle, Fort Dodge, IA 50501  
**Phone:\*** 515-573-8175  
extension:  
**Email:** [lori.kolbeck@iowa.gov](mailto:lori.kolbeck@iowa.gov)

**Department for the Blind Supervisor:** Keri Osterhaus  
**Address:** 524 Fourth Street, Des Moines, IA 50309  
**Phone:\*** 515-281-1281  
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**Email:** [keri.osterhaus@blind.state.ia.us](mailto:keri.osterhaus@blind.state.ia.us)

### Adult Education and Literacy

**Adult Education and Literacy Services Coordinator:** Abby Underberg  
**Title:** Adult Education and Literacy Coordinator  
**Organization:** Iowa Central Community College

**Address:** One Triton Circle, Fort Dodge, IA 50501  
**Phone:\*** 515-574-1959  
extension:  
**Email:** [underberg@iowacentral.edu](mailto:underberg@iowacentral.edu)

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## One-Stop System

**One-Stop System Center Name:** Iowa Works North Central Iowa  
**Street Address:** Three Triton Circle  
**City:** Fort Dodge  
**Zip Code:** 50501  
**Phone:** 515-576-3131  
**Fax:** 515-955-1420  
**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:** Faith Miller  
**One-Stop Center Operator Title:** Operations Manager  
**One-Stop Center Operator Organization:** Iowa Workforce Development  
**Attach a spreadsheet of all one-stop service locations:** 1461697058483\_ServiceLocationOne-StopSystems(Jan2016).xlsx

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## Fiscal Agent

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

*Provide contact name as the fiscal agent.*

**Fiscal Agent Title:** Vice President, Business Affairs

**Fiscal Agent Organization:** Iowa Central Community College

*Provide the name of the associated organization.*

**Fiscal Agent DUNS:** 89734235

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

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

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

*Provide contact name as the fiscal agent.*

**Administrative Fiscal Agent Title:**

**Administrative Fiscal Agent Organization:**

*Provide the name of the associated organization.*

**Administrative Fiscal Agent DUNS:**

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

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## Economic Analysis

### Industry Sectors and Occupations

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

According to the 2015 annual report developed by Iowa Workforce Development, Region 5's largest private industry was manufacturing representing 18.5 percent of the region's total covered employment of 39,836. The report is included as an attachment. A graph showing current industries where people are employed shows government, manufacturing, trade, and education and healthcare as being the industries with the most currently employed. The major industry employers were in the areas of health services (Unity Point, Iowa Specialty Hospital, and Friendship Haven), Manufacturing (Hagie, Eaton, and Zoetis Animal Health). "Hot Jobs" identified several occupations as being in demand. Positions in the healthcare field include Registered Nurses (Annual Growth Rate (AGR) 1.7%) and Licensed Practical Nurses (AGR 2.3%). Industrial Machine Machinery Mechanics has an annual growth rate of 2.5%. Positions in construction and trade include Carpenters (AGR 3.0%), Construction Laborers (AGR 2.5%), and Electricians (AGR 1.9%).

*Refer to question B-3.*

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

The 2015 annual report also identified Top Growing Industries with estimated growth between 2012 and 2022. Several fields emerged as growing industries represented by a high number or projected jobs and a higher percent change in growth. These industries include Healthcare related fields, Transportation and Warehouse/ Storage, and Food Manufacturing. Construction and Specialty Trade Contractors were also identified. This aligns with the three identified sector fields in Region 5, healthcare, manufacturing, and transportation and logistics. The 2015 Workforce Needs Assessment (attached) shows that 76.0 percent of the employers surveyed plan to maintain employment and 21.3 percent plan to expand. Identified areas for expansion were production, sales, food service, healthcare, and transportation.

*Refer to question B-3.*

**Knowledge and Skills Needed**

According to Iowa Workforce Development's LMI division, as of 2014, Region 5's largest private industry was Manufacturing, representing 18.5 percent (7,367) of the region's total covered employment of 39,836. The region's total employment increased by 0.30 percent since 2013, while the average annual wage increased by 2.6 percent to \$38,126 for all industries. The Information industry posted the largest employment percentage increase of 12.5 percent during 2014.

IWD's Region 5 average weekly wage for all industries was \$733 for 2014. This was an increase of 2.5 percent since 2013. The highest average weekly wage for a private sector was in Wholesale Trade averaging \$1,002. Between 2013 and 2014, the Information sector reported the largest percentage increase in average weekly wage of 8.5 percent.

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

The latest data set (Q1 2017) from Emsi ([www.economicmodeling.com](http://www.economicmodeling.com)) shows that fastest growing occupations in Region 5 are Heavy Tractor-Trailer Truck Drivers with an increase of 21% between 2011 and 2016, representing the largest actual increase of jobs at 299. Another very fast growing occupational demand is Industrial Machinery Mechanics with an increase of 96% over the same time frame, followed by Electricians at 39% and welders with an increase of 37% over the past five years. The need for Home Health Aides have also risen by 45%.

All of the fastest growing occupations listed require some level of post-secondary training and education or on the job training. According to Middle Skill Jobs in Iowa, released November 2015, middle skill jobs account for over half of Region 5's economy. It is projected that in 2022, 55% of employment in Iowa will be in middle skill jobs. Middle skills jobs pay family-sustaining wages

and provide pathways to advancement. Emerging opportunities in Region 5 are in the following sectors: manufacturing, healthcare, and transportation/logistics. These industries provide viable jobs that are in high demand.

Employers have also continually identified needing workers with both soft skills and technical skills. Many of these are basic skills apply to all in-demand jobs across all industry sectors. Soft skills include good attendance, neat appearance, ability to get along with others, willingness to learn, adaptability, and the ability to work on their own or as part of a team. Technical skills include some type of post-secondary training, good math and reading skills, problem solving, oral and written communication skills, and good computer skills.

According to American Community Survey estimates 2011-2015, about 18% of the population does not have a high school diploma and 3.19% (25 years and older) have less than a 9th grade education. By 2025 68% of all Iowa jobs will require some post-secondary training or education. Filling this education gap is essential to meeting the knowledge and skills identified by employers in healthcare, manufacturing, and transportation. In addition, the unemployment rate in December 2016 was 3.5% in the region and about 20% of HSED and ESL students indicate they are unemployed. Lack of education and English skills, poverty and single parenthood are barriers most often identified by students. These are additional factors that are being addressed in the region to close gaps in knowledge and skills necessary for regional jobs.

will work with employers and the local community college for career pathways in emerging industries to align with the labor market information addressed in the attached Region 5 analysis. Examples of career pathways we will work to develop are health care and advanced manufacturing. The Board will encourage the development of basic employability skills (critical thinking, time management, organization, self-motivation, etc.), interpersonal skills, and industry recognized credentials for individuals in Region 5 who have barriers to employment (lacking high school diploma, lacking English language proficiency, disability, etc.) The Board will oversee expanded access for employment by working directly with employers to decrease disability barriers through expertise regarding assistive technology solutions and accommodations.

*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:**

[1488406396325\\_Region 5 Economic Analysis Supporting Documentation.pdf](#)

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

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## **Workforce Analysis**

**Employment and Unemployment**

The total number of households in Region 5 in 2015 was 38,682, with a median household income of \$45,527. 75% of household income comes from earnings while 35 % comes from social security, and 17% of income comes from retirement respectively. Around 13% of households receive food stamp/SNAP benefits. Approximately 12.5% of the working age population between the ages of 18 and 64 live in poverty in the region.

The population of the region is primarily White, non-Hispanic. However, in the past year the population of those identifying as Hispanic has grown by 3 percent.

In Region 5, the unemployment rate for December 2016 ranges between 2.8% in Pocahontas County to 4.0% in Wright County, with all other counties falling within that range. Webster County, the largest and most populated county in the region, has a current unemployment rate of 3.9% which is slightly larger than the statewide rate at 3.6%. The unemployment rate has continued to decline steadily for all counties since the peak of 7.9% in 2010.

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

Region 5 has identified a potential labor pool of those in targeted populations with barrier as identified in the 13 Barriers to Employment under WIOA legislation. The data and trends have been used to strategize in ways to upskill these targeted populations to meet the needs of employers. The largest of these targeted populations include low income (including those receiving TANF and single parent), individuals with disabilities, ex-offenders, English Language Learners and those with low levels of literacy. The number of migrant and seasonal farmworkers is also expected to grow in region 5. Additionally, recently separated Veterans and Veterans with disabilities is also an increasing

targeted population.

12.9% of the population in Region 5 ages 18 to 24 do not have a high school diploma. Of those ages 25 and older, 3.19% have education below 9th grade and 5.88% do not have a high school diploma. The in demand occupations in Region 5 do require a high school diploma and at least a short term credential (i.e. CNA, CDL, welding certificate) or a post-secondary degree.

In Region 5, the total percentage of individuals with disabilities, age 18 to 64, is 10.9%. 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. According to data tracked this fiscal year, 27% of applicants for Iowa Vocational Rehabilitation Services identify as being low income/receiving TANF benefits. This information highlights that individuals with disabilities may often have multiple barriers to employment and the importance of strategies to address the need for collaborative services.

Iowa Vocational Rehabilitation Services currently has approximately 364 individuals receiving services in Region 5. These are individuals who have been identified as having a disability that significantly impacts employment and need individualized services from IVRS. Approximately, 89 of these are currently high school students. Iowa Vocational Rehabilitation has also provided Pre Employment Transition Services to approximately 156 high school students with disabilities. In the past three years, 266 individuals with disabilities in the region have achieved successful employment

(77 in FY2014, 102 in FY 2015, and 87 in FY 2016). This demonstrates a need for ongoing outreach for individuals with disabilities and the importance of individualized services for adults and youth with disabilities.

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 over the last three years was 33. According to 2014 data, the statewide median earnings for lowans age 16 and over with disabilities was \$18,647, compared with a statewide average of lowans without disabilities which was \$31,435. This highlights the importance of providing career and labor market information to help people with disabilities make good career choices and increase earnings.

Region 5 is included in the 2nd Judicial District Department of Correctional Services. There are currently 2077 offenders on supervised probation and 411 on parole within the District and there are 194 offenders residing in residential correctional facilities within the 2nd District. Although not all individuals exiting the 2nd District correctional facilities will end up locating in our region, there is a work-release facility in Webster County. Individuals exiting corrections whether to a work-release facility or under observation of a parole officer, face significant barriers to employment, but represent a viable pool of workers to serve our local employers.

*Refer to question B-4.*

#### **Labor Market Trends**

Trends continue to be consistent in the Region, showing manufacturing, health care, transportation and logistics along with construction and trades as growing industries. Three of these industries, healthcare, transportation and logistics and manufacturing have been targeted for sector boards in the past and continue to be areas of focus in the region. The region's unemployment rate is above the state average.

The latest data set (Q1 2017) from Emsi ([www.economicmodeling.com](http://www.economicmodeling.com)) shows the fastest growing occupations in Region 5 are Heavy Tractor-Trailer Truck Drivers with an increase of 21% between 2011 and 2016, representing the largest actual increase of jobs at 299, Industrial Machinery Mechanics with an increase of 96% over the same time frame, followed by Electricians at 39% and welders with an increase of 37% over the past five years. The need for Home Health Aides have also risen by 45%.

The percentage of growth by industry from 2011 to 2016 in Region 5 are as follows:

Commercial and Industrial Machinery Repair & Maintenance: 338%

General Freight Trucking, Local: 156%

Industrial Building Construction: 1082%

Home Health Care Services: 411%

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

*Refer to question B-4.*

**Educational Skill Levels of the Workforce**

A postsecondary degree or relevant job certification is the "new minimum" needed to meet the demands of an increasingly knowledge-based workforce with the means to excel in rewarding careers and grow family incomes. If an individual does not hold a high school diploma or the equivalent there are significant economic costs to society. Adults without a high school diploma are two times more likely to receive public assistance from the government - creating an economic strain on both the individual and the state.

10% of the 2015 population does not have a high school diploma or equivalent. This is around 6000 people. 36% have a high school diploma. 23% have some college, with only 13% having completed an Associate's Degree and 13% having completed a Bachelor's Degree. Completion and attainment of a degree or credential will be an important focus in Region 5. Broken down by race/ethnicity 8.4% of White, non-Hispanic have less than a high school diploma compared to 25% for African American, non-Hispanic and Asian, non-Hispanic. For those identifying as Hispanic, nearly 43% do not have a high school diploma. The rates without a high school diploma between males and females are nearly the same at 11% and 9%, respectively.

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

The data will be used to ensure that the core partners refer minority customers and participants to high school equivalency classes, and career pathways. The Integrated Education and Training plus Supports model will ensure that adult learners will also be able to obtain certificates and/or degrees in the classroom while in training. Career pathways will provide opportunities to increase certification attainment in steps that will align with the Governor's Future Ready Iowa Initiative.

Iowa Vocational Rehabilitation Services 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. This number is based on self-attestation and may be lower because individuals are not always cognizant of their own skill deficiencies. We will continue to promote opportunities available to them and the benefits of pursuing additional training. Strategies will address providing information on career pathways and credentials.

*Refer to question B-4.*

### **Skill Gaps**

A concern of 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. As in other parts of the state, Region 5 employers struggle particularly to fill middle-skilled occupations, but also have a challenge finding workers who have the workplace ready qualities or soft skills to hold entry level positions.

The 2015 Workforce Needs Assessment regional analysis identified areas that employers perceive applicants lack skills. On average, 28.0% of employers perceive a lack of basic skills among applicants. Basic skills are defined as literacy, numeracy, basic computer skills and organization. 35.5% of employers perceive a lack of soft skills among applicants, defined as timeliness, responsibility, teamwork, integrity and self-esteem. On average, 41.3% of employers perceive a lack of hard skills among applicants, defined as analytical skills, physical ability, knowledge and experience.

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

1.9% of the population report speaking English less than very well with a spike in Wright County of 3.9% of the population that speak English less than very well. 20% of HSED and ESL students indicate they are unemployed. Lack of education and English skills, poverty and single parenthood are barriers most often identified by students.

This is consistent with information obtained from a strategic workforce planning session held in September 2012 in which information was gathered to address the long-range needs of businesses in the area. Information gathered indicated that job seekers lack the soft skills needed to be successful in finding and keeping employment. Business identified that job seekers lack the technical skills to fill projected demand. The session also identified a need for a common vision and collaboration

between education, business, workforce partners and economic development. Strategies identified in this session included a need to increase workshops and enrollment in workshops that address soft skills, an increase in short term training programs and enrollment in these programs, increase in participants taking the NCRC, and increased collaboration amongst all parties through ongoing meetings to address barriers.

The need for workers with both soft and technical skills has long been identified as a need as has the need for collaboration between entities. WIOA legislation and the collaboration occurring in the region now will focus on these concerns.

*Refer to question B-4.*

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## **Activities Analysis**

### **Accomplishments in Past Year**

The Region 5 core partners began meeting and planning together in fall of 2015 to create a seamless workforce system in the region. Partners include Wagner-Peyser, WIOA Adult and Dislocated Worker, WIOA Youth, Adult Education and Literacy Program, and Vocational Rehabilitation. All partners share a common vision of a system that links workforce needs of employers in the region to programs and services that develop skills of targeted populations to meet those needs. Ongoing discussions are occurring that focus on meeting customer needs by creating a common intake service, program referral procedures, potential areas of collaboration, reduction in duplication of services, and mapping of regional partner services.

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

Region 5 board members and core partners have attended several trainings focusing on WIOA including:

Statewide Board and Core Partner training May 2015

COABE sponsored AEL Conference participation in Greg Newton training

Statewide Core Partner Greg Newton training October 2015

Regional Board Training with Maryann Lawrence December 2015

Region 5 Core Partner and staff training with Greg Newton January 2016

Statewide Core partner training for local planning and [iowagrants.gov](http://iowagrants.gov) in February 2016

Region 5 Core partner staff cross training in-service in February 2016

Core partners are leading development of the Memorandum of Understanding process. Core partners lead quarterly meetings with all required partners. Additional partners providing workforce services also attend. Through the MOU process, partner services will be identified and mapped to avoid duplication.

Region 5 is moving toward a WIOA Compliant Regional Workforce Board.

In addition to these accomplishments by staff and leadership in transitioning to WIOA, Region 5 has begun offering more short term educational and training opportunities especially for those with barriers to employment. Opportunities provided include, but are not limited to: Creating a Finance and Budget workshop; Offering two levels of computer classes for those with no experience, plus a next level class for those with some knowledge but need more skills; Offering the Bring Your A Game to Work workshop; Assisting in over 90 hiring events and job fairs in the region, the majority of which were held at the One-Stop Center and recruiting job seekers for these events; established an Apprenticeship program that will increase and become more of a focal point of work based learning opportunities under WIOA; Offering the Job Search and Retention Boot Camp for Youth; Increasing NCRC testing for older youth, ABE students, individuals with disabilities. We have also participated in the Entrepreneur Expo help assist those who may want to start their own businesses, and the core partners have collaborated with local economic development leaders, ICCC, high schools in the region including the Career Academy, and the middle school as part of the Future Workforce Committee to increase career exploration activities and job readiness

skills, where we have offered Career Days, Careers on Wheels, Job Shadowing, workshops and classes both at the schools and at the One-Stop, and even some activities at a grade school regarding career exploration and simple money managing and budgeting activities.

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

### **Mandatory and Other Partners**

**Attach a spreadsheet of all mandatory and other partners for the regional workforce development system:** 1463066333801\_Regional One-Stop System Partner Contact List.docx

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

Core program partners have developed a solid working relationship with a good understanding of each core program and have a shared vision of the future of workforce activities. The partners are also working closely with the Iowa Central Community College PACE and Gap programs. These staff bring a wealth of knowledge regarding career pathways, sector strategies, and training and credentials that will be used to enhance workforce activities and services. Training opportunities can be developed so that staff from all programs are able to have a common understanding of information and this can be provided uniformly to participants.

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

Core program staff also have a wealth of experience and knowledge and staff recognize the expertise that each can provide. IWD offers many classes to assist job seekers and meet needs of area employers, including resume and interviewing skills workshops and workshops that address positive thinking in an employment search. Bring Your A Game to Work curriculum has been used. A novice computer class is offered and IWD partners with Iowa Central Community College to offer a Basic Computer Skills class. A financial literacy class is offered. The WIOA Youth program has expertise on working with youth. Adult Education and Literacy has expertise on working with those who are basic skills deficient and lack English language skills. Ongoing cross training will continue to occur to help staff understand the strengths each brings and how to utilize those strengths to avoid duplication of services and align resources.

IVRS and IDB offers expertise on working with participants with disabilities and understanding needs related to accessibility and reasonable accommodations. WIOA places a greater emphasis on physical and programmatic accessibility and

IVRS and IDB staff offer expertise to provide consultation to partner programs. IVRS and IDB job candidates are referred to and encouraged to utilize existing classes offered through the One Stop to learn job keeping and increase soft skills. IVRS and IDB staff are then able to provide individualized and intensive services to job seekers with disabilities that may need additional support and guidance beyond what is offered through each partner program. This includes enhanced career counseling that focuses on disability management, individualized supports for job seeking and job keeping, one on one re-teaching and explanation of information learned through classes, and information and resources for accommodations and assistive technology needs. Services for individuals with disabilities are enhanced. IVRS and IDM staff also have expertise in benefits planning to assist individuals who receive Social Security benefits to understand the impacts that working has and understand the incentives available to them.

Co-training has led to the development of committees with representatives from all core partner program and ICCC staff. These teams will focus on partnerships in Business Services, Career Services (ensuring that services are aligned and meet the needs of businesses) and Case Management (focusing on the experience of the participant, the referral process, orientation, and co-enrollment). There is great interest from staff on improving the system. This will enhance the experience for the job seeker, employers, and create a more seamless system that avoids duplication. Ongoing cross training will focus on ensuring understanding of programs and services. Each committee will consult or refer to a staff person from IVRS or IDB to ensure that the needs of job seekers with disabilities are supported.

The One Stop Center (housing Wagner Peyser, Adult and Dislocated Worker, Unemployment Insurance, Promise Jobs, Veterans, Trade Act, and Experience Works) is located on Iowa Central Community College campus. IVRS is located within the One Stop Center building. PACE and GAP Navigators have also moved into the one stop center, and staff from the youth program may also be moving to the center. IDB staff will be present within the center. While not all are co-located, the close proximity is an advantage. A challenge for Region 5 will be ensuring that participants in rural areas have equal access to all services. Core program partners do have staff that travel to rural areas. IVRS and the youth program have staff that regularly travel into the surrounding counties to provide services. IWD has a satellite office in Webster City with a staff person that travels to the surrounding counties. This individual is also bilingual, which assists with the growing Hispanic population in the area. Iowa Department for the Blind staff are available to travel throughout the region to meet the needs of job seekers and employers. The Title I and PACE Career Navigators will be focused on outreach to rural areas and engagement of potential participants. Conversations will occur on how to partner in these rural areas on services to maximize resources and increase efficiency.

Potential participants, particularly those with barriers to employment, may not be aware of all of the services that workforce partners offer within the region. Coordinated efforts will be made to enhance orientation and outreach. Transportation in rural areas is an issue and connections will need to be made to address this. Technological options will also be considered, for which IVRS and IDB will be consulted for accessibility.

Iowa Central Community College, IVRS, and IDB

have strong connections with high schools. IVRS has a presence in every high school and provides services to students with disabilities. IWD has presented to high school students on career readiness and the NCRC has been given to high school students. The WIOA youth program has a history of working with high schools and is increasing recruitment of out-of-school youth due to the funding requirements under Title I WIOA. Region 5 partners have great interest in working with high schools and youth and will need to work to collaborate and align services provided, within the core partners and beyond. Conversations will be ongoing to coordinate efforts to provide services in schools.

An area that can be improved with the co-partners is looking at ways for co-enrollment in order to prevent duplication of services and best utilize the services provided. With the requirement that the youth program utilize at least 20% of their budget to Work Experience activities it will be important that the Youth provider work collaboratively with Business Services from IWD, Voc-Rehab, Adult/DW and the Iowa Department for the Blind in order to utilize employers who are supportive in providing employment to youth.

Conversations between IWD, Iowa Central staff, Mid Iowa Growth Partnership, and Economic Development professionals in the region have occurred to discuss sector strategies and the importance of alignment between programs. Partners are beginning to map what the system might look like and are working on strengthening the relationships. Partners will identify how to meet the needs of employers. Partners will be able to increase the knowledge of employers in hiring and supporting underutilized populations and those with barriers to employment through those partnerships

and understanding employer needs. Partnerships will also need to work with communities to find ways to address the diverse needs of workers. Training opportunities may need to be expanding to meet needs of diverse populations.

*Refer to question E-2.*

### **Current Level of Integration and Alignment**

Region 5 has been an active participant in both local and regional economic development groups for many years. This partnership has helped to promote shared initiatives such as determining and meeting the workforce needs of business, recruiting new business to this area, and planning ways to meet current and future workforce issues such as the lack of available workers in this rural region, and the skills gap of those workers who are already here in our current and future labor pool.

Additionally, the Pocahontas County Economic Development Director sits on the WDB for Region 5. Core partners, community and business leaders, and economic developers participated in a Region 5 Needs Assessment in the Fall of 2012 to assist in future planning for workforce services.

Region 5 will maintain an ongoing relationship with Mid Iowa Growth Partnership, the regional economic development group:

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

- o IWD Manager/WIOA Director is a Supporting Agency and Non-Voting Member and attends the monthly board meetings
- o Participate in discussions and serve as a liaison for business retention and expansion efforts by providing LMI data, other information and services of the System and Center as needed or requested
- o Partner for the promotion and implementation of Skilled Iowa Metrics and Home Base Iowa throughout the region
- o Participate in regional activities, including the MIGP Workforce Committee
- o Newly hired Workforce Advisor staff position to provide services to job seekers and employers in rural parts of the region. Staff person coordinates service delivery, and maintains contact with local economic developers to help meet the workforce

needs of rural businesses.

- o Receive referrals from MIGP economic developers regarding needs of businesses in their counties that we can assist with

- o Coordinate and include county economic developers at Rapid Response meetings in their counties

Region 5 will maintain ongoing relationships with Greater Fort Dodge Growth Alliance:

- o Partner with GFDGA on business round tables and other events to listen to workforce issues businesses are facing especially with recruitment and retention of a skilled workforce

- o GFDGA economic development department provides training to frontline Center staff periodically at In-Service Days

- o Partner for promotion and implementation of Skilled Iowa Metrics and Home Base Iowa locally

- o Include economic developer in Rapid Response meetings with companies and workers

- o Attend Vision 2030 meetings to look at whole economic development issues including recreation, housing, riverfront development plans, transportation, and childcare issues

- o Participation on the GFDGA Workforce Committee for collaborative efforts between Economic Development, businesses, civic organizations, K-12, Post-secondary education and other agencies so we can work towards common goals of meeting the workforce needs of employers through talent pipelines and career pathways, employment, growth and expansion

- o Participation on the GFDGA Future Workforce

Committee as a subcommittee of the above named GFDGA Workforce Committee as a collaborative effort to better prepare students from middle school and high school to be better prepared to enter a career path and the world of work. WIOA core partners also sit on this committee. Activities include career exploration through career day held at the community college, job shadowing, classroom speakers, business tours, and the Career on Wheels event. At times multiple school districts participate in the high school events.

Region 5 also sees entrepreneurship as a part of economic development. The Center participates in the annual Entrepreneur Exposition Career Fair by manning a booth supplying business services information including how to hire employees, and tax/UI account information from our IWD Field Auditors. We also maintain a good working relationship with North Central Iowa Small Business Development Center. Referrals are reciprocated between the Center and SBDC. They periodically provide training at In-Service days and are included in Rapid Response activities.

*Refer to question B-5.*

Region 5 has a documented history of secondary and post-secondary quality engagement. The education providers in the region have been an integral part of Region 5's workforce development delivery system for years.

The Region 5 core partners are represented on the Future Workforce Committee led by Iowa Central Community College's Intermediary Specialist in partnership with the Fort Dodge Growth Alliance. The Core Partners participate in the planning and implementation of services designed to help prepare students to be successful as they transition into the workforce by connecting them to local businesses to explore an assortment of fulfilling career options through job shadows, internships, classroom speakers, worksite tours, mock interview, National Career Readiness Certification, and career exploration events. IDB and IVRS provide one on one individualized support to those with the most significant barriers to education and training opportunities.

**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:**

A focus in the WIOA legislation is on serving individuals with disabilities and particularly students with disabilities. There is also emphasis on assisting youth with the most significant disabilities to pursue competitive and integrated employment options prior to seeking sub minimum wage work. As indicated, approximately 25% of the IVRS caseload is students with disabilities, so services and strategies to work with this population are important. Iowa Vocational Rehabilitation staff partner with all area high schools to provide collaborative services to students with disabilities. IVRS has a collaborative plan with each district that highlights collaboration and effective use of resources to avoid duplication of services. IVRS staff provide Pre Employment Transition Services to high school students with disabilities with a focus

on Career Exploration, Work Based Learning, Post-Secondary Opportunities, Workplace Readiness Skills, and Self Advocacy.

IVRS recently awarded a grant to Iowa Central Community College to expand their Intermediary Network. This allows a dedicated staff person to provide work based learning and work readiness skills to students with disabilities in targeted districts. This assists in expanding capacities for both Iowa Vocational Rehabilitation and the Intermediary Network. IVRS also has a partnership with Fort Dodge Senior High, the Transition Alliance Program, that also assists with capacity building and allows program staff to provide individualized services that enhance what the high school is already providing. All of these programs and services provide opportunities for students with disabilities to learn about career pathways and increase interest in these career fields. IVRS has connections with disability services staff at Iowa Central Community College to provide additional support and guidance for college students so that they are successful in their training.

With the inclusion of Adult Education and Literacy as a core partner, Region 5 will be aligning and expanding the coordination and integration of those services within the core partner system to reach customers in need of Adult Basic Education, High School Equivalency Diploma, and English Language Acquisition classes. Students are referred from and to Region 5 Iowa Works, Promise Jobs, Youth Employment Program, and Iowa Department for the Blind, Iowa Vocational Rehabilitation Services and other partners. Classes are held at the Fort Dodge, Webster City, and Eagle Grove campuses utilizing a managed enrollment process. Class schedule and orientation information is available to partners on the Iowa Central website and flyers are disseminated for each 5 week- session. Since Vocational Rehabilitation and Iowa

Works are located on the Fort Dodge Iowa Central campus, students may be walked over for referrals or membership to participate in Iowa Works job preparation classes. Youth Employment Program career advisors personally meet with HSED students each 5 week session to establish eligibility for services. IVRS and IDB provides consultation to Adult Education regarding co enrollment of students with disabilities. Title I and PACE navigators have added an additional day to HSED orientation which allows the students to learn about the services available in the one-stop system and start setting goals for continued education and improved employment following the completion of their HSED.

Two new career pathway workshops are being offered and are open to enrollment from core partner participant programs. Workplace Readiness is a 22.5 hour course taught by Iowa Central Community College at the IowaWORKS one stop center. It focuses on managing workplace relationships, building a resume, and interview preparation. Participants can take this course at no cost for non-credit, but upon successful completion they can be awarded 1.5 credits if they choose to enroll in a credit program at the community college. The College Experience teaches participants to study skills and time management, and introduces them to all the college resources and departments to ease anxiety of transitioning to a full credit program. This course is currently being at the IowaWorks One Stop Center by the career navigators

Region 5 Core Partners can better address the many barriers to career advancement through education and training by leveraging the additional tuition and support services provided by the PACE and GAP programs through co-enrollment of

eligible participants. PACE navigators counsel participants about educational pathways which lead to gainful employment, and assist in the enrollment of post-secondary training. The community college is expanding its program offerings in short-term pathway training programs to match the regional occupational demand from employers.

Wagner Peyser, IVRS, Title I Adult/DW, and PACE staff have been meeting with re-entry coaches from the regions correctional facilities to improve outcomes for ex-offenders re-entering the region. The re-entry teams are focused on barriers to re-entry such as low-skills, lack of transportation, and career readiness. A provider fair allowed inmates to learn about community resources available upon exit. The IWD Offender Workforce Advisor Specialist and Ex Offender Team are working together to develop a Second Chances workshop that will be offered either in the one-stop center or at the local work release facility. The team is also seeking a community based organization to sponsor bus passes for individuals who complete the second chances workshop, enabling them to overcome the transportation barrier.

Region 5 is working with its workforce system partners to develop a common intake form, service directory and map, and referral process which will create a seamless customer-focused service delivery network. Duplication of services will be addressed and where possible eliminated through this process of network mapping and alignment of service offerings.

*Refer to question B-7.*

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## **Regional Strategic Vision and Goals**

### **Regional Vision Statement**

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

**Regional Vision Statement:**

Strategic Vision Statement: Region 5 workforce system will contribute to Iowa's economic growth by being a proactive labor exchange where business and job-seekers receive integrated, comprehensive, seamless and professional employment and training services that provide businesses with the skilled workforce they need to grow or sustain their business and where economic growth opportunities exist. The Region 5 workforce system will deliver a demand-driven system that focuses on building a workforce of skilled individuals for higher wage jobs that will enable the employers of our region to remain competitive in a global environment. This will be accomplished through the employment and training services offered by the One Stop system that provides a comprehensive, integrated service delivery that is responsive to the needs of businesses and customers we serve. We will incorporate the products and services of our partners in order to assure that customer needs are met without duplicating services, also ensuring that services are delivered efficiently and cost effectively.

Region 5 will support the State of Iowa's vision by building workforce delivery systems that will collaborate to build a Future Ready Iowa, a pipeline of skilled workers who are prepared to meet the workforce needs of Iowa's current and emerging industries. In alignment with the National Governor's Association Talent Pipeline vision and goals, Region 5 will ensure individuals are prepared for dynamic careers through an emphasis on lifelong learning while meeting the needs of employers. Region 5 workforce delivery system will assist more Iowans to become Future Ready by attaining the "new minimum" of high-quality education, training, and work readiness by bringing together education, rehabilitation, workforce, and economic development resources and ensuring that all Iowans, including individuals with significant barriers to employment, have access to an

integrated and efficient workforce delivery system. Future Ready Iowans will be ready to meet the employment challenges of today and into the future so that ALL Iowans work in competitive, integrated employment settings.

### **Description of Regional Strategic Vision**

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

Region 5 RWDB has set the following goals:

#### **Goals**

Goal I: Region 5's employers will have access to advanced, skilled, diverse and Future Ready workers.

Goal II: Region 5 Iowans will be provided access to a continuum of high quality education, training, and career opportunities in the nation.

Goal III: Region 5's workforce delivery system will align all programs and services in an accessible, seamless and integrated manner.

*Refer to question C-1.*

### **Vision Alignment to State Vision and Goals**

The regional board's vision aligns with the strategic vision and goals of the unified plan in the following ways:

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

Communicate high-demand career pathways to students, parents, teachers, counselors, workers and community leaders through career planning, including an interactive portal of career opportunities and required credentials and experience.

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

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

Minimize education-related debt.

The following strategies will be utilized:

1. Identify and quantify employer's education, training, and employment needs and capture those needs in a talent supply and demand interactive portal to be driven by a public-private collaborative, leveraging and institutionalizing the sector strategies and career pathway methodologies.
2. Improve degree and credential completion and target resources to support attainment of high-demand credentials, degrees, and certifications valued by employers, including for those individuals with barriers to employment.
3. Cultivate, develop and align work-based learning

opportunities including, but not limited to STEM school-business partnerships, student internships, teacher externships and apprenticeships for individuals through public-private partnerships

4. Create a system of coordinated resources to engage, assist, and reinforce Future Ready career guidance for parents, students, educators and adults.

5. Ensure secondary students have access to high quality career and technical educational programs aligned with labor market needs.

6. Ensure all Iowa students meet high state academic standards, including being literate by the end of the third grade and achieving STEM disciplines.

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

8. Institutionalize the college-going process within secondary schools statewide (College Application Campaign, FAFSA completion, assessing "college fit", etc.)

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

10. Nurture entrepreneurial connectivity and skills development.

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## **Regional Strategies**

Strategic Alignment of Resources

Core partners, including Adult, Dislocated Worker and Youth (Title I), Adult Education and Literacy (Title II), Wagner-Peyser (Title III), and Vocational Rehabilitation (Title IV), meet on a regular basis to coordinate programs and align services and resources. IVRS/IDB will be consulted to expand and access and align resources to employment, education, training, and support services for all individuals with disabilities including those who are blind and are visually impaired.

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

**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:**

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

Iowa Vocational Rehabilitation provides career services that align with the strategic plan in the following ways:-

IVRS staff are assigned to every high school and provide pre employment transition 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. IVRS assists students in making connections with employers to learn about careers. Career pathway information is provided to teachers, parents, counselors, and youth.

IVRS staff, in collaboration with partner agencies, provides career counseling to individuals with disabilities to help them make informed career decisions. Information on in demand careers and career pathways is utilized. Assistance with training is provided that leads to recognized degrees and credentials is supported. Information on financial literacy is provided to reduce college debt. Benefits

planning is provided to assist participants that receive Social Security and other benefits to achieve self sufficiency.

IVRS provides consultation to partner agencies to ensure programs and areas are accessible to all. Consultation is provided to employers on disability needs to assist with recruitment and hiring of qualified individuals with disabilities and retaining valued employees.

The Adult Education/Literacy (AEL) Program at Iowa Central Community College serves Calhoun, Hamilton, Humboldt, Pocahontas, Webster, and Wright counties. The AEL program provides services that focus on the following outcomes:

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

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

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

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

AEL serves English Language Learners, those lacking a High School Equivalency Diploma, and those in need of basic reading and math skills.

These services are offered in locations that are accessible to those in need of services.

The IowaWORKS Center, including Wagner-Peyser and Adult & Dislocated Worker, Vocational Rehabilitation, and Youth Employment intake process collects educational needs of clients. Students are referred to Adult Literacy classes on a regular basis. Title I provides funding for educational barriers including daycare, transportation, and testing fees.

The Adult Education/Literacy program provides student progress and completion information to Title I and Promise Jobs staff.

The Adult Education/Literacy Program assesses student barriers and refers students to Region 5 IowaWORKS workshops and classes, the Youth Employment Program, and Vocational Rehabilitation services, including IDB and IVRS. ACT WorkKeys Curriculum online study is offered to Adult Literacy students in preparation for the National Career Readiness Certificate assessment. The assessment is at no cost to students who are enrolled in Region 5 IowaWorks and is administered at the Region 5 IowaWorks One-Stop.

HSED and ESL students are referred to PACE and participate in classes such as Forklift/OSHA training.

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**

The Workforce Development System can be accessed through any core partner program within the region.

Multiple points of access continue to be established, both physical and through electronic means, throughout the region. Multi-partner referral and verification forms will assist to document access to services, with an emphasis on follow up to ensure all services eligible for are accessed. Orientation sessions that describe the workforce development system will be developed and available at any partner location within the region. All core partners are focused on ensuring services are delivered and available to all eligible individuals, including eligible individuals with barriers to employment. Partnerships will be expanded, and will focus on career pathways and co-enrollments into multiple programs, especially for those with barriers to employment. Partnerships will also include close working relationships with programs administered through Iowa Central Community College, including GAP, PACE, and their new Sector Partnership Grant for Dislocated Workers. Cross training of staff has already begun so that all staff are knowledgeable about resources and partner services to help individuals with barriers access all employment and training programs for which they are eligible. Veterans will also continue to be assessed for significant barriers to employment, with the assessment tool available at all core partner locations.

**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:**

IVRS and IDB 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, portable and stackable:**

Establishment of region-wide sector boards under the leadership of Iowa Central Community College that will coordinate the development of career pathways based on industry need. With the Sector Partner NEG Grant, sector boards will be established for the three primary areas of focus: Advanced Manufacturing, Healthcare, and Transportation and Logistics. Short term courses that build on the skill levels of each course will be established in these three main areas, including both hard and soft skills as directed by the sector boards, with the ability to continue on the pathway as far as the participant desires. This will allow them to continue on, improving their skills and income base as they progress along the career pathway. Core partners will be participating on regional sector boards will ensure a consistent message as to employer needs within the region. IVRS and IDB will be consulted on strategies to increase accessibility to career pathways and credentials. 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. This will include the continuous use of the National Career Readiness Certificate (NCRC).

Refer to question C-4, Part B.

### **Additional Regional Board Strategies**

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

n/a

### **Strategy Alignment to State Strategies**

Region 5's strategies are aligned with state strategies:

#### Accessibility

Region 5 core partners are working to expand access to all job seekers, including those with disabilities and visual impairment. We are working to expand opportunities for those with barriers to employment and are proactive in reducing barriers through partnerships with other programs and partners.

#### Career Pathways

Region 5 supports the development of career pathways. The region is working with Iowa Central Community college and economic development to establish sector boards. The three main sector boards will be Advanced Manufacturing, Healthcare, and Transportation and Logistics. Information will guide development of career pathways and workforce activities. Core partners will communicate information on in demand careers to all participants, including youth, parents, teachers, and secondary education. Careers in STEM fields will be emphasized.

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

#### Integration

Core program partners are working to integrate services within the region. This is accomplished through close relationships with all partners within the region.

#### Integrated Education and Training

Through sector partnerships, the region will be able to identify education and training opportunities for job seekers that meet employers needs.



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## Performance Goals (Joint Goals across Core Programs)

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

Required performance measures are primarily focused on job seeker customers. Region 5 Core Partners are committed to achieve 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 5 works collaboratively with various partners within the region. Ongoing regional 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 5 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 5 Core Partners and the RWDB.

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

Refer to question E-10.

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# 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 WIOA Service Provider will 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. WIOA Service Provider 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 service provider. The RWDB and CEO will review and if appropriate make comment on all federal and state monitoring reports as provided by those monitoring/auditing entities.

The WIOA Service Provider staff has developed and implemented performance tracking documents that help to ensure that the region will meet the negotiated performance standards. In addition, WIOA Service Provider conducts ongoing in-house training for staff relative to "good enrollment decisions" and WIOA performance. Service Provider staff regularly runs performance reports to monitor progress toward meeting the negotiated standards. Region 5 works 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.

Region 5 will implement changes as part of the statewide data management system restructuring. The information received through this statewide system will be reviewed and tracked by the region.

*Refer to question C-13.*

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## **Implementation of Strategies**

**Regional Workforce Development Board**

Technology is being utilized to develop the Customer Profile application, now referred to as the Customer Service Account, which IWD has determined to be a viable application that can be scaled to use by the state at each of the core partners. The application is currently being designed and will go into production in the near future.

The Service Account will include the Participant Information Record Layout (PIRL) distributed by USDOL. Each core partner will need to create a link to the Service Account. The unique PIRL Identifier will be the common shared data element used to link participants. The Service Account will populate each of the agency specific databases.

Next decisions for the PIRL include whether the participant, staff, or an agency batch process will complete specific data elements.

Identification of allowable locations needs to be determined.

IWD secured funding for the initial project to move forward. A project plan and scope need to be developed with a clear timeframe.

Sustainable costs are not included.

Modifications to agency specific applications are also not included.

A comprehensive list of data elements dependent on partners will be compiled to help develop the state data sharing MOU. This state level template will focus on measures and reporting requirements to be used for regional MOUs.

The Service Account will store information about the participant's post-program success and Unemployment Insurance Wage record data. Reporting performance outcomes, including the details of who, when, and how this information is to be shared are yet to be determined. The Service Account application includes identity authentication steps as a

Describe how the regional board will implement its identified strategies:

means to verify individuals and maintain privacy.

Case management will be more of a multi-partner services management system, with core partners having access to the IWORKS system. Co-enrollment will create a more holistic service management system, involving more collaboration of partners in overcoming the barriers to employment. This team approach will ensure that all partners coordinate the services being provided, and have access to the progress and outcomes being made by the participant. The team approach also lends more support to the participant, and therefore, a greater chance for success.

At a minimum, the following career services will be provided through Region 5 workforce system partners:

Eligibility for services

Outreach, intake, system orientation

Initial assessment

Labor exchange services

Referrals to programs and services of partner agencies

Labor market information  
Maximize Your Potential

workshops 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**

**Apprenticeships**

**Out-of-area job search**

**Training opportunities through Career Pathways**

**Foreign language acquisition**

**Workforce preparation**

**Financial Literacy workshops**

**Digital Literacy workshops**

**As part of the Region 5 Memorandum of Understanding (MOU) development, the partners to the Region 5 MOU will identify which of the above listed career services are provided through their agency/organization.**

*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**

Services provided in Region 5 under the Wagner-Peyser Act are available to all partner participants in the One-Stop system. All partner program participants will be encouraged to use the services of the Center for job readiness activities, workshops, and accessibility to jobs through the DOL labor exchange system under Wagner-Peyser.

Through an Integrated Service Delivery System, Wagner-Peyser and partner staff work together to create a seamless service experience for all Center customers.

In the integrated center in Region 5 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**

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

organized by "function" rather than "program." Customers start with registration services (streamlined 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.

Services have been expanded and improved in many ways. Through technology, Wagner-Peyser services are also offered 24/7 through online through the [www.iowaworkforcedevelopment.gov](http://www.iowaworkforcedevelopment.gov) website. Virtual access points exist across the region at many libraries and partner locations. Region 5 also has the Webster City satellite office, and a staff position dedicated to providing Wagner-Peyser services in the rural parts of the region. Wagner-Peyser services are also provided by Region 5 IWD staff to offenders at the North Central Correctional Facility in Rockwell City.

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. 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 also more likely to meet performance goals.

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

**The Adult Education and Literacy Program (AEL) has a long history of inclusion in Workforce, Vocational Rehabilitation, and Youth Employment services. AEL is incorporated from many perspectives including cross training, intake procedures, and referrals, and tracking of student progress. The AEL program is an entry point for Career Pathway and PACE programs.**

**In Program Year 2016 AEL staff has been included in the WIOA Region 5 Local Plan/MOU development bimonthly meetings and cross training. AEL staff participated in joint staff training with Greg Newton and follow-up cross training of all agency staff. Core partner managers shared current intake procedures and functions of each core partner agency as part of the local plan development process. AEL staff will continue to attend WIOA training opportunities at the regional and state level.**

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

**IowaWorks, Vocational Rehabilitation, and the AEL program are all located on the Iowa Central Community College campus in Fort Dodge. Referrals are part of intake and services provided. A common referral form has been developed. Iowa Works, Promise Jobs, Youth Employment Program, and Vocational Rehabilitation all routinely refer clients to AEL. PACE navigators and IowaWorks staff assist students in each five week session to register and enroll in Workforce membership as well as sign up for monthly IowaWorks digital and job preparation classes. Youth Employment Program staff talk to AEL students each five week session to determine and enroll eligible students for this program. These referrals are tracked by AEL staff.**

**The AEL Program's eligibility for enrollment includes persons that are at least 16 years of age and not enrolled or required to be enrolled in a secondary school under Iowa Code chapter 299.1A; and meet one of the following:**

- lack sufficient mastery of basic educational skills to enable them to function effectively in society;**
- do not have a secondary school diploma or a recognized equivalent, and have not achieved an equivalent level of education; or**
- are unable to speak, read, or write the English language.**

**Through instruction in adult basic education (ABE), adult secondary education (ASE) and English as a Second Language (ESL), programs help learners to:**

- gain employment or better their current employment;**
- obtain a high school equivalency diploma by passing the state approved assessment;**
- attain skills necessary to enter postsecondary education and training;**
- exit public welfare and become self-sufficient;**
- learn to speak, to read, and to write the English language;**
- master basic academic skills to help their children succeed in school;**
- become U.S. citizens and participate in a democratic society;**
- gain self-esteem, personal confidence, and a sense of personal and civic responsibility.**

*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**:

All core partners will collaborate to ensure that participants with disabilities have full inclusion and access into programs and services offered, as it is recognized that all programs do have participants with disabilities. Core partners will receive cross training from IVRS on IVRS eligibility, the IVRS Integration Plan, and services available. IVRS will provide consultation and technical expertise, when needed, to all partners and the system to ensure that programs are physically and programmatically accessible to participants with disabilities. Core partner program staff will develop knowledge and increase awareness in working with participants with disabilities. This will assist in ongoing efforts to partner on services 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 recruited into IVRS caseload.

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. High school students and youth will be referred and connected to partner agencies and IVRS will assist partners to make additional connections in the high schools. IVRS will partner and assist with NCRC preparation and assessment for students with disabilities who may need more individualized supports. IVRS will lead efforts for competitive and integrated employment opportunities for students and adults with the most significant disabilities. This will involve collaboration among multiple partners and

**organizations.**

**Core partners recognize that IVRS staff have knowledge and expertise in providing services to individuals with disabilities. IVRS supervisor attends Region 5 Workforce Development board meetings and will become a board member when the board moves to the new WIOA compliant structure. IVRS staff will participate on business services teams 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.**

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

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

**Through an Integrated Service Delivery System, WIOA Adult and Dislocated Worker staff, along with partner staff work together to create a seamless service experience for all Center customers.**

**In the integrated center in Region 5 the customer flow including 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 (streamlined program enrollment and initial triage); advance to career services (to build occupational and job seeking skills), and then either referral to recruitment and placement**

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

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 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.

**Basic Career Services offered in region 5 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 5 has a fully integrated One-Stop center located in Fort Dodge, Iowa. Wagner-Peyser**

**staff and Adult/Dislocated Worker staff work together to provide the Basic Career Services to customers in the center. That is why Integration, co-enrolment, and Basic Career Services appear in both sections.**

**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, by either Title I or Title III staff. For any of the Individualized Career Services below that require an obligation of funding for an individual participant, the Title I Adult/Dislocated Worker staff will oversee the plan and financial obligations.**

**Individualized Career Services offered at the One-Stop center and on an itinerant basis in each county as needed include the following:**

**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); and**

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

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

**Comprehensive and specialized assessments of skill levels and service needs, including diagnostic testing and use of other assessment tools and in-depth interviewing and evaluation**

**to identify employment barriers and appropriate employment goals;**

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

### **Leadership Development**

**Individual 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 center and on an itinerant and as needed basis:**

**Occupational skills training, including training for nontraditional employment;**

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

**Training programs operated by the private sector;**

**Retraining;**

**Entrepreneurial training;**

**Customized training; and**

**Adult education and literacy activities are provided in combination with other allowable training services.**

**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); and**

**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**

**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.**

### **Workforce Development Needs of Employers**

**A concern of the employers has been the recruitment of people to live and work in the area as well as the readiness of the available labor force to enter employment. The Region 5 labor force population is decreasing and local employers cannot find enough skilled 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 such 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.**

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

- 1. Work in partnership with economic developers from the counties and cities in Region 5 to expand the knowledge of training opportunities available to new and expanding businesses.**
- 2. Enhance the relationship between training providers and business employers in the region.**

- 3. 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.**
- 4. Increase the knowledge of employers in services that can prepare them in employing people in under-utilized populations.**
- 5. Increase the availability of workers trained in soft skills.**
- 6. Increase the availability of workers trained and certified in technical areas, including healthcare, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.**
- 7. 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 to qualify for and fill the jobs available in the region.**

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

- 1. Continue to expand marketing of available workforce products and services throughout the communities in the region. Adding access through Core partner sites within the region will be an important part of this connectivity.**
- 2. Make a variety of IowaWORKS partner services and information available throughout the region in all partner locations.**
- 3. 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.**
- 4. Make HSED/English Language Learner training information more readily available.**
- 5. Make information on citizenship training and the Future Ready Iowa Initiative more readily available to the jobseeker.**
- 6. Continue to work to develop and market a greater variety and number of skill upgrade and short term training programs to jobseekers.**
- 7. Promote the use of the National Career Readiness Certificate as an assessment to better define job employment skills levels to the employer.**
- 8. Promote skilled Iowa workers to current and future jobs.**

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

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

**Recommendations to address the workforce needs of area low-income Adult and**

**Dislocated Workers and address gaps in services:**

- 1. Increase the number of participants in programs that result in a credential.**
- 2. Increase credential attainment of these participants.**
- 3. Develop and refer "targeted populations" to more "retraining" opportunities in an effort that will allow them to 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, Wagner-Peyser, Vocational Rehabilitation, Adult Education and Literacy and Promise Jobs, TAA and Ticket to Work to facilitate access to workforce services and educational programs.**

*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.*

**The Region 5 RWDB selected the following agency as the Service Provider for Youth Services:**

**Children & Families of Iowa (Youth Employment Program)**

**Patricia Cirks, Regional Supervisor**

**Teresa Larson-White, Program Manager**

**111 Ave O W**

**Fort Dodge, IA 50501**

**515-573-2193**

**patc@cfiowa.org**

**teresal@cfiowa.org**

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

**Counties Served: Calhoun, Hamilton, Humboldt, Pocahontas, Webster & Wright**

**The following programs are made available to youth within Region 5:**

- 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 following is a list of additional activities and services that are available in Region 5 to support the required youth services available:**

**Entrepreneurial Training (ENT);**

**Job Search and Placement Activities (JSP);**

**Pre-Employment Training (PET); and**

**Skill Upgrading (SUG)**

**The above-referenced programs are available through Title I Youth program provider. Services not provided directly by the Title I program provider will be provided by other Workforce partners and community agencies.**

**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 5 for 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 5, 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 RWDB has identified the following issues faced by employers and youth entering the workforce within the region:**

**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**

**Program.**

**Co-enrollment of eligible youth with partner programs including IVRS, Adult Education & Literacy and Promise Jobs can have a substantial impact on the success of the youth participant by providing additional services needed to overcome barriers and coordinated case management.**

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

**The 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.**

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

**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 5 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.**

**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 the 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 provide 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**

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## **Integrated Customer Service**

**The Partners shall collaborate to develop policies, procedures, and best practices to facilitate the organization and integration of workforce services by function (rather than by program) when permitted by a program's authorizing statute and as appropriate. This will include coordinating staff communication, capacity building, and training efforts. Functional alignment includes having one-stop center staff that perform similar tasks serve on relevant functional teams (e.g. Skills Development Team, Business Services Team). Service integration shall focus on serving all customers seamlessly (including targeted populations) by providing a full range of services staffed by cross-functional teams, consistent with the purpose, scope, and requirements of each program.**

**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 strive to achieve an integrated partnership that seamlessly incorporates services of the core partners and other system partners. The Partners shall collaborate to develop and implement operational policies, procedures, and best practices that reflect an integrated system of performance, communication, and case management, and use technology to achieve integration and expanded service offerings. For customers being served by any of the partners, barriers to employment and the need for support services will be identified through many ways-through self attestation during co-enrollment in Membership, individual intake and assessment, guidance and counseling, and during on-going service management. Staff will be knowledgeable as to what support services can be offered by each partner, and will make a direct referral to that partner who can offer that supportive service. The referral will be tracked,**

**in order to follow up on the results of the referral, to ensure that supportive services were provided as needed.**

**The Partners will collaborate to develop policies and guidance with respect to best practices to increase and maximize access to services for individuals, particularly those with barriers to employment. The Partners have begun and will continue to meet regularly to analyze and continuously improve the following areas of focus:**

**Reduce duplication, identify barriers to collaboration, and increase collaboration of all partners at the one-stops.**

**Focus on workforce training beyond entry-level skills and achieving postsecondary awards/credentials.**

**Identify barriers to participant referrals or access to appropriate service providers within the one-stop system.**

**Identify integration opportunities and data sharing on assessment information among workforce partners.**

**Reduce duplication of services among various partners.**

**Develop knowledge of all partners regarding roles and responsibilities.**

**Region 5 Partner strategies for improvement in these areas align with the Unified State Plan through the following goals:**

**Incorporate middle skills training and learn-and-earn models into system;**

**Develop a common intake and referral process for all partners;**

**Develop a system for universal assessment and sharing results among agencies;**

**Provide professional development to program staff on integration within a one-stop system;**

**Co-enroll common customers in appropriate educational programs;**  
**Develop data-sharing capability among all agencies;**  
**Develop a data-sharing system that contains a common eligible training provider list;**  
**Braid funds to better utilize resources efficiently.**

**WIOA planning efforts by the WIOA core partners have served to solidify key relationships, provide a context in which to enhance ongoing partnerships and have served as a roadmap for establishing new and innovative connections within Iowa's workforce delivery system.**

*Refer to question D-14.*

**The goal of the integrated service delivery system is to enable all customers, including special populations, to be able to access all needed services of the system and center. Accessibility is accomplished through brick and mortar locations, referrals connecting customers to partner services, and through electronic technology. All special populations are encouraged to become members of the One-Stop center, and therefore be connected to, and co-enrolled in, all services and programs for which they are eligible.**

**System service partners also meet quarterly for the purpose of ensuring that we can best meet the needs of our customers through collaboration and referrals. The service providers all serve individuals with barriers to employment. Through collaboration, we can provide the most efficient and effective methods of serving these individuals, without duplicating services. System partners not located in the center are encouraged to come to the center and use our facilities for working with their participants for additional one-on-one services.**

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

**Serving Special Populations at the One-Stop Center and connecting with the One-Stop System Partners:**

**When a customer enters the One-Stop system, staff welcome the individual and learn about the needs and desires for employment. As staffs learn about the customer's needs, referrals and connections with other programs can be made. A team approach will be used to ensure that barriers to employment are addressed by the system, creating a more seamless system of support. All partner staff involved with that**

**customer will work together identifying what services and resources are available to the individual and who will be able to provide that service.**

**All special populations are offered the same menu of services from the One-Stop system. Recommendations and job referrals are made to employers based on skills and abilities as well as ability to learn the job without regard to these demographics. Employers are made aware of the Work Opportunity Tax Credit (WOTC) that many special populations are covered under. Partners who also serve these populations are referral sources for the One-Stop.**

**Individuals with Disabilities:**

**During the Welcoming and orientation process in the system, customers can self-attest to a disability, or they may share that they have a disability at any time during their interaction with staff. Signs notifying customers about accommodations and additional assistance upon request are posted throughout the office and meeting rooms in the One-Stop Center. All partner staff will have been trained on the IVRS continuum of service. Additional training will be on-going regarding ADA and working with participants with disabilities. By gathering information, partner staff can determine if a customer has intensive needs and is referred to IVRS or IDB. Partner staff can also utilize IVRS staff for consultation on reasonable accommodations so that the individual with a disability can access all partner programs and services. Individuals with a vision impairment that is creating a barrier to employment will be connected to services with the Iowa Department**

**for the Blind. In turn, IVRS and IDB will refer and connect individuals with disabilities to other partner services as needed. Core partners will work with State staff to ensure that access points are accessible to all who have disabilities.**

**Outreach efforts to Individuals with Disabilities include:**

**Outreach to all high schools in the region is ongoing with partnerships with special education teachers and guidance counselors being an important piece in outreach to students with disabilities**

**IVRS refers individuals with disabilities to core partners for needed services and individuals who require intensive VR services are referred to IVRS**

**Core partners work with community colleges and disability services coordinators to identify students with disabilities that may require additional services and supports**

**Core partners develop partnerships with businesses to identify their hiring needs and support hiring individuals with disabilities. Core partners provide consultation to assist employers in retaining employees with disability related needs.**

**IDB VR staff will make themselves available in the Regional One-Stop center to collaborate with partners and clients to provide information and services to meet their needs**

**IDB collaborates with assistive technology vendors and local service providers at the Vision Loss Resource Fair designed to reach out to lowans in the region who are experiencing vision loss and blindness.**

**IDB provides regular vision loss support groups in each region at a community location where referral and information for IDB services are provided.**

**In addition, the core partners collaborate with additional service providers who provide services to individuals with the most significant disabilities.**

**Ticket-to-Work is part of One-Stop programming. Region 5 currently has an agreement with Goodwill of the Great Plains, who is the fiscal agent with the Ticket to Work program at the One-Stop center. This provides additional services to individuals with disabilities who are receiving Social Security benefits. IVRS also has staff knowledgeable about TTW and benefits planning.**

**Veterans:**

**All staff in the IowaWORKS center serves veterans and their families. Staff uses a screening tool to see if veterans have Significant Barriers to Employment (SBE's). If eligible, they are referred to the DVOP. The DVOP in Region 3-4 also serves Region 5 on a part time basis. The DVOP service manages veterans with SBE's and eligible family members for more individualized and intensive career services. The Home-Based Iowa initiative is reaching out to returning veterans and encouraging those veterans and families to locate to north central Iowa.**

**Priority of Service to Veterans for DOL and WIOA programs**

**Assessment to for identifying Veterans with**

## **Significant Barriers to Employment (SBE)**

**Case Management services and co-enrollment for Veterans with SBE's**

**Partnership with community entities for special events such as Veterans Day Open House**

**Relationship with the Employer's Support of the Guard and Reserve (ESGR) so recruiting efforts include Guard members**

**Relationship with the Employer's Support of the Guard and Reserve (ESGR) and employers to hold special events such as Hire Our Heroes**

**Relationship with businesses to promote hiring veterans**

**Continued support for the Home Base Iowa Initiative**

**Veterans with disabilities and service connected disabilities are connected to IVRS and Veterans Administration Vocational Rehabilitation and Employment program.**

**Low-Income population:**

**A majority of the adults receiving services in the Adult program are low-income by WIOA definition**

**Assessment of low income individuals occurs in the One-Stop center so referrals and co-enrollments to other services and partner programs can be recommended as needed, such as ABE.**

**Many low income adults have learning disabilities, resulting in low skills. Staff assess skill levels, and refer to any remedial services**

**to assist with upskilling in basic educational and technical skills  
Partnership with PROMISE JOBS to co-enroll eligible participants in the Adult WIOA Program**

**English Language Learners (ELL):**

**Two staff in Region 5 are bilingual (Spanish/English). One is housed in the center in Fort Dodge, and the other is housed in the Webster city satellite office. In addition, that staff person also travels to the rural parts of the region providing services**

**One staff member serving Migrant Seasonal Farm Workers in northwest Iowa is bilingual (Spanish/English)**

**Language Link is available for translation services**

**Certain labor law posters and service applications are available in Spanish**

**ELL and HSED classes are held through Iowa Central Community College at several locations in Region 5 and referrals are made to those services from all core partners**

**Partnership with Proteus, Inc. to serve eligible migrant and seasonal farmworkers, and/or their dependents. Referrals are made to the local Proteus office in Fort Dodge.**

**Customers at the One-Stop center that are identified as basic skills deficient are referred to**

**those programs for upskilling and career pathway opportunities.**

**ELL students become members of the center and are co-enrolled in all eligible services.**

**ELL students are encouraged to take all workshops and classes offered at the center to improve job readiness and job seeking skills.**

**When job ready, center staff assist ELL and ABE students with job leads, referrals, and work-based learning opportunities.**

**Older Workers:**

**Older workers including SCSEP participants become members of the Center and are co-enrolled into all eligible programs.**

**Offer digital literacy training to older workers to update their skills and make them more job ready.**

**Attend workshops and classes at the center in order to improve and update skills used in job readiness and job search activities.**

**Refer older workers to ABE classes as needed at Iowa Central Community College to improve basic educational skills, including high school equivalency.**

**Partnerships with Experience Works, Inc., Elderbridge, and AARP. Experience Works operates SCSEP in region 5 and is co-located in the center to serve older workers in Region 5. The center also serves as a training site for their WEP program.**

**TANF recipients:**

**PROMISE JOBS participants who participate in job readiness and job search activities become members of the One-Stop so they can take advantage of all services provided to help them**

**become employed and reach self-sufficiency.**

**The full menu of services and workshops are offered to PROMISE JOBS participants so that they are able to learn alongside other job seekers which in itself can be a learning experience.**

**PROMISE JOBS participants are referred to the WIOA Program, Adult Education & Literacy, and Iowa Vocational Rehabilitation Service when appropriate to provide additional job training assistance.**

**Disconnected and Disadvantaged Youth:**

**The service provider for WIOA Youth in Region 5 is Children & Families of Iowa - Youth Employment Program**

**Youth who are identified in Membership and by Core Partners as potentially eligible for the WIOA youth program are referred directly to the Youth Employment Program Manager.**

**Youth including those enrolled in the WIOA youth program become members of the Center and may be co-enrolled into other eligible programs.**

**Attend workshops and classes at the center in order to improve and update skills used in job readiness and job search activities**

**Youth Employment Program Career Advisors make referrals as necessary to youth serving agencies in the Region to assist with overcoming barriers such as mental health services, substance abuse, food assistance and housing.**

**Youth Employment Program Career Advisors**

**will maintain office hours at the One-Stop periodically to assist walk-in youth.**

**Migrant and Seasonal Farm workers: MSFW are identified in Membership at the Region 5 One-Stop and offered the full range of workforce services.**

**Partnership with Proteus, Inc. to serve eligible migrant and seasonal farmworkers, and/or their dependents. Referrals are made to the local Proteus office in Fort Dodge.**

**Co-enrollments with Proteus for MSFW PROMISE JOBS and WIOA participants.**

**Partnership with MSFW IWD staff who meet these workers where they work**

**Offenders:**

**Full-time Region 5 IWD staff person located at the North Central Correctional Facility in Rockwell City IA to coordinate the Ex-Offender Re-Entry Program. This program provides NCRC testing and Work Key study, job readiness workshops (POETS), assistance with resumes and cover letters and job search assistance.**

**NCRC testing and virtual access point availability at Fort Dodge Correctional Facility in Fort Dodge IA.**

**Membership and the full range of workforce services are provided in the Region 5 One-Stop Center for Fort Dodge Residential Center residents who are looking for employment as they work towards completing their parole requirements.**

**Partnerships with businesses willing to hire ex-offenders.**

**Federal Bonding offered to help secure hires**

**WOTC eligibility determination**

**WIOA enrollment if eligible**

**Homeless population:**

**Partnership with Beacon of Hope Mens Homeless Shelter.**

**Partnership with the YWCA Womens Homeless Shelter.**

**Partnership with the Domestic & Sexual Assault Outreach Center (D/SAOC)**

**Partnership with Upper Des Moines Opportunity for various services for the homeless**

**Additional outreach to other agencies in the region**

**Partnership with veterans representative for services to homeless veterans**

**Rapid Response and Trade Adjustment Assistance (TAA):**

**Rapid Response and Trade Adjustment Assistance (TAA) provide early intervention to threatened workers of larger layoffs or on whose behalf a Trade Adjustment Act petition has been filed. Region 5 has a Rapid Response Team consisting of staff from Workforce Innovation and Opportunity Act, Wagner-**

**Peyser, Vocational Rehabilitation, Iowa Central Community College, Unemployment Insurance, Small Business Development Center, and Trade Adjustment Assistance (once the petition has been certified). The team expands and includes Upper Des Moines Opportunity, Department of Human Services, and Fort Dodge Housing when needed. 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 layoffs 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 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 Investment Act applications are completed. Afterwards, customers begin to engage in further orientation and intake sessions. The goal is to get these Dislocated Workers engaged in re-employment activities and services to assist them in re-entering the workforce with updated technical and job readiness skills to meet the needs of employers, especially in high demand jobs within the region.**

**Trade Adjustment Act and Co-enrollment Policy:**

**Effective January 1, 2012, Governor Branstad changed the participant enrollment policy under Iowa's Workforce Investment Act program to mandate co-enrollment for all Trade-certified**

and National Emergency Grant dislocated workers into the WIA Dislocated Worker Program 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. 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 Investment 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 Investment Act. Because specific Wagner-Peyser or Workforce Investment 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.

Service Management is shared between Workforce Investment Act counselors and Wagner-Peyser representatives. Because Workforce Investment 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 Investment Act, Wagner-Peyser, and the State Trade Adjustment Act office, and each region have established its own processes. Examples include: periodic combined staff meetings to reinforce the open communication and staff working to meeting the same goals 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 Investment Act takes the lead in development of the training plans in accordance with the six criteria for Trade Adjustment Act-approved training. Thereby, the training plans are developed and justified based on test assessments, labor market information, assessment of the customer's personal qualifications and financial ability, and training information. The State Trade Adjustment Act office then reviews all training requests and issues determinations. While Trade Adjustment Act will be the primary funding source for an individual's training, Workforce Investment Act may offer assistance with supportive services (e.g., childcare, counseling, utility and rental assistance) as needed for a customer to be able to be successful in the chosen training program. Co-funding of training also may occur, if it is necessary to meet a customer's needs. Once a customer enters approved training, there is additional coordination with Wagner-Peyser and Unemployment Insurance for an individual's ongoing income support.

*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: **1462380780627\_Region 5 Flowcharts.pdf**

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

**Employer Focus**

**The Region 5 board places a high value in supporting the development of industry partnerships and rapid entrance into the workforce through various routes. Well planned Sector Partnerships and Career Pathways can increase the number of individuals who obtain an industry valued credential and enter into sustainable employment. In Region 5, core partners are working with Iowa Central Community College who is taking the lead in developing definitions of Sector Partnerships and Career Pathways. These are supported by the core partners and allow for consistency and quality across systems and throughout the region. The regional sector boards will serve as committees to the RWDB to establish sector strategies and career pathway initiatives for the region. The regional sector boards will be employer driven.**

**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. The SP NEG administered by ICCC will also be able to utilize a portion of their funding to provide incumbent worker training, in addition to other business services. IowaWORKS management also participates on the regional and local Workforce Committees, in addition to the Future Workforce Committee. These committees involve business, government, and education working together to better prepare the current and future workforce to meet the needs of business. Round table business sector workshops have been held to determine the needs of business in this area. From those workshops, the workforce committees develop strategies to work on based on the needs the business leaders have expressed.**

**The system partners are forming integrated business services teams. Through business services teams and sector partnerships, partners will be able to reach business leaders more efficiently and effectively for both the businesses and the partners. Employer services offered within the region include but are not limited to:**

**Recruiting - IowaWORKS and core partner staff seek 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. IowaWORKS staff can also administer employer specific tests at the Center as requested by the employer.**

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

**NCRC - A system developed by American College Testing (ACT) for documenting and improving workplace 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 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.**

**Home Base Iowa - this initiative assists business with the recruitment of veterans exiting the service who are looking for good job opportunities. Businesses can become an HBI supporting business, and communities can become HBI communities, by offering veterans to relocate for employment opportunities.**

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

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

**Free Space - IowaWORKS offers free meeting rooms to employers for job interviews, job fairs, training, and meeting space for new businesses under construction.**

**Employers' Council of Iowa - Business and government working together to meet the workforce needs of business. Opportunities are provided for educational seminars, networking, and dialogue on workforce related issues.**

**Required Posters - General requirements and ordering information is available for state and federal required employer posters. An all-in-one poster is available at no cost to employers from IowaWORKS offices.**

**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 job search assistance, workshops, financial support and training.**

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

**Unemployment Insurance Information, Tax Forms and Publications - A number of commonly required or requested forms are available online.**

**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.**

**Customized Training Opportunities - Can be developed to improve skill deficiencies in job**

seekers to meet the needs of employers.  
Iowa Works - 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 Iowa Jobs electronic job bank.

Regional strategies to meet the needs of business over the next four years include:

1. Provide Integrated/seamless services amongst the system partners that are streamlined to train job-seekers as quickly as possible so they are ready for employment opportunities with local businesses.
2. Promote Skilled Iowa to validate skills of the region's workforce to optimize their ability to demonstrate their skills to employers and to provide a method of evaluation for businesses to make appropriate hiring decisions.
3. Continuously improve "Product box (menu)" of regional services based on input from businesses and sector boards so services are flexible and effective.
4. Utilize data and performance reports as well as feedback from employers and job-seekers to drive continuous improvement initiatives in our services and programming.
5. Incorporate STEM goals into One-Stop programming to align that initiative with One-Stop Center goals.
6. Through ECI, develop programming that provides relevant information and services that improve and enhance businesses in our region.
7. Improve communications and partnerships

**with business, economic development, and all workforce and training programs so we can maximize outcomes for job seekers and business by ensuring we have workers who possess the needed skill sets within the region.**

*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)*

**The North Central Iowa Small Business Development Center (SBDC) provides ongoing entrepreneurial training and assistance throughout the region. The Center staff maintains a good working relationship with the SBDC. Referrals are reciprocated between the Center and SBDC. They also come to the Center periodically to give training to the Center staff on their services, and provide literature for Center customers. IowaWORKS management also includes them in all Rapid Response activities. IowaWORKS promotes and explores opportunities for center customers to establish self-employment.**

**WIOA offers tuition assistance and supportive services for customers to obtain necessary business building skills for small business operation. The Center participates in the annual Entrepreneur Exposition Career Fair by manning a booth supplying business services information including how to hire employees, and tax/UI account information from our IWD Field Auditors.**

**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.**

**The Business Enterprises Program (BEP) provides opportunities for legally blind VR clients of IDB to manage their own businesses operating vending machines, roadside vending sites, or snack bar/catering services. These businesses can be found in federal, state,**

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

**county, municipal, and private locations  
throughout Iowa.**

*Refer to question C-6.*

**Apprenticeships are being expanded in Region 5 under WIOA. This emphasis under WIOA presents an opportunity to promote and expand the use of Apprenticeships, especially through the Statewide Job Driven National Emergency Grant that is no longer limited to just the construction trades. Strategies being used to increase the use of Apprenticeships in Region 5 include:**

**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 proactive and innovative in their recruitment and retention of employees. Apprenticeships are a solution for area employers.**

**IowaWORKS provides pre-screening of participants for the specific occupation(s) the employer is needing, including NCRC.**

**IowaWORKS provides Skills-Upgrading of participants through Safety Training, Skills Development, ESL, ABE, 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 are working in partnership with**

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

**community colleges and local employers are expanding and developing local apprenticeship opportunities.**

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

**Ongoing outreach activities to promote the use of Registered Apprenticeships include: workshops held at the center once a month to provide additional information and sign up for those interested in Apprenticeships; ROBO calls made to claimants receiving Unemployment Insurance benefits inviting them to contact the center for additional information; special section and sign up for those interested in Apprenticeships during weekly Re-employment Services (RES) workshops; literature on Apprenticeships available at the center; through individual career counseling; and at Rapid Response worker meetings.**

**All core partners will support the growth of Registered Apprenticeships. IVRS and IDB will be consulted to ensure that apprenticeships are accessible and reasonable accommodations are provided so that all individuals with disabilities have access.**

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

**The following individual will be the primary contact who will work with the State Dislocated Worker Unit, and the State Trade Adjustment Act Unit to provide Layoff Aversion and Rapid Response services in Region 5.**

**Melissa Vorrie, WIOA Director**

**Iowa Central Community College**

**3 Triton Circle**

**Fort Dodge, IA 50501**

**515-574-1972**

**[vorrie@iowacentral.edu](mailto:vorrie@iowacentral.edu)**

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

**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 the companies and the affected workers, connecting them with employment and training opportunities so they can successfully re-enter the workforce with the job readiness and technical skills needed to meet the needs of employers who are hiring.**

**Rapid Response provides early intervention to worker groups who have received a notice of layoff or closure. Region 5 has a Rapid Response Team consisting of staff from various partners within the region including Workforce Innovation and Opportunity Act, Wagner-**

**Peyser, Vocational Rehabilitation, Iowa Central Community College, Small Business Development Center, Unemployment Insurance, and possibly Trade Adjustment Assistance (once the petition has been certified). Additional partners include Department of Human Services, Upper Des Moines Opportunity (CAP agency), the local economic development director, and ISU Extension offices. 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 layoffs and/or plant closure. As workers arrive to the meetings, they are asked to fill out the Dislocated Worker Survey. (These surveys are later processed electronically in the LMI Department, and then the results are sent out in aggregate. Valuable information is gathered regarding commuting patterns, skill levels and wages, and services most requested by the Dislocated Workers.) 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, online 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. The same Rapid Response Team covers these events as well, along with State staff from the State TAA unit. Whenever possible, the team conducts on-site presentations at the business location following the basic format of the Rapid Response Dislocated worker meetings. Furthermore, as appropriate at such sessions or after layoffs occur, the joint Trade Adjustment Act/Workforce Innovation and Opportunity Act applications are completed. Afterwards, customers begin to engage in further orientation and intake sessions.**

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

**Adjustment Act training is necessary to secure employment, any possible barriers to employment/training success, and how those barriers will be addressed. Both Workforce Innovation and Opportunity Act and Wagner-Peyser staff conduct re-employment workshops for customers needing additional assistance in job search resources, resume writing, interviewing skills, etc. Furthermore, all Trade Adjustment Act customers have access to any other resources provided by Wagner-Peyser and Workforce Innovation and Opportunity Act. Because specific Wagner-Peyser or Workforce Innovation and Opportunity Act staff may have ongoing 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.**

**Currently in Region 5, IWD staff performs Wagner-Peyser, and Iowa Central Community College performs WIOA functions. The case management is done by the career navigators that are located in the center. Ongoing communication is stressed among all partners: Workforce Innovation and Opportunity Act, Wagner-Peyser, and the State Trade Adjustment Act office.**

**When it is determined that a customer needs retraining to be more competitive in the job market, a training plan is developed in accordance with the six criteria for Trade Adjustment Act-approved training. Thereby, the training plans are developed and justified based on test assessments, labor market information, assessment of the customer's personal qualifications and financial ability, and training information. The State Trade Adjustment Act office then reviews all training requests and issues determinations. While Trade Adjustment Act will be the primary funding source for an**

**individual's training, Workforce Innovation and Opportunity Act may offer assistance with supportive services not covered under Trade. Co-funding of training also may occur, if it is necessary to meet a customer's needs. Once a customer enters approved training, there is additional coordination with Wagner-Peyser and Unemployment Insurance for an individual's ongoing income support.**

### **Re-Employment Services**

**Worker profiling and Reemployment Services are offered to all Dislocated Workers including those who are Trade eligible. These services 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 regional board will engage local education and training providers like Iowa Central Community College by continuing to partner in the delivery of short term training like the basic computer skills class and other programs. The one-stop staff also continues to strengthen its referral relationship with career navigators from Iowa Central Community College, to help guide participants into a pathways program.

The regional board also has representation in the efforts to develop sector partnerships in collaboration with Iowa Central, Mid Iowa Growth Partnership, and the area economic developers. The sector partnerships will further strengthen the ties between workforce and education for the purpose of creating the job-driven education and training system.

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

The regional strategies will enable the board and core partners to leverage other federal, state, and local investments through the referral and co-enrollment of participants in program such as PACE, GAP, TAACCCT, and SP-NEG. Enhanced career services and training will be offered through the integration of workforce and education delivery methods. After passing through a common intake process, and program eligibility is determined, the participants will have the advantage of tapping into multiple funding support streams to achieve their desired training goal.

**Region 5 RWDB has outlined the following strategies to improve access to activities leading to a recognized post-secondary credentials including Registered Apprenticeship certificates:**

**Utilize all available resources including the RWDB/CEO boards, Youth Standing Committee and partners; engaged economic development partners; community college and K-12 educators who are at the table; businesses who are actively working with the workforce system to post job openings in the region and new businesses coming into the region, and staff input to focus developing a skilled workforce that meets the current and future needs of business within the region. Develop a skilled workforce that can be recruited and hired on a timely basis.**

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

**Continuously improve the "Product box (menu)" of services that are designed to be adaptable and flexible to the needs of the businesses and job seekers of the region including:**

- o Skills Development Team's focus on the job-seeker including recommendations for skill upgrades that include: good application skills, transferable skills , resume assistance, mock interviews, customer service (soft skills ) workshop, basic computer classes, assessments for and referrals to additional training including short-term non-credit up to 2 year degree programs and case management of those who need new skills training to become employable;**
  
- o WIOA training dollars will be prioritized to provide skills training that meets the needs of our region's and state's business community**

- o Use of WIOA funds to up-skill those who are eligible for our help and referrals to other financial resources to maximize use of limited funds;**
- o Youth, Adult and Dislocated programs, Adult Education & Literacy, Iowa Vocational Rehabilitation, Iowa Department for the Blind and IWD staff work together to provide seamless delivery of One-Stop services to customers;**
- o Promote Skilled Iowa to document and develop the skills of the workforce**
  
- o Open and continuous communication between workforce system partners, business and job seekers that drives the services that meet needs as they change.**
- o Partners: local community college programs that address the Hot Jobs in the region (welding, nursing, electrical technology, Certified Nurse Assistants);**
- o Keep Workforce System partners engaged in the workforce system**
- o Promote STEM jobs and career pathways**
  
- o Work in partnership with economic developers from the counties and cities in Region 5 to increase the knowledge of training opportunities available to new and expanding businesses.**
  
- o 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.**
  
- o Increase the availability of workers trained and**

**certified in technical areas, including healthcare, manufacturing, industrial maintenance, welding, and transportation/material moving occupations.**

**o Continue to work to develop and market a greater variety and number of skill upgrade and short term training programs to jobseekers.**

**o Partner with ECI to increase the knowledge employers have about services that can prepare them in to employ people in under-utilized populations.**

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

**o Continue professional development 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.**

**o Leverage the full array of supportive services allowed through WIOA to encourage completion of training.**

**o Foster stronger linkages among WIOA, TAA, TANF, Vocational Rehabilitation, Iowa Department for the Blind, Ticket to Work, and Technical Education to enable access to a wider array of resources to facilitate access to and persistence in Credential-granting training and educational programs.**

**o Increase promotion and utilization of Internship and Apprenticeship programs to increase the skills of job seekers.**

**o Promote Skilled Iowa and NCRC testing to**

**business and job seekers**

- o Promote Six Steps to Success and other soft skills workshops**
- o Promote self-study soft skill programs such as Career Ready 101.**

**In addition, the region will increase promotion and activities leading to more opportunities for job seekers to enroll in registered Apprenticeship programs, leading to a recognized apprenticeship certificate in the following ways:**

- o Businesses within the region are encouraged to become certified and registered by the Federal Office of Apprenticeships in an effort to attract potential long-term employees.**
- o Apprenticeships provide an opportunity for an individual's career advancement and an opportunity for employers to add skilled employees to their workforce.**
- o Low unemployment rates within the region require employers to be proactive and innovative in their recruitment and retention of employees. Apprenticeships are a solution for area employers.**
- o IowaWORKS provides pre-screening of participants for the specific occupation(s) the employer is needing, including NCRC.**
- o All workforce system partners will promote the use and benefits of Apprenticeships to their participants through career counseling, assessments, and workshop activities.**
- o Informational workshops have begun at the Center to inform customers wanting to learn more about apprenticeships, and how to get started. Employers who currently utilize**

apprenticeships are brought in so customers can make that connection.

- o The region is currently supporting the Statewide Job Driven NEG which is focused on increasing apprenticeship opportunities across the state.
- o IowaWORKS provides Skills-Upgrading of participants through Safety Training, Skills Development, ESL, ABE, and other short-term skills development as may be needed by the employer and/or the participant to be successful in an apprenticeship.
- o WIOA may be able to provide support services for individuals in apprenticeships to be successful.
- o Co-enrollment of participants in core programs as appropriate to ensure participants receive all needed services to be successful in an apprenticeship.
- o IowaWORKS are working in partnership with community colleges and local employers are expanding and developing local apprenticeship opportunities.
  
- o IowaWORKS holds an apprenticeship open house during National apprenticeship Week for area job seekers and employers to promote and discuss expansion of apprenticeship opportunities in the region.

Industry recognized credentials are identified as the following:

Educational diplomas, certificates and degrees (HSED, AA, BS, BA etc,)

Registered apprenticeship certificates; (welding, electrical, plumbing, HVAC)

**Occupational licenses (typically awarded by State government agencies including CNA, LPN, RN)**

**Personnel certifications from industry or professional associations (paraeducator, food safety)**

**Other skill certificates for specific skill sets or competencies within one or more industries or occupations (Customer Service, Welding, Industrial Maintenance, Forklift operation, etc.)**

**The region will consult with IVRS and IDB to ensure that information regarding training and credentials is accessible. A key component of WIOA is to prepare underutilized workers for employment, including those with disabilities. As programs and opportunities are developed, IVRS and IDB involvement will ensure that programs are accessible.**

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

**Economic Development Focus**

**Region 5 has been an active participant in both local and regional economic development groups for many years. This partnership has helped to promote shared initiatives such as determining and meeting the workforce needs of business, recruiting new business to this area, and planning ways to meet current and future workforce issues such as the lack of available workers in this rural region, and the skills gap of those workers who are already here in our current and future labor pool.**

**Additionally, the Pocahontas County Economic Development Director sits on the RWDB for Region 5.**

**Maintain ongoing relationship with Mid Iowa Growth Partnership (MIGP), the regional economic development group:**

- o IWD Manager/WIOA Director is a Supporting Agency - Non-Voting Member and attends the monthly board meetings**

- o Participate in discussions and serve as a liaison for business retention and expansion efforts by providing LMI data, other information and services of the System and Center as needed or requested**

- o Partner for the promotion and implementation of Skilled Iowa Metrics and Home Base Iowa throughout the region**

- o Participate in the development of Sector Partnerships on a team that includes economic developers and is coordinated by ICCC.**

- o Participate in regional activities, including the MIGP Workforce Committee**

- o Newly hired Workforce Advisor staff position to provide services to job seekers and**

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

**employers in rural parts of the region. Staff person coordinates service delivery, and maintains contact with local economic developers to help meet the workforce needs of rural businesses.**

- o Receive referrals from MIGP economic developers regarding needs of businesses in their counties that we can assist with**

- o Coordinate and include county economic developers at Rapid Response meetings in their counties**

**Maintain ongoing relationships with Greater Fort Dodge Growth Alliance (GFDGA):**

- o Partner with GFDGA on business round tables and other events to listen to workforce issues businesses are facing especially with recruitment and retention of a skilled workforce**

- o GFDGA economic development department provides training to frontline Center staff periodically at In-Service Days**

- o Partner for promotion and implementation of Skilled Iowa Metrics and Home Base Iowa locally**

- o Include economic developer in Rapid Response meetings with companies and workers**

- o Attend Vision 2030 meetings to look at whole economic development issues including recreation, housing, riverfront development plans, transportation, and childcare issues**

- o Participation on the GFDGA Workforce Committee for collaborative efforts between Economic Development, businesses, civic**

**organizations, K-12, Post-secondary education and other agencies so we can work towards common goals of meeting the workforce needs of employers through talent pipelines and career pathways, employment, growth and expansion**

**o Participation on the GFDGA Future Workforce Committee as a subcommittee of the above named GFDGA Workforce Committee as a collaborative effort to better prepare students from middle school and high school to be better prepared to enter a career path and the world of work. WIOA Youth Program Director also sits on this committee. Activities include career exploration through career day held at the community college, job shadowing, classroom speakers, business tours, and the Career on Wheels event. At times multiple school districts participate for the high school events.**

**Region 5 also sees entrepreneurship as a part of economic development. The Center participates in the annual Entrepreneur Exposition Career Fair by manning a booth supplying business services information including how to hire employees, and tax/UI account information from our IWD Field Auditors. We also maintain a good working relationship with North Central Iowa Small Business Development Center. Referrals are reciprocated between the Center and SBDC. They come to the Center periodically to give training at In-Service Days. The Center also includes them in Rapid Response activities.**

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## **Regional Workforce Development Board Functions**

## **Chief Elected Official Board Roles and Responsibilities:**

**The CEO structure follows state guidelines. A chairperson and vice-chairperson are elected each May at an annual meeting. There are no standing committees of the board. The board meets quarterly on a regular basis along with the RWDB and all meetings are open to the public. Notices about meetings are sent to interested parties, published on the Region 5 board website and posted a full 24 hours prior to each meeting in the One Stop office.**

**The CEO Board primary responsibilities are:**

**Solicit nominations from the required business, labor, education, and governmental entities upon notification of a RWDB vacancy.**

**The CEO board must vote to submit nominees for a board vacancy for the governor's approval. The CEO board must submit at least two nominees for each vacancy to the Governor's office for 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.**

## **Regional Workforce Development Roles and Responsibilities:**

**The former Regional Workforce Investment Board structure was grandfathered in for**

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

Region 5 in September 2015. The board has now become the Regional Workforce Development Board (RWDB) under WIOA. The board will continue to transition toward the new WIOA compliant board structure with the goal to have this completed by July 2017. The Members are nominated by the CEO board, submitted to the Governor for approval, and then appointed by the Governor. The RWDB, in consultation with the Chief Elected Official (CEO) board, plays a leading role in establishing policy for the region's Workforce Development Center system. The RWDB members have participated in both WIOA transition training, and board-specific training during this past year, and will continue to do so as the WIOA rules and regulations become final. The RWDB selects the WIOA service providers, and will participate on various standing committees of the local workforce board. Currently, Iowa Central Community College is the service provider for the WIOA Adult and Dislocated Worker programs. Children and Families of Iowa is the WIOA Youth and Young Adult program service provider. The board reviews and signs off on partner service plans, as appropriate, to ensure alignment of services within the region.

The RWDB structure follows state guidelines. A chairperson and vice-chairperson are elected each May at an annual meeting. There are currently two standing committees of the board, although some are foreseen for the near future, such as a Youth Standing Committee. An executive committee may also be considered when it transitions to the new WIOA compliant board structure.

Joint Chief Elected Official and Regional Workforce Development Board

Responsibilities:

The RWDB shares responsibility for many other duties with the CEO board. The regularly scheduled meetings are held jointly, allowing for better communication and decision making between the two boards. These board meetings are held quarterly, and all meetings are open to the public. Notices about meetings are sent to interested parties, published on the Region 5 website and posted at the One-Stop Center at least 24 hours in advance of the meeting. In addition to the quarterly meetings, additional meetings have and will continue to be scheduled during the WIOA transitional period. The Region 5 Workforce Development Board and Chief Elected Officials are responsible for the development and oversight of the Regional Local Service Plan (LSP). The RWDB/CEO will develop the Region 5 LSP along with partner input and use its oversight to encourage collaboration between all workforce system partners, regional business and sector boards, economic developers, and both secondary and post-secondary education to develop career pathways to improve the skills of the existing and emerging workforce through certification and educational training in occupations that are in demand for skilled workers in the region. At each RWDB/CEO meeting the boards review the employment and training activities within the region and hear reports on enrollments, obligations and expenditures and WIOA performance for all WIOA programs. Youth activities within the region are also detailed and monitored. The RWDB and CEO select the one-stop operator for the Region. Currently, Iowa Workforce Development is the designated One-Stop Operator/coordinating service in Region 5 as appointed by the RWDB and CEO.

The boards will work with the WIOA service provider(s) to develop an annual budget for the purpose of carrying out the duties of the local board. The WIOA service provider(s) will submit annual budget figures provided by the state entity to the RWIB and CEO boards. The service provider will prepare a budget that will be submitted to the RWDB for their review.

Region 5 RWDB and CEO boards may negotiate performance measures with Iowa Workforce Development. Iowa Workforce Development, the Region 5 RWDB and CEO boards will evaluate regional performance and the appropriateness of the negotiated standards.

Iowa Workforce Development will establish a minimum acceptable level of performance for each measure, based upon levels established through negotiation between the state and the Department of Labor and historical data.

Negotiation will focus on the adjusted level of performance, which will serve as the regional objective. The board can choose to accept the performance measures established between the state and the Department of Labor.

Board members are encouraged to make on-site visits as often as possible to their local center.

**Region Workforce Ex-Officio and Public Input:**

Region 5 chooses to have no ex officio members of the Board at this time. This may change as the RWDB transitions to the WIOA compliant board structure.

Representatives from Experience Works, Iowa Vocational Rehabilitation Services, Proteus Inc., Iowa Department for the Blind, Adult Basic Education, Upper Des Moines Opportunity, Job Corps, Fort Dodge Housing Agency, Children & Families of Iowa and Iowa Workforce

**Development serve as a partner advisory group to the RWIB/CEO and are invited to attend all meetings. An agenda spot is reserved at each meeting for these individuals to give reports, and/or information to the board. As the RWDB transitions to the WIOA compliant board structure, regional leaders of IWD, IVRS, and ABE will become members of the board.**

**Public Input is regularly sought at RWDB/CEO meetings. An agenda spot is reserved at each meeting for comments from the general public.**

**The process for input on the LSP begins by notifying the public of desired input. The notification is published via agency websites and/or through local media, and a copy of the Plan is available in the Region 5 One-Stop office for public review. Region 5 adheres to the requirements of a public comment period of at least 30 days, followed by a public hearing.**

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

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

**Iowa Workforce Development 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 by comparison with standard performance measures and, if necessary, determine actions to be taken to improve performance. If a significant problem with WIOA performance is identified, the RWDB/CEO will conduct an evaluation of the service provider between evaluations.**

**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.**

**The RWDB and CEO will develop an annual budget for the purpose of carrying out the duties of the local board. Iowa Workforce Development, as the WIOA service provider, will submit annual budget figures provided by the state entity to the RWDB and CEO boards. Iowa Workforce Development will then prepare an operation and program budget. This budget will be submitted to the RWDB for their review.**

### **Region 5 Monitoring Responsibilities**

**The monitoring system for each program also ensures that at least ten percent (10%) of all participants who register or are enrolled during each quarter, and who are still active at the time**

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

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.

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

Documentation is maintained for each participant selected for verification. The documentation must contain enough information in order for staff to review or make the eligibility determination. Documentation

**used to verify eligibility must coincide with the date of registration. At a minimum, documentation must include:**

- 1) Documentary evidence (i.e., obtaining the document or a photocopy of the document); or**
- 2) Collateral contacts for which the following information must be recorded:**
  - a) Date of contact;**
  - b) Name of person providing information;**
  - c) Contact method;**
  - d) Relationship of person contacted to applicant; and**
  - e) Information received.**

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

- 1) The universe size;**
- 2) The number of participants selected for verification;**
- 3) The verification period; and, if applicable,**
- 4) The names and termination dates of participants identified as ineligible and the**

reasons for ineligibility;

5) The number of participants whose eligibility was determined to be unverifiable and the reason(s); and

6) The ineligibility rate = (number of ineligibles x 100) / (sample size - number of unverifiabes)

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

- 1) A random sample of 10 percent of all non-OJT financial contracts under \$25,000 which start during the quarter;
- 2) A random sample of 10 percent of non-financial activity of service contracts which start during the quarter; and
- 3) A random sample of 10 percent, but not less than 10, of all participant files of participants enrolled or transferred into adult, dislocated worker and youth programs during the quarter. These random samples must be drawn quarterly and the monitoring activity for the quarter must be completed at the end of the subsequent quarter. In addition, all On-the-Job training contracts must be monitored during the second 30 day period of activity under the contract and at least every 90 days thereafter.

Procedures are in place in Region 5 to ensure the monitoring samples are random and all requirements are met.

#### **Participant Files**

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

**last day of the quarter being sampled**

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

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

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

#### **Contracts**

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

**6.**

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

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

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

**a) The participant record including a review of the eligibility determination;**

**b) A sample of direct payments to the participant;**

**c) A sample of time and attendance records; and**

**d) Compliance with federal and State regulations and the Regional Customer Service**

**Plan.**

- 2) Contract Monitoring, including OJT contracts, must include a review of:**
- a) The service provider record;**
  - b) A sample of fiscal transactions;**
  - c) Payroll and time and attendance records, as appropriate;**
  - d) Compliance with the federal and State regulations and the Regional Customer Service Plan;**
  - e) Compliance with equal opportunity regulations;**
  - f) Compliance with Service Plan; and**
  - g) Compliance with the Work Statement, Training Outline and all other contract provisions contained in the Contract.**

### **Monitoring Reports**

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

**If a co-enrolled participant is drawn in the sample for more than one program for the same quarter, only one monitoring report, which includes both monitoring activities, is completed.**

## **Summary of Monitoring Reports**

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

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

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

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

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

**The Regional Workforce Development Board selected Children & Families of Iowa to provide services to youth under their Youth Employment Program.**

**The RWDB will establish a standing committee for youth services in Region 5 beginning July 1, 2016. The vision for the Youth Standing Committee is to assist the RWDB in providing youth and young adults (ages 14-24) in Region 5 with career pathway planning and exploration, education/training, and social guidance through a personalized service system that enables our youth to achieve meaningful employment.**

**Youth Standing Committee Role and Responsibilities:**

**The Region 5 Youth Standing Committee provides guidance for local youth programs operated under the Workforce Innovation and Opportunity Act. In addition the committee provides expertise in youth policy and assists the Regional Workforce Investment Board in:**

**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:**

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

**The Region 5 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 5 Youth Standing Committee will meet on a quarterly basis during the months of January, April, July and October. The committee members may consist of:**

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

**Individuals representing youth service agencies, such as juvenile/adult justice and/or local law enforcement agencies;**  
**Parent of youth eligible for WIOA youth services or that were served under prior employment and training youth programs**  
**Youth eligible for WIOA youth services or were served in the past;**

**Individuals with experience relating to youth activities;**

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

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

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

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

**The board facilitates access to services throughout Region 5 in the following ways:**

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

**IowaWORKS staff provides outreach and enrollment to job seekers, also outreach to system and community partners, economic development and business in all outlying counties within the region on an itinerant basis  
Virtual Access Points are established throughout the region for customer access through technology**

**IWD website offers basic services 24/7, including population-specific microsites**

**State level IWD staff will work with IDB and IVRS to ensure that virtual access point locations, equipment, and technology is accessible to individuals with disabilities, including those who are blind or have visual impairments**

**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 through the state-developed profile system**

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

**Expanded staff, services, and workshops at the**

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

**satellite office in Webster City, and in rural areas of the region by bilingual staff**

**Assistive technology at the Center will be reviewed with IVRS and IDB staff**

**Physical and programmatic access to the center will be reviewed with IDB and IVRS staff, including signage to ensure those who are blind or have visual impairments are able to access services**

**Signs notifying Veterans of Priority of service in the office and DOL funded programs**

**One goal is to hire a qualified bilingual staff in the Center.**

**The region will work with regional mobility managers to address barriers related to transportation for participants, including those with disabilities. IDB staff will be consulted regarding transportation and to ensure that individuals who are blind or visually impaired are able to access services.**

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

**All WIOA core partners have legal obligations under federal and state antidiscrimination laws when providing workforce services. Federal and state laws prohibit discrimination in the provision of services on the basis of an individual's race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age, or disability.**

**The Region 5 RWDB and partners providing workforce services must comply with all provisions of the American with Disabilities Act to ensure that programs and services are physically and programmatically accessible. Core partners will all be responsible to ensure that all programs are accessible. IVRS and IDB will provide ongoing technical assistance and support to ensure that services are accessible. This includes ensuring that reasonable accommodations and modifications are made, services are provided in the most integrated setting, effective communication practices are used, and technology and assistive technology is used. Accessibility audits will be completed to ensure both physical and programmatic accessibility is available for those with disabilities, including those that are blind or visually impaired. Audits will be reviewed periodically to ensure accessibility is maintained.**

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

**The Code of Federal Regulations (CFR) below provides guidance for the WIOA grant recipients to follow. The term recipient is used in the law to describe the partner entity receiving the WIOA grant funds, and does not mean the client or program participant....**

**Provide Reasonable Accommodation For Individuals With Disabilities-**

**The recipient must provide reasonable accommodation for individuals with disabilities regarding application and registration for and the provision of aid, benefits, services or training, including career services (which include WIOAs Basic and Individual Career Services), training, and support services to qualified individuals with disabilities, unless providing the accommodation would cause undue hardship. [29 CFR 37.8; see also 29 CFR 32.13]**

**Provide Reasonable Modifications of Policies, Practices, and Procedures**

**The recipient must provide reasonable modifications regarding its policies, practices, and procedures for the registration for and provision of career, training, and support services to individuals with disabilities, unless making the modifications would fundamentally alter the nature of the service, program, or activity. [29 CFR 37.8]**

**Administer Programs and Activities in the Most Integrated Setting Appropriate**

**The recipient must administer its programs and activities in the most integrated setting appropriate to the needs of qualified individuals with disabilities [29 CFR 37.7(d)]. The recipient must not provide different, segregated, or separate aid, benefits, services, or training to individuals with disabilities or any class of individuals with disabilities unless such action is necessary to provide qualified individuals with disabilities with aid, benefits, services, or training that are as effective as those provided to others [29 CFR 37.7(a)(4)]. The recipient must permit individuals with disabilities the opportunity to participate in WIA/WIOA Title I-**

financially assisted programs and activities despite the existence of permissibly separate or different programs or activities.

### **Effectively Communicate with Individuals with Disabilities**

The recipient must take steps to ensure that communications with individuals with disabilities are as effective as communications with others. [29 CFR 37.9 and .29(b). See also Section 188 Guidance, 65 FR at 51986]. The recipient must furnish appropriate auxiliary aids and services where necessary to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of, a WIA/WIOA Title I-financially assisted program or activity. The recipient must give primary consideration to the requests of the individual with a disability when determining what type of auxiliary aid or service is appropriate. [29 CFR 37.9(b)]. Where a recipient communicates by telephone with beneficiaries and others, the recipient must use telecommunication devices for individuals with hearing impairments (TDDs/TTYs) or equally effective communication systems, such as telephone relay services. [29 CFR 37.9(c)]. The recipient must ensure that interested individuals, including individuals with visual and hearing impairments, can obtain information as to the existence or location of accessible services, activities, and facilities. [29 CFR 37.9(d)] The recipient must provide appropriate signage at the primary entrances to its inaccessible facilities, directing users to a location at which they can obtain information about accessible facilities. [29 CFR 37.9(e)].

Iowa Unified State Plan, Draft I, v5: October 7, 2015

## **Provide Programmatic, Architectural, And Technology Accessibility For Individuals With Disabilities**

**The recipient must operate each program or activity so that the program or activity, when viewed in its entirety, is readily accessible to individuals with disabilities. [29 CFR 32.27(a) and 29 CFR 37.3(b).] The recipient may comply with this obligation through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, home visits, delivery of services at alternative accessible sites, alteration of existing facilities and construction of new facilities in conformance with standards for new construction, or any other method that results in making its program or activity accessible to individuals with disabilities. In choosing among available methods, the recipient must give priority to those methods that offer programs and activities to individuals with disabilities in the most integrated setting appropriate. [29 CFR 32.27(c)]. Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient must be designed and constructed in such a manner that the facility or part of the facility is readily accessible to and usable by qualified individuals with disabilities. [29 CFR 32.28(a)]. Each facility or part of a facility which is altered by, on behalf of, or for the use of a recipient in a manner that affects or could affect the usability of the facility or part of the facility must be altered in such a manner that the altered portion of the facility is readily accessible to and usable by qualified individuals with disabilities. [29 CFR 32.28(b)].**

**The design, construction, or alteration of facilities must meet the most current standards for physical accessibility prescribed by the General Services Administration under the**

**Architectural Barriers Act or the recipient must adopt alternative standards when it is clearly evident that equivalent or greater access to the facility or part of the facility is thereby provided. [29 CFR 32.28(c)].**

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

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## **Regional Workforce Development Board Policies**

**Region 5 RWDB will conduct ongoing analysis of the region's economy and workforce needs to ensure continuous improvement of eligible training providers to ensure that such providers meet the employment needs of local employers, workers and job seekers. Analysis will be 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 and feedback gathered from customers of the One-Stop**

**Metrics gathered on completion of services, classes, and/or programs of eligible training providers**

**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.**

**Feedback from employers and sector boards as to whether job seekers have the needed qualifications after receiving training**

**All partners will participate in a process of continuous improvement to offer the best possible services and seize opportunities for further integration. To ensure 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 5 one-stop center**

**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:**

procedures, policies and operational management. All partners will be part of a joint planning process that will continuously review the needs of the Region 5 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 5 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:

**1463010822367\_Region 5 Workforce Development Board Priority of Service Requirements.docx**

*Refer to question F-9.*

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

**REGION 5 LOCAL DEFINITIONS FOR SELF-SUFFICIENCY:**

The Lower Living Standard for self-sufficiency in Region 5 is 100%, however, if a participant indicates that they are satisfied that the wage (even if under 100%) meets their family's needs for self-sufficiency, the case manager will put this detail into a case note to explain.

*Refer to question F-10.*

Attach the regional board's Individual Training Account Policy:

**1463171584347\_Individual Training Account Policy Region 5.docx**

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

**1463010822320\_Region 5 Supportive Services Policy.docx**

*Refer to question F-5.*

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

## **PROCUREMENT**

**This subsection contains the standards and guidelines for the procurement of supplies, property and services for Workforce Innovation and Opportunity Act Title I programs. These standards are furnished to ensure that such materials and services are obtained efficiently and economically, and in compliance with the Act and the applicable Federal regulations, as well as State policies and rules that govern Iowa Workforce Development procurement procedures.**

### **PROCUREMENT STANDARDS**

**Procurement under WIOA Title I will be conducted with complete impartiality, without preferential treatment of anyone, and in a manner that provides maximum open and free competition.**

**The standards listed below will be followed regardless of the method of procurement utilized:**

**The procurement process will be fair to all potential service providers and will not be unduly restrictive as to eliminate competition or discourage potential service providers (e.g., writing specifications so narrowly that only providers in that brand of equipment can qualify, placing geographic or other restrictions that are not necessary to performances, etc.).**

### **STANDARDS OF CONDUCT**

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

**Standards of conduct for procurement will include policies regarding the following:**

**1. Conflict of Interest**

**An individual in a decision-making capacity, including staff, Regional Workforce Development Board members, Chief Elected Official, and other council members, will not engage in any activity including the selection, award or administration of a purchase agreement or contract supported by Workforce Innovation and Opportunity Act funds if a conflict of interest, real or apparent would be involved. Such a conflict would arise when any of the following has a financial or other interest in the firm or organization selected for award:**

- a) The individual;**
- b) Any member of the individual's immediate family (Refer to the Definitions subsection in the Workforce Innovation and Opportunity Act Handbook);**
- c) The individual's partner; or**
- d) An organization which employs or is about to employ any of the above has a financial or other interest in the firm or organization selected for award.**

**Conflict of interest may be personal or organizational. A personal conflict exists when any of the following stands to benefit directly or indirectly from a procurement decision:**

- a) An officer of the Service Provider or Sub recipient;
- b) An individual of the Service Provider or sub recipient staff; or
  
- c) A Chief Elected Official, member of the Regional Workforce Development Board or any other council member; or
  
- d) A member of the immediate family of any of the above.

An organizational conflict occurs when an organization represented by one or more individuals involved in the procurement process stands to benefit financially, directly or indirectly, from the award of a contract. At any time during the procurement process that an individual becomes aware of the fact that he or she has an actual or potential conflict of interest, that individual will immediately withdraw from the procurement process. An individual who has an actual or apparent conflict of interest will not attempt to influence any individuals involved in the procurement process.

A Chief Elected Official, member of the Regional Workforce Development Board or any other council member will not cast a vote or participate in any decision-making capacity on the provision of services by such member (or any organization which that member directly represents), or in any matter which would provide any direct or indirect financial benefit to that member. However, membership on the Regional Workforce Development Board or any other council, by itself, is not to be construed as a violation of the conflict of interest provisions. Likewise, the receipt of WIOA funds

**to provide training and related services by a member of the Regional Workforce Development Board, Chief Elected Official or any other council, is not, by itself, a violation of the conflict of interest provision.**

**In situations where a Service Provider or Sub recipient selects itself as a service provider, except for single participant training such as Work Experience, Vocational Exploration, Institutional Training, and On-the-Job Training, a Determination of Demonstrated Performance will be completed.**

## **2. Confidentiality and Non-Disclosure**

**Information will not be disclosed to anyone who is not directly involved in the procurement process relating to the intent to implement a procurement, the amount of funds available, or any related data, until that information is made known to all offerors through a notification of the intent to solicit or dissemination of a Request for Proposal or Request for Quote. Technical and cost/price information from any proposal will not be disclosed to anyone not officially involved in the procurement process while the procurement is still in progress.**

**Certain technical or proposal information that an offeror has designated as proprietary or trade secret, and with which the Service Provider concurs, will not be disclosed to other offerors, even after the award is made and publicized. The number or names of offerors will not be disclosed to anyone not officially involved in the procurement process until the contract is awarded and the decision is made**

public.

### **3. Disclosure**

**The announcements of solicitation requirements including proposal evaluation factors that will be used to assess bids or proposals will be released to all offerors at the same time. Information given in response to a question from one offeror will be shared with all known potential offerors.**

### **4. Prohibited Actions of Staff or Council Members**

**Individuals involved in the procurement process who are predisposed either for or against potential sub recipient, service provider or vendor will withdraw from the procurement process.**

**Individuals involved in a procurement process will not solicit or accept any payment, gratuity, favor, offer of employment, kickback or anything of monetary value from sub recipients, service providers or vendors, or potential sub recipients, service providers or vendors.**

**Staff and council members not involved in the procurement process will not attempt to influence procurement decisions of individuals involved in the procurement process.**

**Any individual involved in a procurement process will not be employed by an offeror for that same procurement.**

## **5. Penalties, Sanctions and Disciplinary Actions**

**Service Providers and sub recipients will provide for penalties, sanctions, or other disciplinary actions for violations of standards of conduct by the Service Provider's and sub recipient's officers, staff, or agents, council members, or by offerors, sub recipients, service providers, vendors or their agents. Any attempt by a potential sub recipient, service provider or vendor to make any payment, gratuity, or offer of employment or kickbacks to any individual involved in a procurement process will lead to disqualification of that entity's proposal.**

## **METHODS OF PROCUREMENT**

**There are three types of allowable procurement procedures: Request for Quotes (RFQ), Request for Proposals (RFP), and sole source.**

### **REQUEST FOR QUOTES (RFQ)**

**An RFQ is appropriate when the supplies, property, or service to be procured has been specifically defined and price quotes are being sought to provide such supplies, property, or service. When a RFQ method is used, the RFQ will provide a clear and accurate description of the technical requirements for the supplies, property, or services to be procured. It will also designate a period of performance. All quotes received on an RFQ, whether written or verbal, will be documented regardless of the amount of**

**the proposed purchase. The**

**lowest bid on an RFQ will be accepted.**

### **REQUEST FOR PROPOSALS (RFP)**

**An RFP is appropriate when the supplies, property, or services to be procured have not been specifically defined and proposals which further describe what will be provided are being sought and will be evaluated on other factors in addition to cost and price.**

**The RFP will contain:**

- 1. A clear and accurate description of the technical requirements for the supplies, property, or services to be procured, the period of performance, and the requirements for the location and method of delivery;**
- 2. The contract clauses that will be included in any resulting contract or purchase order;**
- 3. Certifications, assurances, and representations that the potential service provider will have to make;**
- 4. Instructions on how to prepare and submit the proposal including any required format;**
- 5. The evaluation factors and criteria that will be used to judge proposals;**
- 6. Time lines for submittal and review of the proposal; and**
- 7. An Equal Employment Opportunity Compliance Statement.**

## **SOLE SOURCE**

**Under some circumstances, competitive procurement processes are not feasible or they may have a negative impact upon the program. In these situations, procurement will be conducted on a negotiated, but not a competitive basis. These circumstances or situations are limited to the following:**

- 1. Any single purchase of supplies, equipment, or services totaling less than two thousand dollars (\$2000);**
- 2. Work Experience, Vocational Exploration, and On-the-Job Training contracts;**
- 3. Enrollments of individuals in Institutional Skill Training.**
- 4. All other individual training or services contract involving only one participant, except where such contracts include the purchase of property. Such property must be purchased through competitive procedures;**
- 5. Activities and services which are provided by the Grantee or Administrative Entity;**
- 6. Any single service or workshop costing less than \$5,000 identified in the local Technical Assistance Plan;**
- 7. Supplies, property and services which are only available from a single source; and**
- 8. Other circumstances for which the IWD or applicable governing boards provides written approval.**
- 9. A modification to a contract that does not substantially change the statement of work to**

that contract.

**10. After solicitation of an adequate number of sources, only one response is received.**

**Except for the circumstances described in items (1) through (4) above and in emergencies that present an imminent threat to the well-being of the Service Provider or program participants, a written solicitation with a statement of work will be issued for all remaining sole source procurement and a written proposal including cost and price will be obtained from the potential service provider.**

## **SOLICITATION**

**Solicitation is the process by which offers or bids are obtained from potential service providers. The solicitation process will include steps that will ensure a maximum response, which will increase competition.**

**Region Five will maintain a list of potential service providers or bidders. The list will be updated on a periodic basis with defunct providers or providers that have not demonstrated any interest for a given time being removed. New providers that have shown interest will be added to the list.**

**Along with community-based organizations, the Service Provider will include on its potential service provider list small and minority businesses and women's business enterprises that normally provide WIOA-related services.**

**Appropriate education agencies in the Region will be provided the opportunity to provide educational services, unless the Service Provider demonstrates that alternative agencies or organizations would be more effective or would have greater potential to enhance the participants' continued occupational or career growth.**

**During the solicitation process, Region Five will solicit an adequate number of bids or proposals from qualified sources. All potential service providers will be given the opportunity to submit a bid or proposal regardless of geographic location.**

#### **PROCUREMENT SELECTION**

**Except for procurement of less than two thousand dollars (\$2000) or procurement of any single service or workshop costing less than \$5,000 identified in the local Technical Assistance Plan Region Five will conduct a price analysis, a cost analysis, and a bid or proposal evaluation on all procurement selections. Region Five will maintain documentation on all procurement of two thousand dollars (\$2000) or more.**

#### **PRICE ANALYSIS**

**Price analysis is an evaluation of the proposed price in relation to the going rate for the same or similar training, services or property in the market place. Price analysis focuses on a comparison between the amount proposed and**

**a benchmark amount that is considered fair and reasonable for successfully accomplishing the work. Price analysis will include one or more of the following techniques:**

- 1. The comparison of a significant number of competitive price quotations for the same or similar training, services, supplies or property.**
- 2. The comparison of a significant number of prior quotations and contract with the current quotations for the same or similar training, services, supplies or property;**
- 3. The use of measures (such as: price per unit, placement, participant, instruction hour, participant training hour, etc.) to identify significant differences;**
- 4. The comparison of prices on published price lists taking into account any discounts or rebates to the proposed price; or**
- 5. The comparison of the proposed prices with independent estimates of cost developed by the Service Provider; or**
- 6. The comparison of a catalog or market price of a commercial product sold in substantial quantities to the general public.**

## **COST ANALYSIS**

**Cost analysis is the evaluation of each proposed cost element in terms of necessity, reasonableness, allocability, terms of the contract, cost principles and Workforce Investment Act regulations and policies. Cost analysis focuses on what the work should cost a potential service provider, assuming reasonable economy and efficiency. Cost**

**analysis will evaluate the following:**

- 1. The cost will be necessary for proper and efficient administration of the training or service proposed. The costs must be consistent with those normally allowed in like circumstances in non-federally sponsored activities.**
- 2. The cost will be reasonable in both type and amount. Costs are reasonable in type if they are consistent with sound business practices, consistent with actions a prudent business person would take under the circumstances, and are not a significant deviation from the established practices of the potential service provider. Costs are reasonable in amount if they are consistent with similar costs in the labor market area, are not increased from normal operations, and are necessary and sufficient to do the job in terms of quality and quantity.**
- 3. The cost will be allocable to a contract either as direct or indirect costs. A direct cost is any cost that can be identified specifically with the training or services to be provided. An indirect cost is any cost not directly identified with the training or services to be provided, but benefits both the contract and other work, or are necessary to the overall operation of the organization.**
- 4. The cost will be within the limitations established during the procurement process. Such limitations could include limitations on administrative cost, acquisition of property, leases of facilities, travel, etc.**
- 5. The cost will be within the established cost principles relating to financial management,**

procurement, property and unallowable costs.

6. The cost will be allowable under the Workforce Investment Act regulations and policies. The WIOA statute and regulations establish some limitations and identify unallowable costs. For example, the Act establishes limitations on administrative costs which must be taken into consideration when subcontracting, and WIOA regulations prohibit spending WIOA funds for certain types of costs such as entertainment.

In order to evaluate the above six issues a cost analysis will determine that:

- (a) All calculations are accurate;
- (b) Only necessary cost have been included in the proposal;
- (c) Costs have been included no more than once;
- (d) Proposed costs are justified;
- (e) All proposed costs are allocated to the proper cost category and are within the limits set by statute and the RFP;
- (f) All proposed cost are necessary, reasonable and consistent with the proposal;
- (g) The proposed price of each cost element is fair and reasonable as compared to similar known prices;
- (h) Any proposed profit or fee is reasonable based on contractor effort, risk and other measures; and
- (i) All proposed cost elements have been

explained and are justifiable.

In addition to the above, a judgment will be made about the total cost as compared to other proposals, independent estimates or any other measure of competitive cost. If significant subcontracts are proposed, those subcontracts must also receive a cost analysis review.

## **EVALUATION**

The bid or proposal evaluation is an analysis of the quality of the training, services, supplies or property being proposed. It will rate, as appropriate:

- 1. The adequacy of the response to the technical specifications or required elements of the solicitation;**
- 2. The potential service providers knowledge of and understanding of the Workforce Investment Act;**
- 3. The demonstrated performance of the offeror including adequate financial resources or the ability to obtain them, the ability to meet the program design specifications at reasonable cost, the ability to meet performance goals, a satisfactory record of past performance in job training, basic skills training or related activities as evidenced by demonstrated quality of training, reasonable dropout rates from past programs, training completion, job placement and retention rates, earnings rates of participants, rates of licensure, and the ability to provide or arrange for other appropriate services identified in the IEP, for Title I programs, the ability to provide training and services that lead to the achievement of**

**competency standards for participants with identified deficiencies, a satisfactory record of integrity, business ethics, and fiscal responsibility, the necessary organization, experience, accounting and operational controls, and the technical skills to perform the work.**

**If after evaluating the demonstrated performance of all proposals submitted, the Service Providers or sub recipient determines that a contract or purchase agreement is to be written with a "high-risk" service provider (as described in the definitions subsection), special restrictions that address the reason for the "high-risk" status must be included in the contract or purchase agreement.**

**A "high-risk" service provider is any entity that has a history of unsatisfactory performance, is not financially stable, has a management system which does not meet the management standards set forth by Iowa Workforce Development, or has not conformed to terms and conditions of a previously awarded contract or purchase agreement.**

## **LEASE AND LEASE-PURCHASE PROCEDURES**

**When deciding to obtain property with a unit value of three thousand dollars (\$3000) or more with WIOA funds, Region Five will decide whether it is more advantageous to lease, lease-purchase, or purchase the property. Region Five will consider the following factors:**

- 1) The estimated length of time the property is to be used and the extent of use during that time;
- 2) The net purchase price (purchase price plus any additional costs, including transportation and installation costs, minus and trade-in credits, rebates or discounts) compared to the cumulative lease payments for the estimated time of use;
- 3) Maintenance and other service costs, including the availability and quality of maintenance and service arrangements;
- 4) The potential obsolescence of the property due to imminent technological improvements;
- 5) The trade-in or salvage value;
- 6) The availability of WIOA funds; and
- 7) The need to amortize the procurement over several program years.

The purchase method of acquisition is generally appropriate if the equipment will be used beyond the point in time when the cumulative leasing costs exceed the purchase costs. The Service Provider will not rule out the purchase method of acquisition merely because of the possibility that future technological advances might make the property less desirable.

The lease method of acquisition is appropriate if it is to the Service Provider's advantage under the circumstances. In addition, the lease method may serve as an interim measure when the circumstances require immediate use of the

property to meet program or system goals, or of the Service Provider's desires to field test a piece of property prior to making a procurement decision.

If a lease is justified, a lease with an option to purchase is generally preferable. A long-term lease will normally be avoided, but may be appropriate if an option to purchase or other favorable terms are included.

Documentation that the lease versus purchase policy has been followed will be maintained. The documentation will include a comparison of the purchase price and the lease and/or lease-purchase price, as well as the rationale for the acquisition method, based on the factors identified above.

## **REVIEW AND APPROVAL REQUIREMENTS**

In addition to procurement procedures described above, purchases are also subject to the following review and approval requirements:

- (a) Any property with a unit value of \$3,000 or more must have prior approval at the local level in accordance with a Regional Workforce Development Board and Chief Elected Official agreement; and**
- (b) Any property to be used in conjunction with the microcomputer system must have the approval of the Iowa Workforce Development prior to purchase.**

## **DOCUMENTATION**

**All steps of the procurement process will be documented including solicitations, selection process, contract negotiations and award. In addition, all documents (e.g. proposal review forms, cost analysis work papers, etc.) developed during the procurement process will be maintained as required in the Record Retention subsection.**

**If procurement requires State approval, a copy of that approval will also be retained.**

**For competitive procurement through RFQ's and RFP's, the following will be documented:**

- (a) The name and title of the individual initiating the procurement process;**
- (b) The date the procurement process was begun (i.e. the date it was decided to procure something;**
- (c) Information relating to the amount and source(s) of available funds;**
- (d) The description of the supplies, property, or services to be procured;**
- (e) A list of service providers who received direct solicitations, and any publications which were made; (for RFQ's where verbal solicitations were conducted, the name of the individual contacted and the name of the individual making the contact);**
- (f) The prices or proposals received;**

- (g) For RFP's, a copy of the request which was released, a copy of all proposals received, and the evaluations of proposals received;**
- (h) The name(s) of offeror(s) selected for award;**
- (i) When the lowest cost offer is not accepted, additional justification is required;**
- (j) The name, title and signature of the individual with final approval authority.**

**For Sole Source procurement, in addition to the items listed above, the following will be documented:**

**The justification for why the Sole Source method was used;**

- (a) A description of the proposed service provider's or vendor's unique or special capacity to fill the requirement;**
- (b) A description of actions that were taken attempt to obtain more than one quote or offer, where applicable; and**
- (c) Any other facts that support the use of Sole Source.**

**SERVICE PROVIDER SELECTION, POLICY AND PROCEDURE**

**COORDINATING SERVICE PROVIDER  
(CSP)(ALSO REFERRED TO AS THE ONE-STOP OPERATOR)**

**The CSP is the entity, or consortium of entities, which coordinates the operation of the regional Workforce Development Center system.**

### **Eligible Entities**

**The Coordinating Service Provider may be a public or private entity of demonstrated effectiveness, or a consortium of entities, located in the region. Eligible entities may include, but are not limited to the following:**

**The current Coordinating Service Provider;  
A post-secondary educational institution;  
An Employment Service agency established under the Wagner-Peyser Act on behalf of the local office of the agency (Iowa Workforce Development);**

**A private nonprofit organization (including a community based organization);**

**A private for-profit entity;**

**A government agency; or**

**Another interested organization**

### **Designation Process Options**

**To designate a Coordinating Service Provider, the RWDB must utilize one of the three processes listed below. The RWDB may pursue more than one option concurrently.**

**1) An Agreement with the Governor to designate the Coordinating Service Provider (CSP) that was in place on August 7, 1998; In order to utilize this option, the chairpersons of the RWDB and CEO must provide a written notice to IWD indicating that both boards have taken appropriate action and desire to pursue this option.**

Or

**2) A competitive process;**

**At a minimum, the competitive process to designate the Coordinating Service Provider must include the following:**

**a) Public Notice**

**A public notice must be published. The public notice must indicate that the RWDB and CEOs will be holding a joint meeting to select the Coordinating Service Provider(s) for the Region. The notice must list the criteria that will be used in the selection of the Coordinating Service Provider(s). The notice must also require that written proposals be submitted by a specific date, and should invite interested entities to give presentations and answer questions relating to the selection criteria listed below at the joint public meeting. Notices must also be mailed to potentially interested entities within the local region.**

**b) Public Meeting**

**Since the RWDB and CEO board must agree on the designation of the CSP, at a minimum, the RWDB and CEO must conduct a public meeting to review the written proposals received, obtain any additional information from entities submitting written proposals, and reach an Agreement as to the selection(s).**

**Criteria for Selecting Coordinating Service Provider(s)**

**The following criteria are to be considered and addressed in the selection of a CSP:**

**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 program goals based upon factors such as past performance, staff commitment, and availability and location of staff;**

**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 programs;**  
**and**

**Other criteria as determined by the RWDB and CEO.**

**OR**

**3) An agreement between the RWDB and a consortium of entities that, at a minimum, includes three (3) or more of the Required Partners. In order to utilize this option, at a minimum, the RWDB and CEOs must notify all Partners that they are willing to consider proposals from Mandatory Partners.**

### **ADULT AND DISLOCATED WORKER SERVICE PROVIDER**

**The Workforce Innovation and Opportunity Act requires that Basic and Individual Career Services for the Adult program and the Dislocated Worker program be provided through the Workforce Development 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. If the role of the CSP includes the provision of Basic and Individual Career Services for Adults and Dislocated Workers, then the selection of Adult and Youth service providers may be combined with the selection of the CSP. 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 5 must include the following:

##### **1) Public Notice**

A public notice must be published. The public notice must indicate that the RWDB will hold a meeting to select the Service Provider(s) to provide Basic and Individual Career 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 must 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.

## **2) Public Meeting**

The RWDB must conduct a public meeting to obtain information from entities interested in providing core and intensive 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 AND YOUNG ADULT SERVICE PROVIDER**

The Act requires that Youth and Young Adult Service Providers be selected via a competitive process, and based on recommendations of the

**Youth Advisory Council or the Standing Youth 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/Young Adult Service Provider(s) must include the following:**

##### **1) Public Notice**

**A public notice must be published. The public notice must 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 must 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.

## **PUBLIC NOTICE**

A Public Notice to start the service provider selection process in order to establish the Title I providers beginning July 1, 2016, was issued through the media, IWD website, and the RWDB website when the RFP was posted for bid for both the Title I Adult and Dislocated Worker and also the Youth and Young Adult program.

Those on the bidders waiting list were also notified. A procedure for submitting questions was posted, and at the end of the deadline, the

questions and answers were posted on the Region 5 RWDB website. After the deadline to submitted proposals expired, a review and scoring committee made up of 5 board members reviewed and scored the bids. The recommendation of the committee was brought before the board at the public meeting on 5-9-16, at which time a vote was taken to award the service provider contracts for the year beginning July 1, 2016. The website pages contain information pertaining to this process is as follows:

Website is [www.iowawdb.gov](http://www.iowawdb.gov)

*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.*

**It has always been a priority of the Region's youth program to serve individuals with the most barriers. The WIOA youth staff program 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, Region 5 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 and work to re-engage youth who have dropped out of high school.**

**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, enrollment will be delayed until after graduation. If a youth is struggling and could benefit from WIOA services while in high school, the enrollment may be done as an in-school youth.**

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

**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.**

**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:**

**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.**

**Partner with the Juvenile Justice System to serve more youth who have dropped from the education system prior to completion.**

**Partner with the Adult Criminal Justice System to serve youthful offenders who are on probation, parole or released from prison to assist with career development and training needs.**

**Partner with Adult Education & Literacy to serve youth who have dropped out and need to develop a career plan**

**Partner with Iowa Vocational Rehabilitation to identify students who will be graduating from high school or who have graduated from high school and may not be eligible for IVRS but would benefit from youth services**

**Partner with IVRS and IDB to serve youth with disabilities who might benefit from co-enrollment. IVRS and IDB provide consultation on working with students with disabilities. Youth Work Experience programs has been a strong component of youth services within the region. The youth provider has established contracts with several employers in the region with a focus on those in a high demand occupations for experiential learning activities including work experiences, internships, summer employment and job shadowing.**

**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 youth funds are expended on work experience.**

*Refer to question E-6.*

Iowa Workforce Development 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 by comparison with standard performance measures and, if necessary, determine actions to be taken to improve performance. If a significant problem with WIOA performance is identified, the RWDB/CEO will conduct an evaluation of the service provider between evaluations.

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.

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

The RWDB and CEO will develop an annual budget for the purpose of carrying out the duties of the local board. Iowa Workforce Development, as the WIOA service provider, will submit annual budget figures provided by the state entity to the RWDB and CEO boards. Iowa Workforce Development will then prepare an operation and program budget. This budget will be submitted to the RWDB for their review.

### Region 5 Monitoring Responsibilities

The monitoring system for each program also ensures that at least ten percent (10%) of all participants who register or are enrolled during each quarter, and who are still active at the time of verification, receive a complete verification of eligibility as part of a quarterly monitoring process conducted by the WIOA Director. The

verification must be completed by the end of the quarter following the quarter being sampled (e.g., the first quarter verification must be completed by the end of the second quarter). For this monitoring process, sampling procedures are in place for drawing a random sample of participants newly registered or enrolled in a particular quarter. These procedures ensure that the sampling is random and that the requirements of this subsection are met.

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

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

- 1) Documentary evidence (i.e., obtaining the document or a photocopy of the document); or**
- 2) Collateral contacts for which the following information must be recorded:**
  - a) Date of contact;**
  - b) Name of person providing information;**
  - c) Contact method;**
  - d) Relationship of person contacted to applicant; and**
  - e) Information received.**

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

- 1) The universe size;**
- 2) The number of participants selected for verification;**
- 3) The verification period; and, if applicable,**
- 4) The names and termination dates of participants identified as ineligible and the reasons for ineligibility;**
- 5) The number of participants whose eligibility**

was determined to be unverifiable and the reason(s); and

6) The ineligibility rate = (number of ineligibles x 100) / (sample size - number of unverifiabes)

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

- 1) A random sample of 10 percent of all non-OJT financial contracts under \$25,000 which start during the quarter;
- 2) A random sample of 10 percent of non-financial activity of service contracts which start during the quarter; and
- 3) A random sample of 10 percent, but not less than 10, of all participant files of participants enrolled or transferred into adult, dislocated worker and youth programs during the quarter. These random samples must be drawn quarterly and the monitoring activity for the quarter must be completed at the end of the subsequent quarter. In addition, all On-the-Job training contracts must be monitored during the second 30 day period of activity under the contract and at least every 90 days thereafter.

Procedures are in place in Region 5 to ensure the monitoring samples are random and all requirements are met.

#### **Participant Files**

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

b) A participant co-enrolled in more than one

**program must be included in the universe for each program in which the participant is enrolled;**

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

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

#### **Contracts**

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

**6.**

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

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

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

**a) The participant record including a review of the eligibility determination;**

**b) A sample of direct payments to the participant;**

**c) A sample of time and attendance records; and**

**d) Compliance with federal and State regulations and the Regional Customer Service Plan.**

**2) Contract Monitoring, including OJT**

**contracts, must include a review of:**

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

### **Monitoring Reports**

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

**If a co-enrolled participant is drawn in the sample for more than one program for the same quarter, only one monitoring report, which includes both monitoring activities, is completed.**

### **Summary of Monitoring Reports**

**A summary report of monitoring activity is**

completed for all programs. These summary reports are maintained and available for Iowa Workforce Development use in its program compliance review process.

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

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

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

*Refer to question F-1.*

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## **Additional Documentation**

Attach a spreadsheet of all Board Members:

**1463010458091\_Region 5 WIOA Local Board List.docx**

Attach a copy of the current Regional by-laws:

**1463010457997\_Region 5 Workforce Investment Board Bylaws.docx**

Attach a copy of the current Priority of Services policy:	<b>1463010458060_Region 5 Workforce Development Board Priority of Service Requirements.docx</b>
Attach a copy of the current Oversight and Monitoring policy:	<b>1463010457966_Region 5 Oversight and Monitoring Policy.docx</b>
Attach a copy of the current Supportive Services policy:	<b>1463010458153_Region 5 Supportive Services Policy.docx</b>
Attach a copy of the current EEO Grievance procedure:	<b>1463010458028_COMPLAINT POLICY AND PROCEDURES.docx</b>
Attach a signed copy of the Certificate Regarding Debarment:	<b>1463010458138_Certification Regarding Debarment, WIOA.pdf</b>
Attach a spreadsheet of all public and State partner comments with the Board's response:	<b>1463010458013_WIOA Public Comments Response Document Final (003).docx</b>
Attach a signed copy of the Signatory Page:	<b>1463010458200_Local Plan RWDB and CEO Signature Page.pdf</b>

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## Regional Workforce Development Board General Assurances

The Board and CEO agree to the General Assurances:	<b>Yes</b>
Title:	<b>Region 5 Workforce Development Board Chair</b>
Name:	<b>Larry McBain</b>
Date:	<b>05/09/2016</b>

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## Local Board Member - Point of Contact

Point of Contact Name:	<b>Molly Varangkounh</b>
Title:	<b>Region 5 RWDB Chair</b>
<i>Provide current business title.</i>	
Phone:*	<b>515-332-2125</b> extension:
Point of Contact Email:	<b><a href="mailto:mvarangkounh@hy-capacity.com">mvarangkounh@hy-capacity.com</a></b>

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## Review Committee Selection

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

**Regional Workforce Development Board Chairperson will review the requirements of committee members and reach out to Region 5 Workforce Development Board members to determine potential conflicts of interest and knowledge of the processes involved with grant writing and alignment. The reviewers selected will include Region 5 Workforce Board members and the Region 5 Title III Manager. RWDB members will represent business, labor and employment services. The business members chosen will represent the in-demand occupations in the region. This Alignment Review Committee will be approved by the full RWDB and CEO boards. The full RWDB will authorize the 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?*

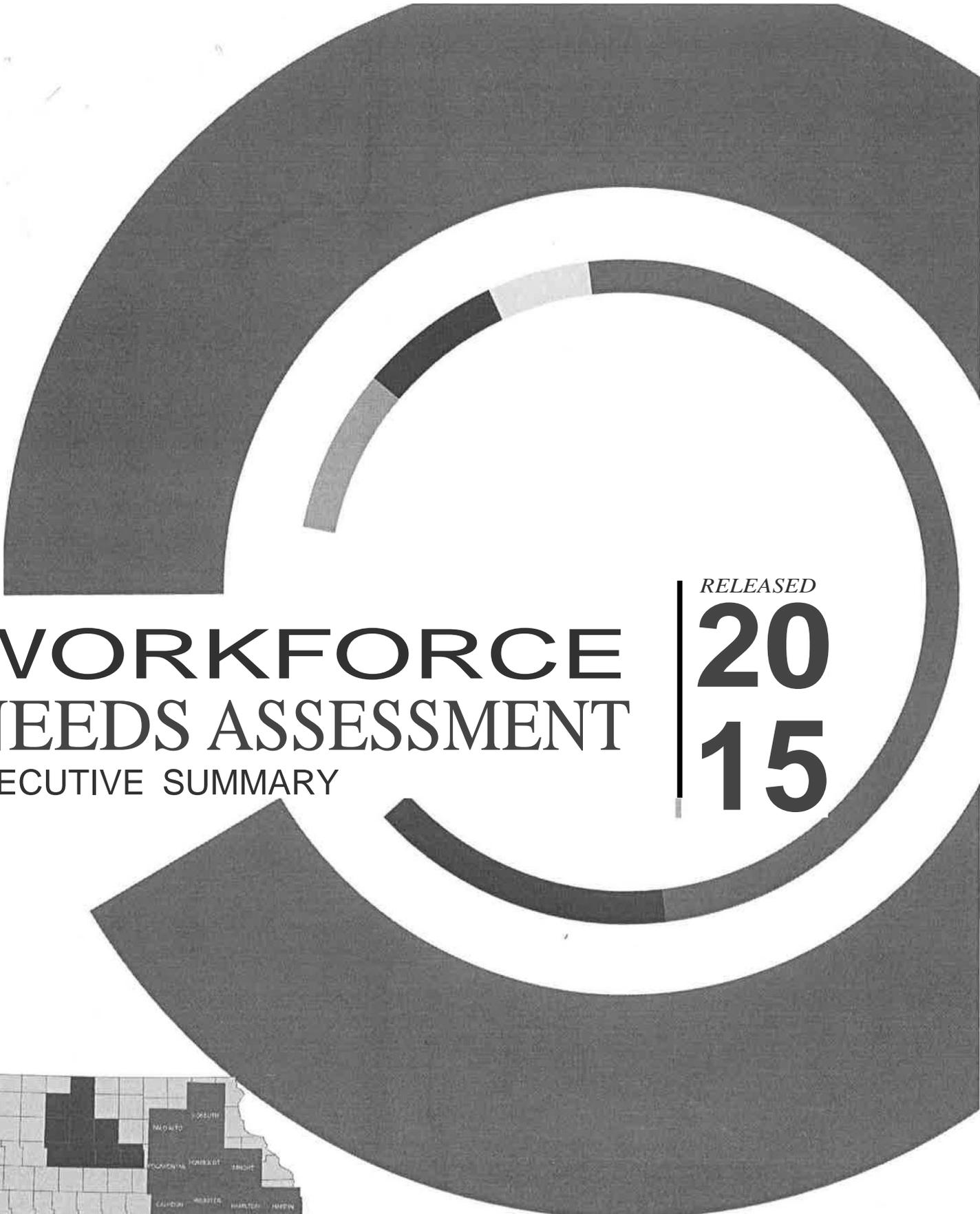
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## Conflict of Interest

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

**The potential conflicts of interest will be identified and shared with potential committee members. Potential members will be evaluated for conflict of interest based on self-disclosure, after an awareness of potential conflicts of interest are provided. As a result of the self-disclosure, member with no conflicts of interest will be identified and the committee members will be 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, will be 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?*

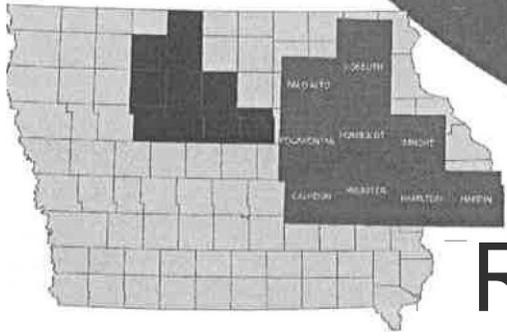


RELEASED

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# WORKFORCE NEEDS ASSESSMENT

EXECUTIVE SUMMARY



## REGIONAL ANALYSIS

CALHOUN, HAMILTON, HARDIN, HUMBOLDT, KO SUTH, PALO ALTO,  
POCAHONTAS, WEBSTER AND WRIGHT COUNTIES

# WORKFORCE NEEDS ASSESSMENT: REGIONAL ANALYSIS

The Workforce Needs Assessment Survey is conducted annually by Iowa Workforce Development. Employers provide information regarding both their current level of employment and their current and expected job vacancies. Starting in July 2014, 1,936 employers in the region were contacted. By the close of the survey, 522 completed surveys were received by IWD for a response rate of 27.0%. This regional analysis includes aggregate data for the following counties: Calhoun, Hamilton, Hardin, Humboldt, Kossuth, Palo Alto, Pocahontas, Webster and Wright.

## CURRENT VACANCIES BY OCCUPATIONAL CATEGORY OVERALL VACANCY DATA

Occupational Category	Vacancies	Percentage
Transportation & Material Moving	33	2.6%
Production	129	10.2%
Retail, Wholesale & Food	124	9.7%
Sales & Related	98	7.7%
Office & Administrative Support	81	6.3%
Healthcare Practitioner & Technical	78	6.2%
Maintenance & Repair	66	5.2%
Construction & Extraction	47	3.7%
Food Preparation & Serving Related	47	3.7%
Healthcare Support	40	3.2%
Management	37	2.9%
Community & Social Services	36	2.8%
Architecture & Engineering	29	2.3%
Building & Grounds Construction & Maintenance	30	2.3%
Protective Services	22	1.7%
Arts, Design, Entertainment, Sports, Recreation	17	1.3%
Buses & Financial Operations	14	1.1%
Educational Training & Library	12	0.9%
Information Technology	11	0.9%
Computer & Mathematical Science	10	0.8%
Life, Physical & Social Science	10	0.8%
Military Specific	10	0.8%
Legal	10	0.8%
<b>Total</b>	<b>1,273</b>	<b>100%</b>

31.1% of respondents within the region reported current or anticipated job vacancies

- 15,161 estimated vacancies reported per Iowa Workforce Development's job bank (November 2013 - October 2014)
- Healthcare & social services (24.9%); manufacturing (24.2%); and wholesale & retail trade (13.6%) industries reported the highest volume of current vacancies

26.0% of current vacancies are within the transportation & material moving occupational category followed by 10.2% within the production occupational category

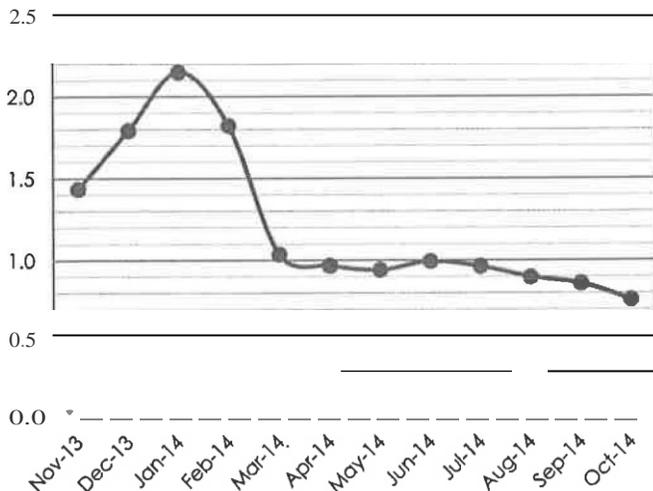
Medium-size employers (50-100 employees) accounted for 51.4% of survey responses and 57.5% of the total job vacancies in the region

## WORKFORCE DEMAND

### UNEMPLOYED PER JOB VACANCY

(approximately 1.1 unemployed persons for every Job vacancy)

- 2,786 Estimated Average Monthly Job Vacancies<sup>1</sup>
- 3,110 Estimated Unemployed Persons<sup>2</sup> Per Month



## VACANCY RATE BY INDUSTRY

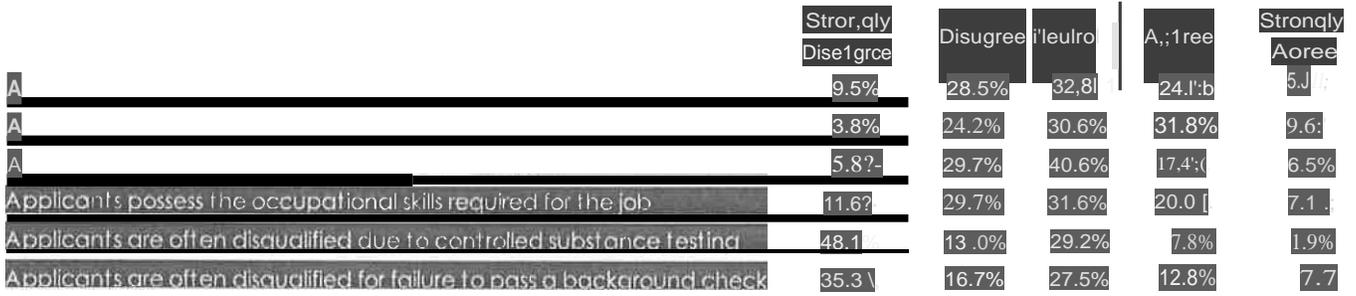
Industry	Regional Employment	Vacancy Rate
Healthcare & Social Assistance	\$3,389	4.6%
Manufacturing	\$3,600	4.1%
Retail Trade	\$1,139	3.7%
Wholesale Trade	\$1,072	3.6%
Food Service	\$2,288	3.5%
Transportation & Warehousing	\$2,726	3.1%
Construction	\$1,074	2.6%
Professional Services	\$3,223	1.7%
Information	\$1,139	1.6%
Education	\$5,511	1.1%
Other	\$1,813	0.8%

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<sup>1</sup> Iowa Workforce Development Job Bank

<sup>2</sup> Bureau of Labor Statistics, Local Area Unemployment Statistics

# PERCENTAGE OF EMPLOYERS THAT PERCEIVE A LACK OF SKILLS AMONG APPLICANTS



**1+2** **28.0% BASIC SKILLS**  
*(Includes: literacy, numeracy, basic computer skills and organization)*

**3** **35.5% SOFT SKILLS**  
*(Includes: timeliness, responsibility, teamwork, integrity and self-esteem)*

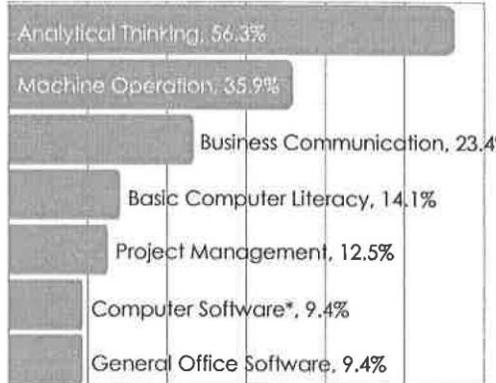
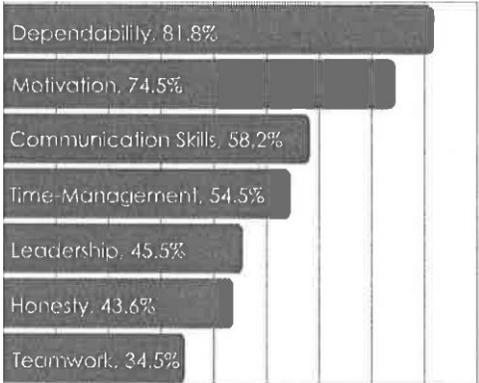
**4** **41.3% HARD SKILLS**  
*(Includes: analytical skills, physical ability, knowledge and experience)*

Reading Information 45.5%

Written Communication 43.2%

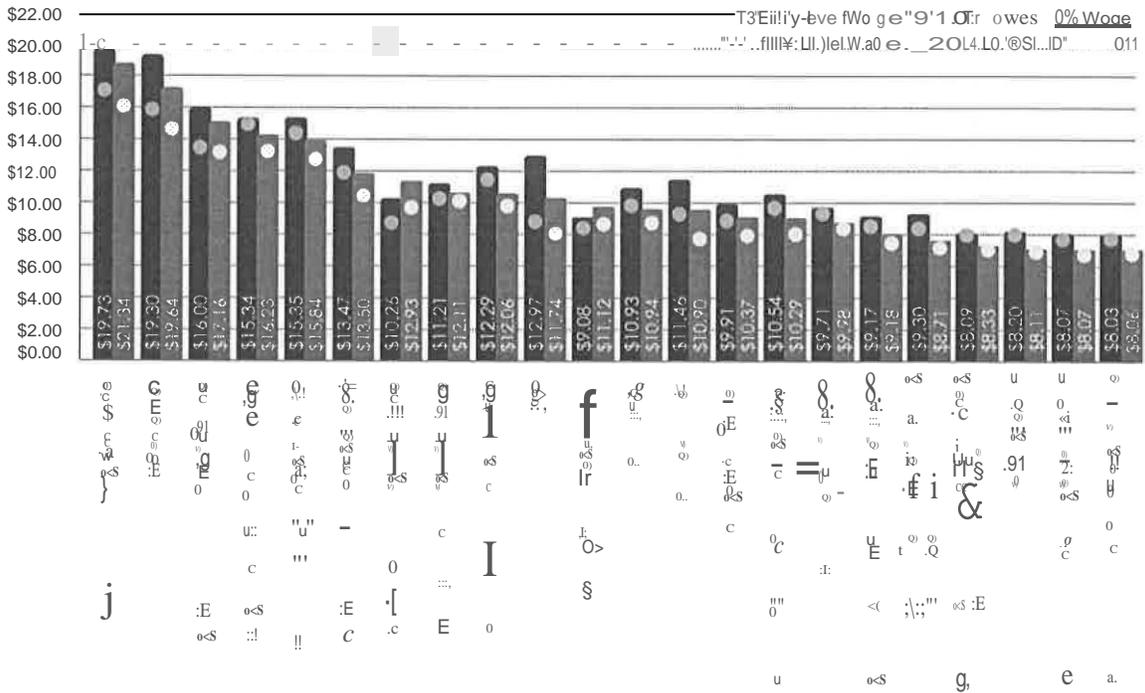
Motor Skills 38.6%

Locomotor Information 27.3%



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100% \*Job specific

# HOURLY WAGES BY OCCUPATIONAL CATEGORY



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Iowa Wage Survey estimates at g .2

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## FUTURE WORKFORCE PLANS

### MAINTAIN

76.9% of employers plan to maintain their workforce

### EXPAND

21.3% of employers plan to expand their workforce

85.7% plan on expanding within 12 months

10.7% plan on expanding in one to two years

Top reasons for payroll expansion include: to meet current market demands; increase share of existing market; and to reduce overtime

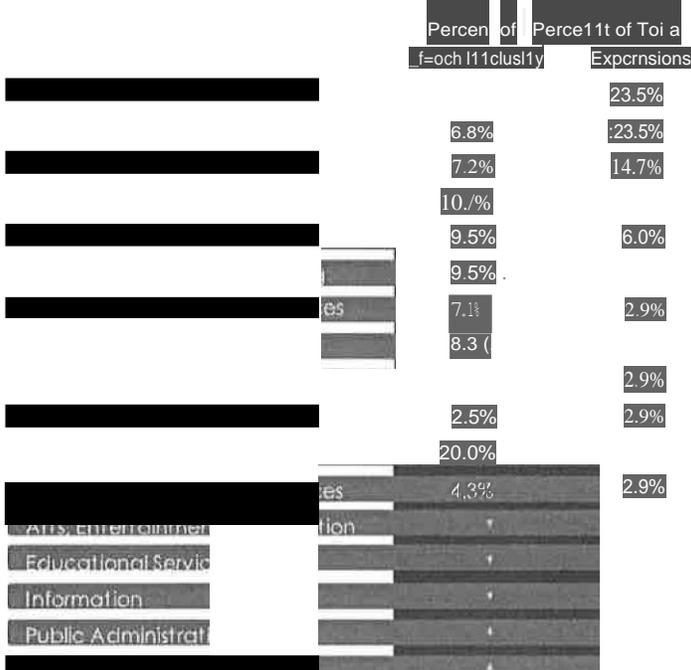
### REDUCE

1.9% of employers plan to reduce their workforce

## TOP OCCUPATIONAL CATEGORIES BY PLANNED PAYROLL EXPANSION



## PLANNED PAYROLL EXPANSION BY INDUSTRY



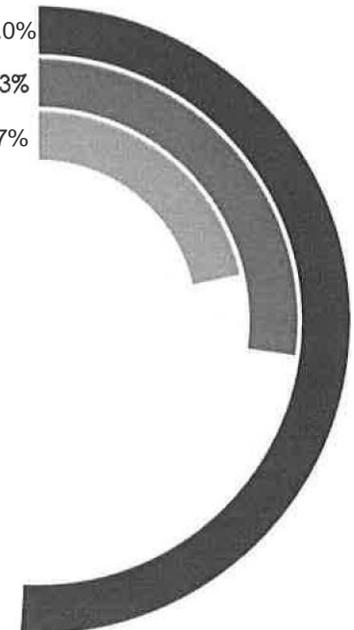
\* Insufficient data reported

## RECRUITMENT PERIOD FOR JOB OPENINGS

Less than 30 days, 51.0%

30-59 days, 27.3%

60 days or more, 21.7%



## RETIREMENTS

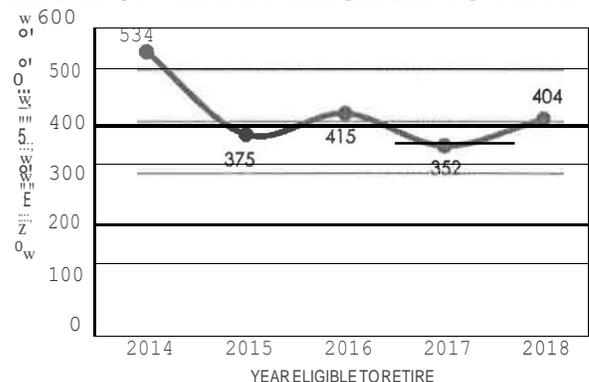
3,476 employees in the region are currently over the age of 64

Representing 6.7% of the total regional workforce

50.1% are male and 49.9% are female

Of those retiring in the next five years, 24.7% are within the healthcare & social services industry; followed by 21.0% within the manufacturing industry and 17.8% within the public administration industry

## ESTIMATE OF NEWLY ELIGIBLE TO RETIRE



# 2015 ANNUAL PROFILE

# REGION 5

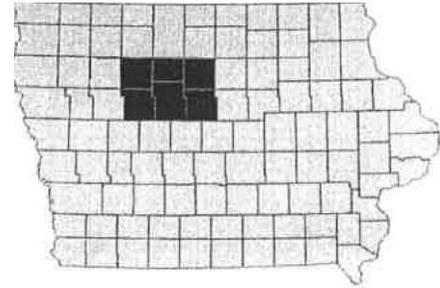
## IOWA WORKFORCE DEVELOPMENT

### Executive Summary

As of 2014, Iowa Workforce Development's (IWD) Region 5's largest private industry was Manufacturing, representing 18.5 percent (7,367) of the region's total covered employment of 39,836. The region's total employment increased by 0.30 percent since 2013, while the average annual wage increased by 2.6 percent to \$38,126 for all industries. The Information industry posted the largest employment percentage increase of 12.5 percent during 2014.

IWD's Region 5 average weekly wage for all industries was \$733 for 2014. This was an increase of 2.5 percent since 2013. The highest average weekly wage for a private sector was in Wholesale Trade averaging \$1,002. Between 2013 and 2014, the Information sector reported the largest percentage increase in average weekly wage of 8.5 percent.

### STATE OF IOWA



IWD Region 5

### 2014 Industry Breakout by Employment



Source: Quarterly Census of Employment and Wages

### Ten Major Private Industry Employers

Listed alphabetically

Name of Company	Industry
Electrolux Home Products	Wholesale Trade
Unity Point Health-Trinity	Health SenAces
Zoetis Animal Health	Manufacturing
Van Diest Suooly Co	Wholesale Trade
Iowa Specialty Hospital	Health SenAces
Eaton Corp	Manufacturing
Hagie Manufacturing Co	Manufacturing
Friendship Haven	Health SenAces
Centrum Valley Farms	Agriculture
Webster City Community Schools	Education

Source: Infogroup®

### QUICK FACTS

#### Counties Included in Iowa Workforce Development's Region 5

Calhoun	Pocahontas
Hamilton	Webster
Humboldt	Wright

### 2014 Covered Employment (QCEW)

Total Employment	39,836	2.6 <sup>1</sup>
Average Weekly Wage	\$733	89.6 <sup>2</sup>
Largest Private Sector: Manufacturing	7,367	3.4 <sup>3</sup>

<sup>1</sup> Percent is based on statewide covered employment of 1,515,887

<sup>2</sup> Percent is based on statewide average weekly wage of \$818

<sup>3</sup> Percent is based on statewide covered employment in specified sector

### Census Statistics

IWD Region 5 Population (2015)	91,556
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## 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

### 2013 - 2014 Covered Employment and Reporting Units by Industry

Reporting Units				Employment		
2013	2014	% Change		2013	2014	% Change
3,283	3,317	1.04%	Total All Industries	39,718	39,836	0.30%
2,963	3,000	1.25%	Private Business	32,233	32,427	0.60%
199	206	3.52%	Ag/Natural Resources & Mining	1,551	1,555	0.26%
304	309	1.64%	Construction	2,365	2,198	-7.06%
156	159	1.92%	Manufacturing	6,128	6,082	-0.75%
655	645	-1.53%	Trade	7,404	7,367	-0.50%
243	243	0.00%	<i>Wholesale Trade</i>	2,581	2,606	0.97%
412	402	-2.43%	<i>Retail Trade</i>	4,823	4,762	-1.26%
188	185	-1.60%	Transportation & Utilities	2,262	2,408	6.45%
67	68	1.49%	Information	699	786	12.45%
277	283	2.17%	Finance, Insurance, and Real Estate	1,257	1,278	1.67%
349	361	3.44%	Professional & Business Services	1,931	1,881	-2.59%
290	293	1.03%	Education & Health Services	5,141	5,329	3.66%
240	246	2.50%	Leisure & Hospitality	2,600	2,664	2.46%
240	246	2.50%	Other Services	895	881	-1.56%
321	317	-1.25%	Government	7,485	7,410	-1.00%
61	62	1.64%	<i>State</i>	710	705	-0.70%
177	174	-1.69%	<i>Local</i>	6,348	6,283	-1.02%
83	81	-2.41%	<i>Federal</i>	427	421	-1.41%

### QUICK FACTS

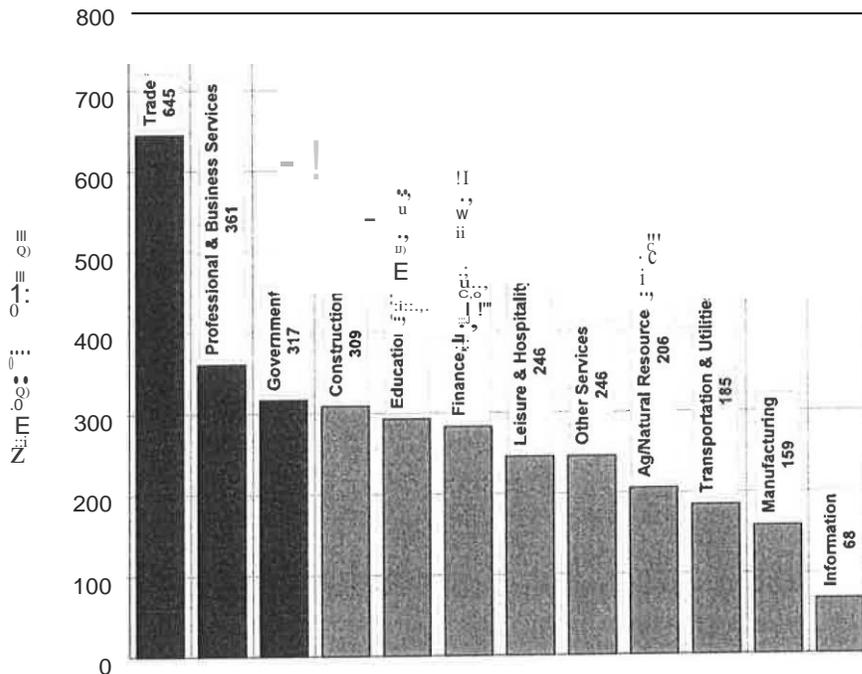
**IWD Region 5  
Greatest Number of  
Worksites**

\*Trade  
645

Professional and  
Business Services  
361

Government  
317

Reporting Units by Industry in 2014



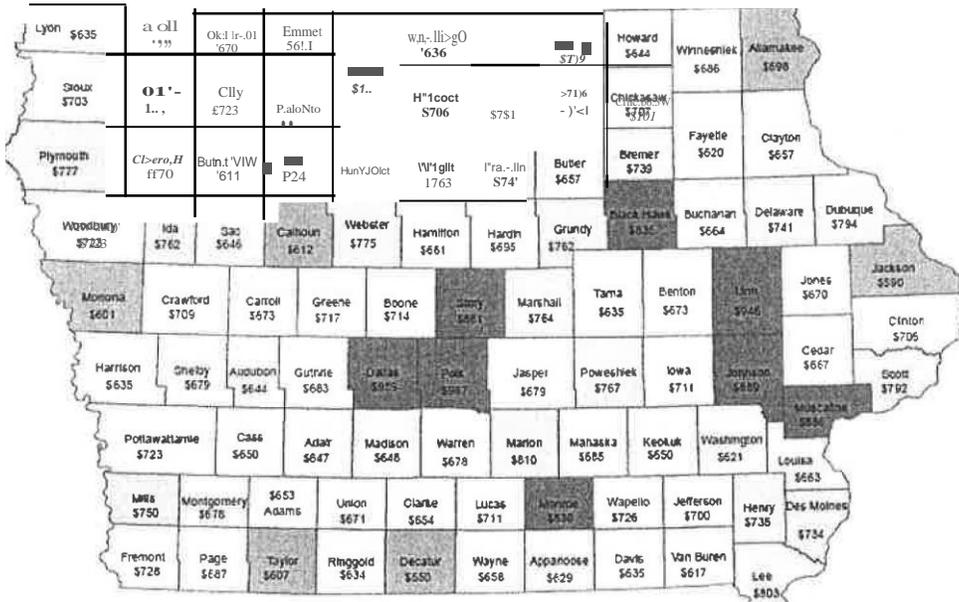
\*Trade includes Wholesale & Retail Trade

# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

## 2013 - 2014 Average Annual and Weekly Wage by Industry

Average Annual Wage				Average Weekly Wage		
2013	2014	% Change		2013	2014	% Change
\$ 37,157	\$ 38,126	2.61%	Total All Industries	\$ 715	\$ 733	2.52%
\$ 37,059	\$ 37,990	2.51%	Private Business	\$ 713	\$ 731	2.52%
\$ 35,321	\$ 36,641	3.74%	Ag/Natural Resources & Mining	\$ 679	\$ 705	3.83%
\$ 48,015	\$ 49,050	2.16%	Construction	\$ 923	\$ 943	2.17%
\$ 50,277	\$ 51,975	3.38%	Manufacturing	\$ 967	\$ 1,000	3.41%
\$ 31,416	\$ 32,633	3.87%	Trade	\$ 604	\$ 628	3.97%
\$ 50,724	\$ 52,093	2.70%	<i>Wholesale Trade</i>	\$ 975	\$ 1,002	2.77%
\$ 21,084	\$ 21,983	4.26%	<i>Retail Trade</i>	\$ 405	\$ 423	4.44%
\$ 43,010	\$ 43,247	0.55%	Transportation & Utilities	\$ 827	\$ 832	0.60%
\$ 34,921	\$ 37,912	8.57%	Information	\$ 672	\$ 729	8.48%
\$ 42,789	\$ 44,414	3.80%	Finance, Insurance, Real Estate	\$ 823	\$ 854	3.77%
\$ 38,503	\$ 39,870	3.55%	Professional & Business Services	\$ 740	\$ 767	3.65%
\$ 35,217	\$ 35,621	1.15%	Education & Health Services	\$ 677	\$ 685	1.18%
\$ 11,454	\$ 11,642	1.64%	Leisure & Hospitality	\$ 220	\$ 224	1.82%
\$ 27,718	\$ 27,402	-1.14%	Other Services	\$ 533	\$ 527	-1.13%
\$ 37,579	\$ 38,721	3.04%	Government	\$ 723	\$ 745	3.04%
\$ 54,152	\$ 54,441	0.53%	<i>State</i>	\$ 1,041	\$ 1,047	0.58%
\$ 34,887	\$ 36,194	3.75%	<i>Local</i>	\$ 671	\$ 696	3.73%
\$ 50,040	\$ 50,100	0.12%	<i>Federal</i>	\$ 962	\$ 963	0.10%

Average Weekly Wage for All Industries by County  
Annual 2014



### QUICK FACTS

#### Average Weekly Wage Comparisons

IWD Region 5  
\$733

Rank  
Among All 15  
IWD Regions  
8

Statewide  
\$818

LJ Under\$616 D \$617-\$666 D \$667-\$730 C.J \$731-\$820 - \$821 and Up

## 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

### QUICK FACTs

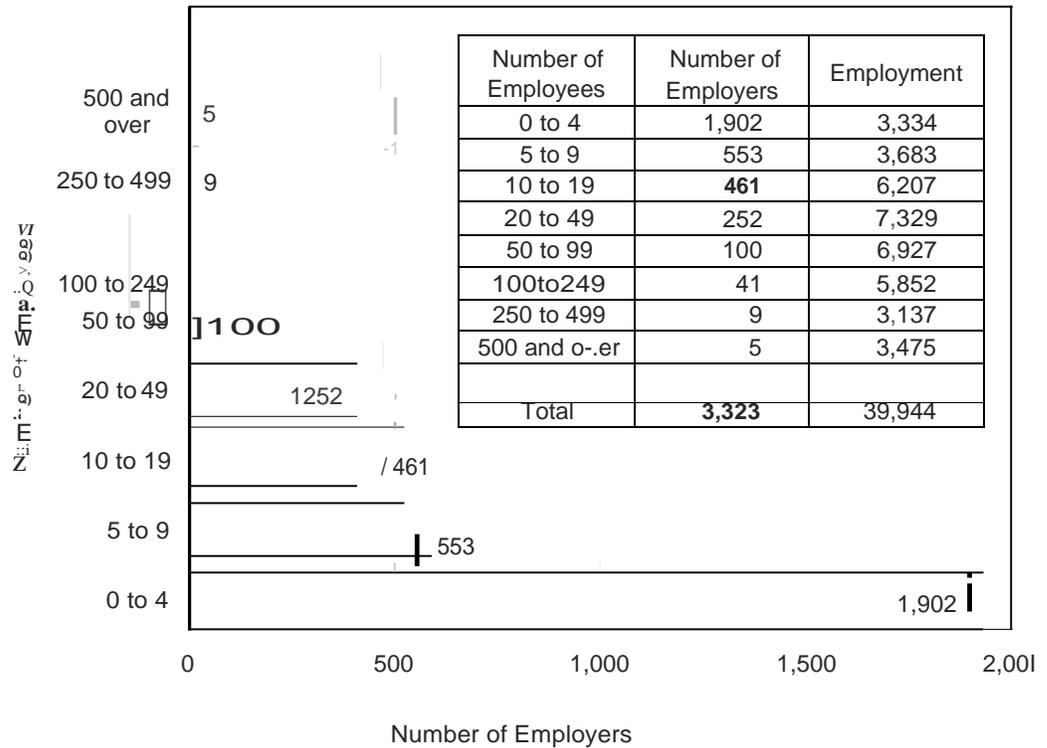
#### Size of Firm

Four firms in Region 5 employ 500 or more workers, totaling 3,475 workers, which accounts for 8.7 percent of total employment in the region.

Firms that employ less than 50 workers represent 95.3 percent of all establishments region-wide.

### Size of Firm Based on Employment

December 2014



### QUICK FACTS

#### Quarterly Workforce Indicators Definitions

##### Total Employment

Number of workers who are employed by the same employer in both the current and previous quarter

##### New Hires

Total number of hires that were also not employed by that employer during the previous four quarters

*For additional definitions see source information below the LED tables*

### 2014 Local Employment Dynamics (LED) - Quarterly Workforce Indicators

*Comparison of Annual Averages from 3rd Qtr 2013 to 3rd Qtr 2014*

Quarterly Workforce Indicators	Region 11 S (2013)	Region 5 {2014}
Total Employment	39,014	39,193
New Hires	6,860	5,721
Separations	7,615	7,130
Turnover Rate%	0.09	0.1
Average Monthly Earnings	\$2,892	\$3,029
Average New Hire Earnings	\$2,052	\$2,311

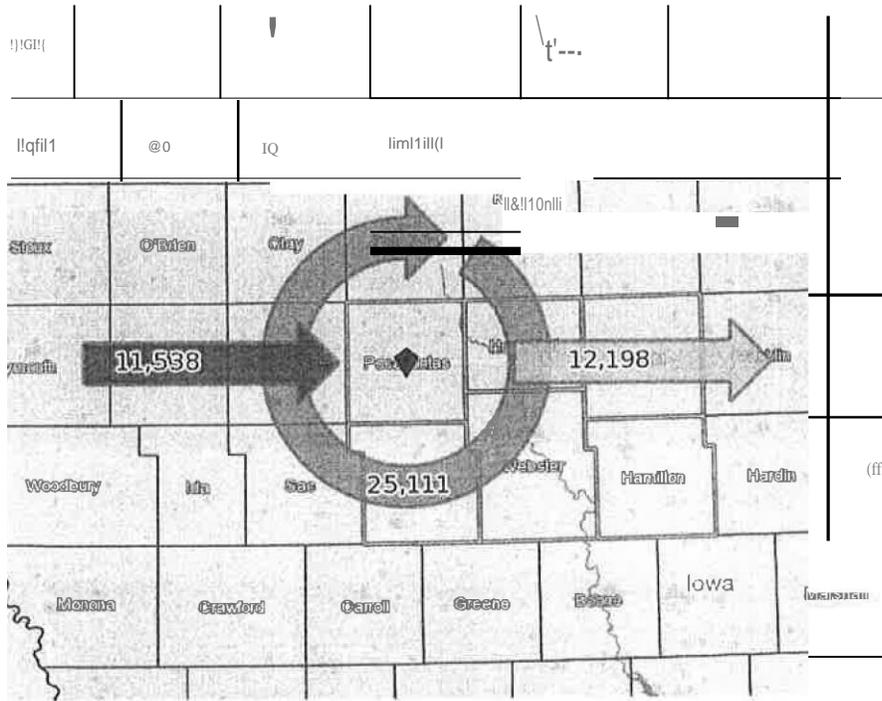
Quarterly Workforce Indicators	Iowa (2013)	Iowa (2014)
Total Employment	1,498,453	1,514,462
New Hires	226,009	231,425
Separations	278,960	277,585
Turnover Rate%	0.091	0.095
Average Monthly Earnings	\$3,526	\$3,610
Average New Hire Earnings	\$2,078	\$2,221

Source: Local Employment Dynamics, <http://iowalmi.gov>. For definitions of the Quarterly Workforce Indicators, visit <http://iowalmi.gov/doc/cwr101.pdf>.

# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

## Inflow/Outflow Job Analysis of Region 5 2013

Characteristics of workers who commute in, out, and within Region 5



For a non-interactive tour of the application, please follow this link: <http://lehd.ces.census.gov/leddata/tools/onthemap.php?name=Iowa>

### QUICK FACTS

#### 'On the Map' Interactive Mapping Application

As of 2013, there were 36,649 primary jobs in this region.

12,198 workers live in Region 3/4 but leave the region for their primary jobs

68.5 percent (25,111) of the region's workers live and work in Region 5.

## ON THE MAP Statistics - Region 5

Distribution of Worker's Age, Monthly Earnings, and Race-Primary Jobs

Total Primary Jobs	2013		2011		2009	
	Count	Share	Count	Share	Count	Share
Total Primary Jobs	36,649	100.0%	36,114	100.0%	35,218	100.0%
Jobs by Worker Age	2013		2011		2009	
	Count	Share	Count	Share	Count	Share
Age 29 or younger	8,059	22.0%	7,933	22.0%	9,071	23.7%
Age 30 to 54	19,206	52.4%	19,426	53.8%	20,851	54.5%
Age 55 or older	9,384	25.6%	8,755	24.2%	8,357	21.8%
Jobs by Earnings	2013		2011		2009	
	Count	Share	Count	Share	Count	Share
\$1,250 per month or less	8,350	22.3%	8,525	23.6%	9,662	25.2%
\$1,251 to \$3,333 per month	14,523	41.7%	15,247	42.2%	17,651	46.1%
More than \$3,333 per month	13,776	36.0%	12,342	34.2%	10,965	28.6%
Jobs by Worker Race	2013		2011		2009	
	Count	Share	Count	Share	Count	Share
White Alone	31,515	96.9%	35,121	97.3%	37,114	97.0%
Black or African American Alone	542	1.5%	424	1.2%	571	1.5%
American Indian or Alaska Native Alone	106	0.3%	80	0.2%	87	0.2%
Asian Alone	289	0.8%	303	0.8%	321	0.9%
Nath. Hawaiian or Other Pacific Islander Alone	1	0.0%	14	0.0%	13	0.0%
Two or More Race Groups	186	0.5%	172	0.5%	166	0.4%

Source: Local Employment Dynamics, On the Map: <http://011/hemap.ces.census.gov/>. For definitions and instruction on this mapping application, visit <http://lehd.ces.census.gov/led/dalatoools/onthemap.php?name=Iowa>

### QUICK FACTS

#### 'On the Map' Reports

One of the reports generated from 'On the Map' displays 36,649 total primary jobs in Region 5 and the distribution of age and monthly earnings of the workers.

41.7 percent of Region 5 workers earn from \$1,251 to \$3,333 per month.

25.6 percent of the region's workers are age 55 and older.

2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

**Top 20 Growing Industries by Employment**

2012- 2022

Industry Description	NAICS Code	2012 Estimated Employment	2022 Projected Employment	Total Growth	Percent Change
Nursing and Residential Care Facilities	623	2,365	2,775	410	17.3%
Self Employed and Unpaid Family Workers	671	4,550	4,855	305	6.7%
Truck Transportation	484	1,380	1,675	295	21.4%
Hospitals	622	1,905	2,175	270	14.2%
Ambulatory Health Care Services	621	1,160	1,420	260	22.4%
Educational Services	611	3,700	3,945	245	6.6%
Food Manufacturing	311	1,195	1,415	220	18.4%
Food Services and Drinking Places	722	2,130	2,340	210	9.9%
Construction of Buildings	236	735	940	205	27.9%
Specialty Trade Contractors	238	955	1,155	200	20.9%
Professional, Scientific, and Technical Services	541	910	1,060	150	16.5%
Social Assistance	624	605	755	150	24.8%
Merchant Wholesalers, Nondurable Goods	424	1,575	1,715	140	8.9%
Administrative and Support Services	561	670	800	130	19.4%
Local Government, Excluding Education and Hospitals	930	2,040	2,160	120	5.9%
Machinery Manufacturing	333	1,285	1,385	100	7.8%
General Merchandise Stores	452	965	1,060	95	9.8%
Religious, Grantmaking, Civic, Professional Organizations	813	805	895	90	11.2%
Warehousing and Storage	493	360	440	80	22.2%
Support Activities for Agriculture	115	240	310	70	29.2%

Source : Long-Tenn Industry Projections

<http://www.iowaworkforcedevelopment.gov/occupational-projections>

**"Hot Jobs" in Region 5**

2012 - 2022

Occupational Title	2012 Estimated Employment	2022 Projected Employment	Annual Growth Rate (%)	Region 5 2015 Mean Annual Wage	Job Education	Job Training
<b>Postsecondary Education</b>						
Registered Nurses	990	1,160	1.7	23.81	AS	N
Heavy & Tractor-Trailer Truck Drivers	1,480	1,735	1.7	23.27	PS	S
Licensed Practical & Licensed Vocational Nurses	265	325	2.3	17.92	PS	N
<b>High School Diploma (or Equivalent) or less</b>						
Industrial Machinery Mechanics	340	425	2.5	21.45	HS	L
Electricians	385	460	1.9	18.70	HS	A
Mixing & Blending Machine Setters, Operators, & Tenders	255	295	1.6	18.16	HS	M
Carpenters	280	365	3.0	17.08	HS	A
Maintenance & Repair Workers, General	395	455	1.5	16.03	HS	L
First-Line Supervisors of Food Preparation & Serving Workers	200	230	1.3	15.36	HS	N
Medical Secretaries	215	275	2.8	14.81	HS	M
Construction Laborers	375	470	2.5	14.27	< HS	S

Occupations were selected based on the annual growth rate from Region 5 2012-2022 occupational projections.

<https://www.iowaworkforcedevelopment.gov/occupational-projections>

**Education** (typical education level needed to enter an occupation): DP = Doctoral or Professional degree; MA = Master's degree; BA = Bachelor's degree; AS = Associate's degree; PS = Postsecondary non-degree award; SC = Some college, no degree; HS = High school diploma or equivalent; <HS = Less than high school;

**Job Training** (typical on-the-job training level needed to attain occupational competency): I = Internship/residency; A = Apprenticeship; L = Long-term on-the-job training; M = Moderate-term on-the-job training; S = Short-term on-the-job training; N = None.



# 2015 QUARTERLY CENSUS OF EMPLOYMENT AND WAGES PROFILE

## QUICK FACTS

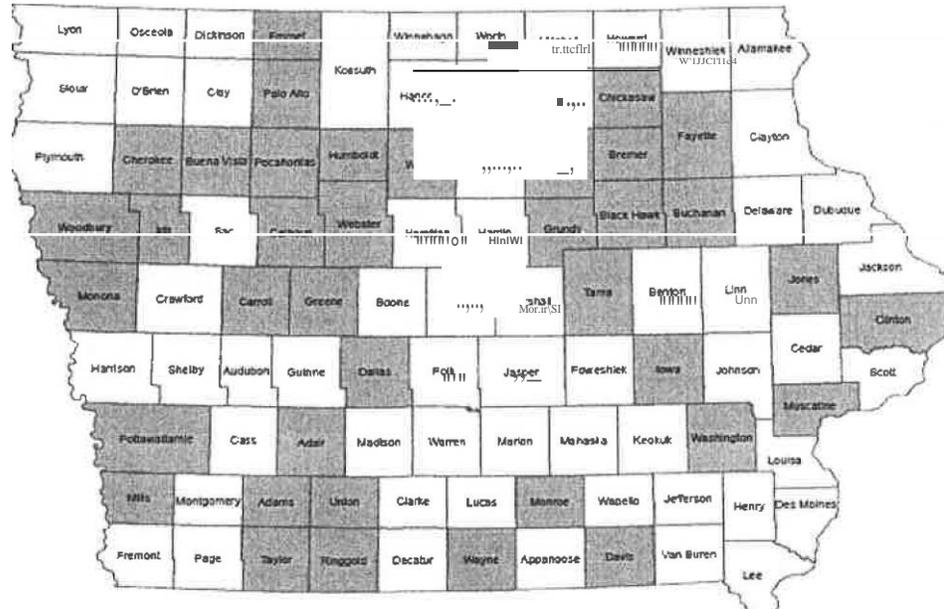
### Annual 2014 UI Benefits

UI Benefits for Iowa decreased from \$418.8 million in 2013 to \$402.6 million in 2014, a decrease of 3.9 percent.

UI Benefits in 60 of Iowa's 99 counties dropped compared to 2013.

Five counties in Region 5 saw an increase in UI benefits paid in 2014.

## Percentage Change in Total Unemployment Insurance (UI) Benefit



D Decrease Increase

Source: Unemployment Insurance Statistical Data

<http://www.iowaworkforcedevelopment.gov/u11emplo/vme01-it1st1rar1c-e-statistics>

## CONTACT INFO

### Iowa Workforce Development Labor Market Information

1000 E Grand Ave  
Des Moines, IA 50319  
515-281-8515  
800-532-1249;  
Fax: 515-281-8195  
iwd.lmi@iwd.iowa.gov  
[www.iowalmi.gov](http://www.iowalmi.gov)

Equal opportunity employer/  
program. Auxiliary aids and  
services are available upon  
request to individuals with  
disabilities.

TTY 515-281-4748;  
1-800-831-1399

WORKFORCE®  
DES MOINES, IOWA

## For Additional Information about Region 5 - Visit our Website!

<http://www.iowalmi.gov>

**LMI Quick Links**

- LMI Home
- Employment & Wages
- Industry Profiles
- Occupational Employment & Wages
- Additional Links

**Welcome to the Labor Market Information Division**

1015 Iowa Labor Force Summary (Su1on,ly AdjuH-d)

Industry	Occupation
Employment & Wages	Direct Expenditure
Profits	Employment & Wages
Production	Profits
Wage	Production

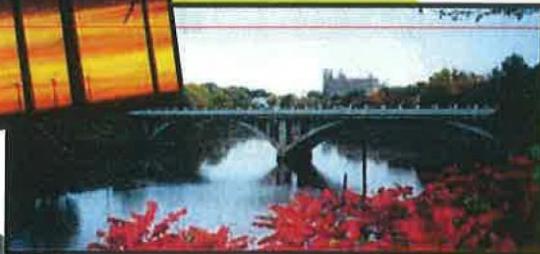
<http://www.iowalmi.gov>

2015

Regional Progress

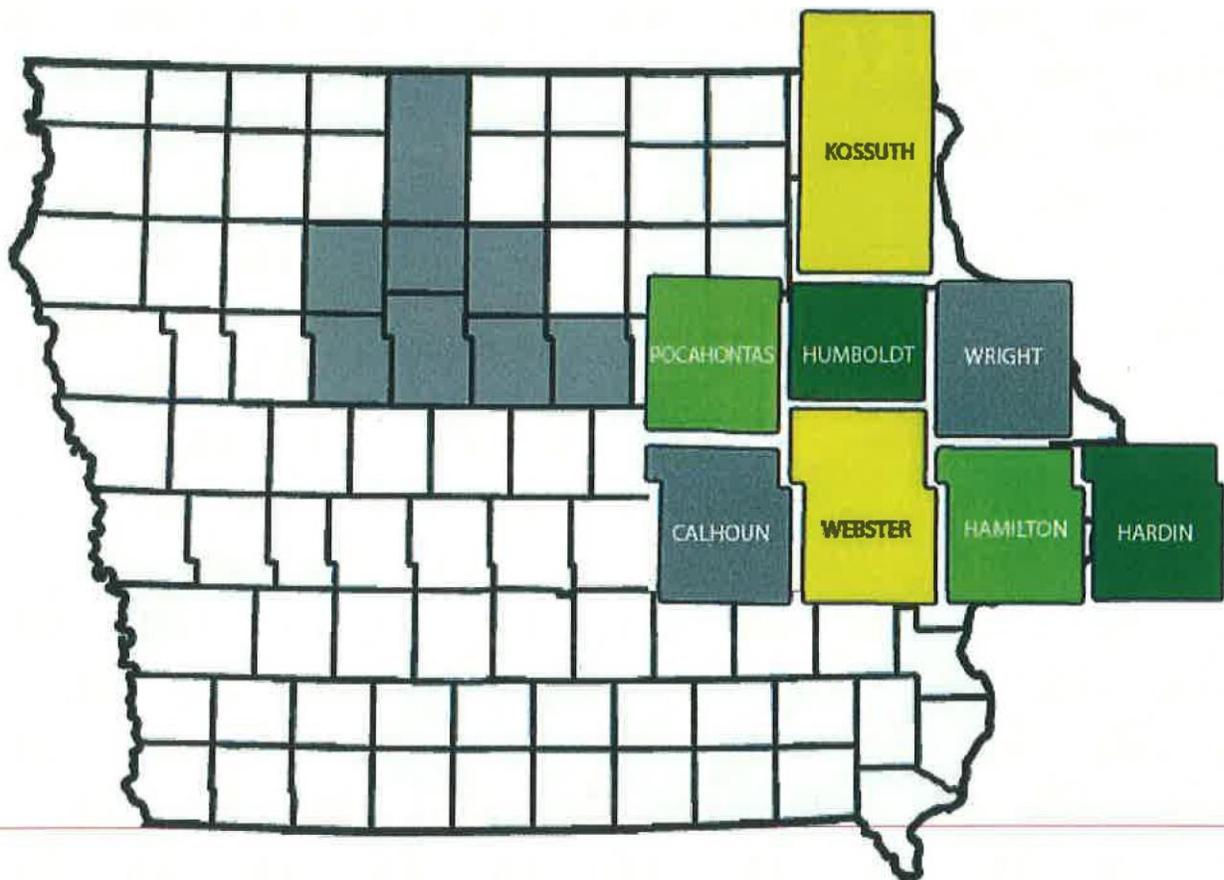
**REPORT**

**MID IOWA**  
GROWTH PARTNERSHIP



Calhoun, Hamilton, Hardin, Humboldt, L(ossuth, Palo Alto, Pocahontas, Webster & Wright County

# MID IOWA GROWTH PARTNERSHIP



The Mid Iowa Growth Partnership (MIGP) was designated a regional collaborative by the State of Iowa in mid 2005. MIGP consists of nine counties located in north-central Iowa, has a population of 175,000 and a potential labor force of over 240,000. MIGP welcomes this opportunity to provide you with the necessary information needed to facilitate or initiate your request in the mid-Iowa region.



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# MIDI OWA GROWTH PARTNERSHIP

On behalf of the entire Mid Iowa Growth Partnership (MIGP) Board of Directors, we hope you enjoy our 2015 Annual Progress Report. MIGP is a progressive, forward thinking organization focused on advancing the region through collaboration and dedication. We are so thankful for your support of our organization as we understand we can accomplish more together than each of us can individually and it is our board members that make it possible for us to carry out our mission to ensure the MIGP region is the best place to live, work and play.

Please take a moment to review the report as I can assure you, you will learn more about our nine county region, our accomplishments and what makes the MIGP region successful and prosperous. If you have any questions, would like additional information or simply want to share your thoughts please do not hesitate to contact any one of the MIGP board members. We appreciate your time and dedication to the MIGP region. Thank you for our continued support!

Sincerely,

Alissa Reinholdt, MIGP President

*Renewing Growth Naturally*



# CALHOUN COUNTY ECONOMIC DEVELOPMENT CORPORATION

provides assistance to existing business and industry, prospective business and industry, entrepreneurs, local chamber/development organizations, city offices, and non-profit organizations in Calhoun County. CCEDC has also formed a close working relationship with neighboring counties and many area organizations within the region to enhance the development potential of Northwest Iowa and can serve as a local link for most local, state and federal assistance programs.



New Truck Stop "Sparky's" On New Hwy 20

**6**

NEW

STARTUPS

**46**

NEW  
JOBS

**732**

Private  
Non-Farm  
Businesses

## "SKILLED IOWA COMMUNITY"

Calhoun County became the first county in the region to be recognized as a "Skilled Iowa Community" by meeting all the metrics of the program.

## UNEMPLOYMENT

**3.8%**

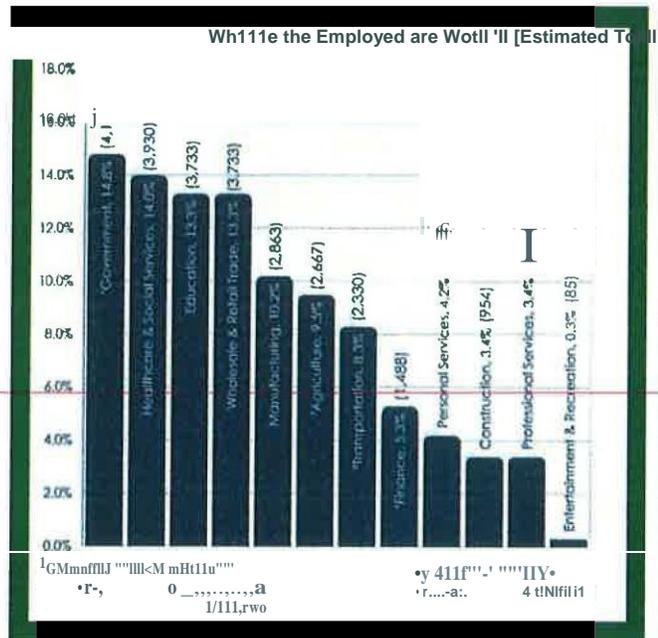
compared to 4.9%  
in July 2014

**\$275,000**

Community Foundation



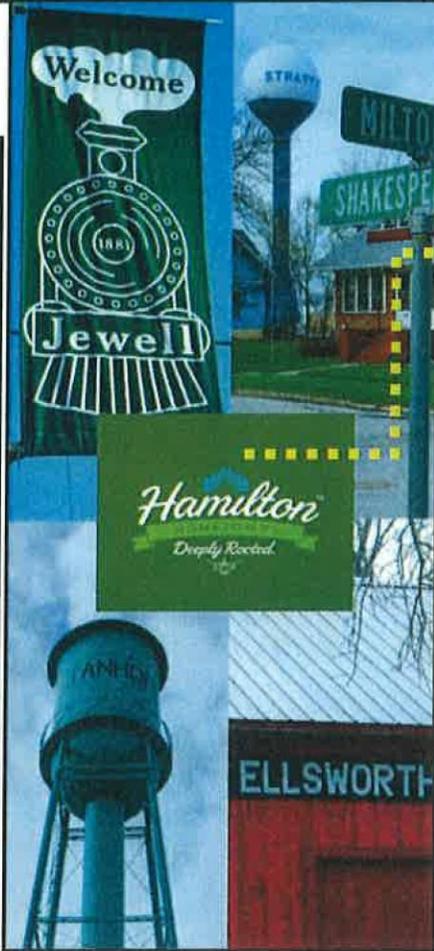
Aerial View of Twin Lakes



Calhoun County



# Hamilton County



[www.hamiltonhometowns.com](http://www.hamiltonhometowns.com)

## WHEN

Wright Hamilton Entrepreneurial Network

### REGIONAL ENTREPRENEURSHIP PROJECT

Hamilton and Wright Counties, who became Region II for this project, is a group working together to bring new jobs and families to their areas. This was funded by a grant to UNI as part of the US Economic Development Administration.

**7**  
NEW  
START UPS

=

**11**  
NEW  
JOBS

"A major accomplishment in the small towns of Ellsworth, Jewell, Stanhope, and Stratford is that they have started to work cooperatively and have undergone a re-branding. Calling themselves Hamilton Hometowns, they are building a marketing strategy to increase business, tourism, and livability across Hamilton County."



8 B ILDI

ITIO S

= \$553,000

Hamilton County Economic Development is the only county-wide

## MAIN STREET PROGRAM

currently in Iowa, using the

*"Main Street 4 Point Approach"*.

The small towns and rural areas of Hamilton County have continued to grow and thrive.

in 2014, Jewell won a Main Street Award for building rehabilitation under 5,000sq. ft. n a oca n! ller, **Gravy Home Goods**, won Be t Visual Merchandising

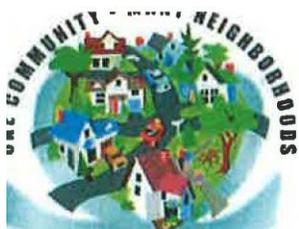


HAMILTON COUNTY  
ECONOMIC DEVELOPMENT



# HARDIN COUNTY DEVELOPMENT ALLIANCE

HCDA is a partnership among the Iowa Falls Area Development Corporation, Ackley Development Group, Eldora Area Business Development Group and Hardin County. Hardin County provides funding to these three organizations. In return, the three development coordinators assist with county-wide economics developments activities. The three development coordinators meet quarterly with the Board of Supervisors to report on their efforts.



**HARDIN COUNTY  
DEVELOPMENT ALLIANCE**



	Business Exp ansions	New Businesses	C.ipit.i Investment	Jobs Created/Ret.:ined
liltbra	4	4	\$65,000,000	10
Ackley	7	7	\$ 599,331	18
<b>Total</b>	<b>15</b>	<b>12<sup>n</sup></b>	<b>\$90 274,</b>	<b>208</b>

\* Tri Rinse has expanded to include facilities in all three communities.



**ACKLEY DEVELOPMENT COMMISSION**



[www.co.hardin.ia.us](http://www.co.hardin.ia.us)

**Hardin County**



## HUMBOLDT COUNTY DEVELOPMENT ASSOCIATION

is committed to retaining and growing the business industry in Humboldt County through innovative leadership and a forward-thinking vision. From site selection, government regulations and state and local incentives, HCDA is dedicated to assisting new and existing industries in Humboldt County.

# Humboldt County

COUNTY GROWTH			
	Business name	# of new jobs	Capital Investment
EXPANSIONS	Sister's Homestyle Entrees	15	\$2.5 million
	Bomgaars	retention of existing jobs and creation of new	\$2million
NEW	Precision Tank and Equipment	14new jobs	\$3 million
			<b>TOTAL INVESTMENT</b> \$7.5 million

**SOLD**

2 industrial speculative buildings owned by HCOA

CONSTRUCTED A NEW COMMERCIAL SPECULATIVE BUILDING

Placed over **40 KIDS**

in a career field of their choice

in our high school

**INTERNSHIP PROGRAM**

**HUMBOLDT BUSINESS PARK**



Phase-1-Go m-pJe +e A

All 4 LOTS SOLD!!

**H! J Q! !?T**  
Developing Opportunities... Cultivating Growth





Average age is **51** years old

**44%** of new hires age 18-29

**37%** Work in Production, Construction & Material Handling

**73%** use the internet to find work

**14%** work multiple jobs

Potential Labor Force is **68,186**

KOSSUTH COUNTY	
<b>Population</b> 15,106	<b>Jobs</b> 8,165
<b>Average Earnings</b> \$43,478	<b>Wage Growth</b> \$1,003
<b>Sales</b> \$1,815,536,553	<b>GRP* Increase</b> \$42,706,770
<b>Exports</b> \$1,520,663,014	<b>Imports</b> \$1,595,246,882

Sources: K/PACEDC Business Surveys, 2010/2015; Economic Modeling Specialists Intl., a CareerBuilder Company.  
\*Gross Regional Product: Measures the final market value of all goods and services produced in a region. FY 2012-2013

## Renewable Fuels



### ETHYL ALCOHOL MANUFACTURING

**104** Jobs  
27% age 45-54

40,234,717 GRP  
198,600,850 Sales

**35 Million**  
of corn processed annually



1

f ha

i



### ERN-PRBGIt-A::M-

Kossuth manages a professional development Intern Program where 45-50 interns participate annually. A variety of skill building sessions and networking programs are scheduled for the interns and their company mentor. Over 90 interns that have participated in the Intern Program have returned to find employment in our area.

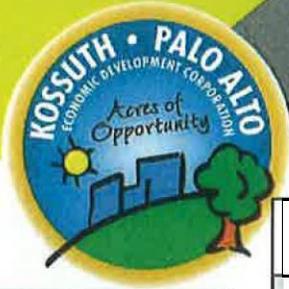
### SOY BIODIESEL

**35** Jobs      **60** Million Gallon Annual Capacity

Source: Economic Modeling Specialists Intl., a Career Builder Company and K/PACEDC

# Kossuth County





## PALO ALTO COUNTY

<b>Population</b> 9,162	<b>Jobs</b> 4,541
<b>Average Earnings</b> \$36,869	<b>Wage Growth</b> \$635
<b>Sales</b> \$741,655,380	<b>GRP* Increase</b> \$6,933,692
<b>Exports</b> \$612,970,687	<b>Imports</b> \$694,520,969

Average age is **53** years old

**35%** of new hires age 30-49

**32%** work in Production, Construction & Material Handling

**82%** use the internet to find work

**12%** work multiple jobs

Potential Labor Force is **33,920**

Source: IC/PACEOC Business Surveys, 2010/2015; Economic Modelers Specialists Intl., a CareerBuilder Company  
\*Gross Regional Product: Manufacturing final market value for all goods and services produced in a region FY 2012-2013

## Renewable Fuels



### ETHYL ALCOHOL MANUFACTURING

**40** Jobs  
48% age 25-34  
**\$** 12,472,112 GRP  
61,675,707 Sales

**60 Million**  
of ethanol produced

### CELLULOSIC ETHANOL MANUFACTURING

**160 jobs**

**285,000** tons of biomass consumed annually.

Farmers will remove **1 ton** of residue per acre.

**\$20-25 million** spent annually purchasing biomass.



Source: Economic Modelers Specialists Intl., a Career Builder Company and K/PACEOC

Palo Alto County





119 m,)re residents under the age of 40 in 2014 than in 2010 - beating state and national trends.

Over \$2.5 million available to lend through city, county, and utility revolving loan programs - the largest pool of money available in rural Iowa.

Extensive fiber optic Internet system going in the ground now.

Countywide leadership program trains 50 residents each year.

Young Professionals program established and active countywide.

Rural Iowa Technology Summit hosted by Lt. Gov. Kim Reynolds coming spring 2016.

## HOMETOWN PRIDE

Iowa's first Hometown Pride program began in Pocahontas County in July 2012 when the nine communities partnered with Keep Iowa Beautiful to implement a new five-year program to enhance economic and cultural vitality throughout the county. Each community has a local Hometown Pride Committee with 5-7 members appointed by the mayor. The committees meet monthly with Community Coach Margo Underwood and each has developed a community plan with short and long term objectives and projects. The nine communities partnered with the Pocahontas County Economic Development Commission, County Board of Supervisors, Pocahontas County Foundation, local businesses and area residents to

### Projects completed include:

- new playground equipment;
- park lighting; community murals painted by students;
- campground improvements, tree planting projects; trail construction; recycling containers; recycled plastic benches and picnic tables;

*"Hometown Pride Committee members are building pride in their communities, one project at a time. They are wonderful committed volunteers with a shared vision and they are leading by example with a positive 'can do' attitude. We're looking forward to another outstanding year as we work together to increase Hometown Pride throughout the county," Underwood said.*

## Pocahontas



[www.pocahontas-county.com](http://www.pocahontas-county.com)

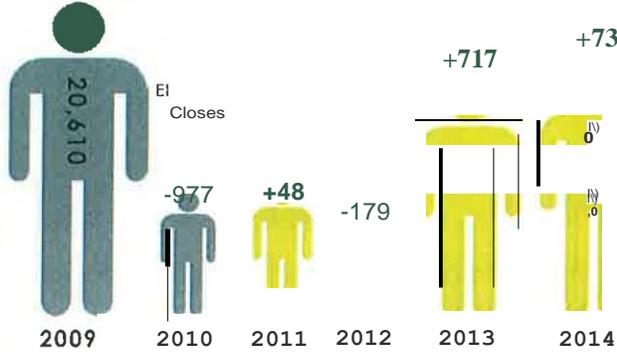
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# Webster County

## JOB GROWTH

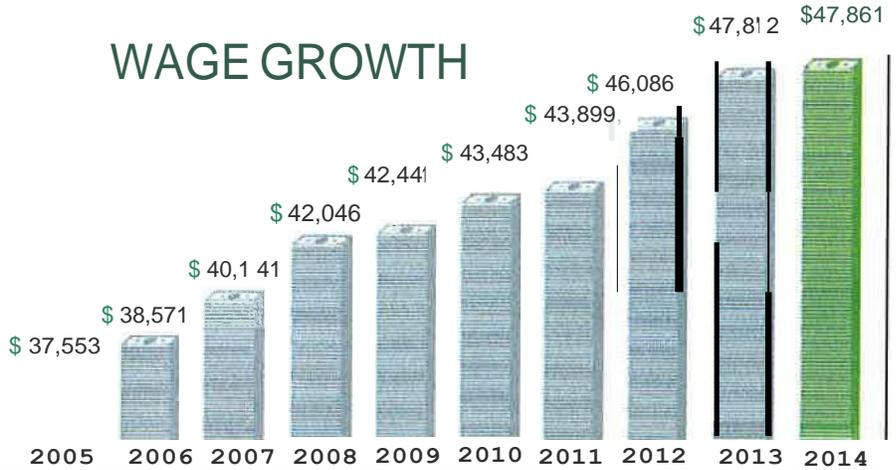


## WAGE

**12.8% .....**  
OVER 5 YR PERIOD

2014  
EXISTING  
INDUSTRY  
EXPANSIONS  
**\$143.5**  
MILLION

## WAGE GROWTH



C&S Products invested **\$15.5 million** in modernization of their facility, including purchasing new machinery and equipment. Their investment resulted in the addition of 30 new jobs.



Boehringer Ingelheim announced in December of 2014 plans for over \$100 million in capital expenditures for three projects. Site improvements and modernizations including new equipment, infrastructure and remodeling of several areas, construction of a Veterinary Research Center (VRC) to support their growth in vaccine production, and a Bio Fill and Freeze facility to add an additional line and a separate high speed fill and freeze dry suite. These strategic investments would further increase productivity, efficiency and competitiveness of the Fort Dodge site.



Josephson Manufacturing Company will invest over \$6 million to increase their footprint creating efficiencies in their processes as well as add room or modernization of their equipment. Along with their investment, 10 jobs will be created.



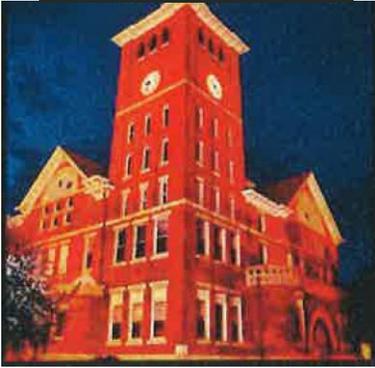
NEW Cooperative Invested just under \$22 million dollars (company-wide) into their facilities in 2014. Of that, approximately \$10.2 million was in Webster County alone. This includes projects at the Roelyn and Lanyon facilities. The construction of new grain facilities in Lanyon this past year was historic for NEW Cooperative. It was the first time NEW Cooperative has ever built a new grain facility from the ground up. The facility is a very modern, innovative and technologically advanced facility.



# WRIGHT COUNTY

is committed to expanding opportunities for its residents and businesses. Come witness what makes Wright County the Wright Place to Be!

Wright County



County-wide initiative to minimize the devastating effects of the Avian Influenza virus

## IOWA SPECIALTY HOSPITAL

### 5 STAR RATING

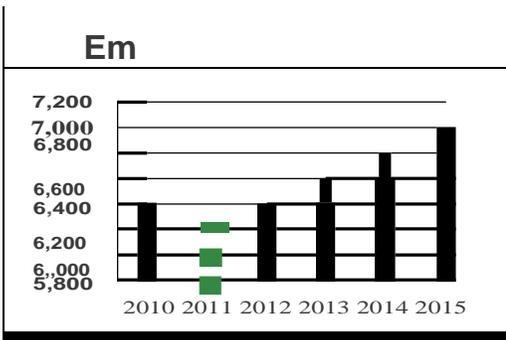
\*Also expanded services & top 20 award in patient satisfaction in 2014!



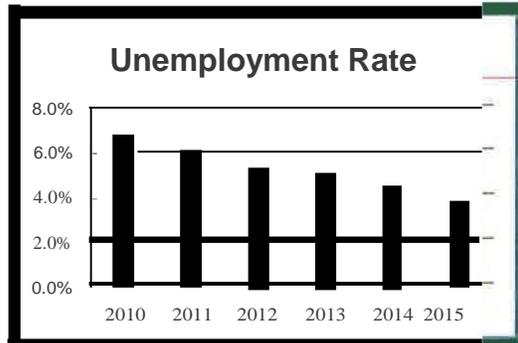
# Wright County

## BUSINESS RETENTION/EXPANSION

- Expansion and diversification of a manufacturer's product line and revamping of existing products to solve problems in the agriculture environment.
- Large capital investment in equipment to meet the growing demand of biofuels.
- Expansion in biosecurity measures.
- Development/expansion of many retail/professional service businesses.
- The addition of many healthcare providers at Iowa Specialty Hospital.



2010 - 2015 employment growth of 9.73%



2010 - 2015 decreased the unemployment rate by 43.28%.





## IOWA CENTRAL STATS

- Iowa Central Headcount= **7,669** - **7<sup>th</sup>** Highest in the State
- Non-Credit Contact Hours= **513,298** - **4<sup>th</sup>** Highest in the State
- Out-of State Enrollment= **1,298** - **3<sup>rd</sup>** Highest in the State

*Success Rate: number of students who either graduated from college with a two year degree within in three years or transferred without graduation.*



\$38

MILLION

### IN INVESTMENT TO THE CAMPUSES

*Expanded Triton Cafe, East Campus, Bioscience and Health Science building, Student Resource Center, Residential Halls,*

Has led to an increase in their ability to provide for students and employees and to **partner with local industry**

## STATEWIDE IMPACTS OF COMMUNITY COLLEGES

- Iowa community colleges' and their students' spending contribute to the creation of **18,000** - **jobs**-aCfossthe-state an< **\$683;9- mill-ion in total labo r-incom** -----
- Nearly **84%** of Iowa's community college students **remain in Iowa** upon program completion contributing to its economy.
- State and local government receive a **10.4% return on the funding invested** in Iowa community colleges over the first ten years of a student's career.
- Every \$1 of Iowa community college spending creates an estimated \$1.47 for the state's economy.



- Calhoun County Electric Cooperative
- Iowa Lakes Electric Cooperative
- Midland Power Cooperative
- Prairie Energy Cooperative
- City of Webster City



INVEST IN...

**24 INDUSTRIAL PARKS**  
**31 SPECULATIVE BUILDINGS**

Cooperative  
Revolving Loan Funds (RLF)  
**TOTAL \$13 million**



**Recipients/projects of the Cooperative RLFs within the MIGP region include:**

- Lake Mills Motor Sports II, Algona: Construct new store/repair shop in Algona
- Humboldt County Housing Development Corporation, Humboldt: Construct Building Trades Houses #13 & #14
- Clarion Fitness Center, Clarion: Purchase real estate for new residential housing addition
- Becker Construction Enterprises Co, Bode: Acquire business
- City of Livernore, Livernore: New city hall building
- Iowa Falls Area Development Corporation: Construct 24,000 square foot speculative building
- City of Dakota City, Dakota City: Infrastructure to the new residential housing addition
- Clarion Hotel Group, Clarion: Construct new Boulders Inn & Suites hotel
- Clarion Foundation for Community Improvement, Clarion: Purchase fitness center building
- Kossuth Regional Health Center, Algona: Radiology renovation



Touchstone Energy Cooperatives  
*The power of human connections*



# Highest Ranked Occupations

Top 10 Occupations (5-Digit) in 6 Iowa Counties

Emsi Q12017 Data Set

February 2017

330Ave.M  
Fort Dodge, Iowa 50501

# Parameters

## Regions

Code	Description
19025	Calhoun County, IA
19079	Hamilton County, IA
19091	Humboldt County, IA
19151	Pocahontas County, IA
19187	Webster County, IA
19197	Wright County, IA

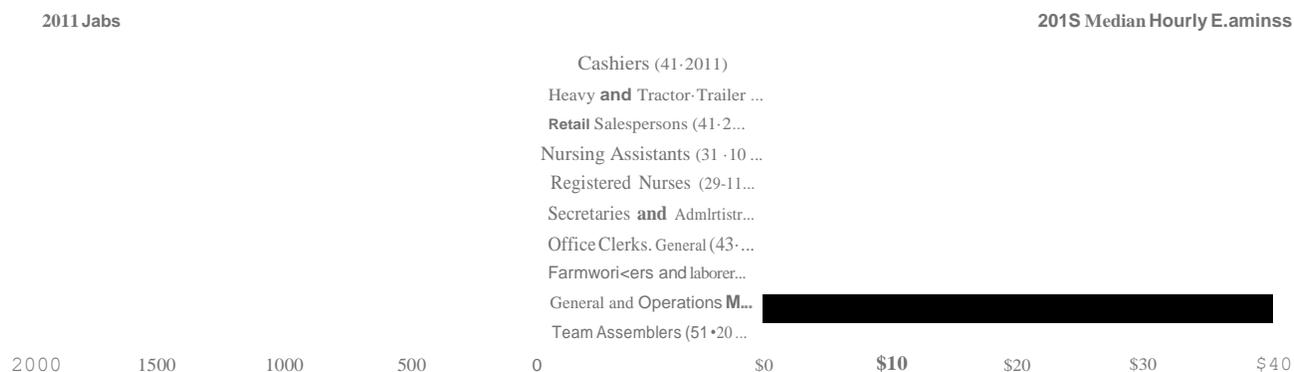
## Timeframe

2011- 2016

## Datarun

2017.1- Employees

## Largest Occupations

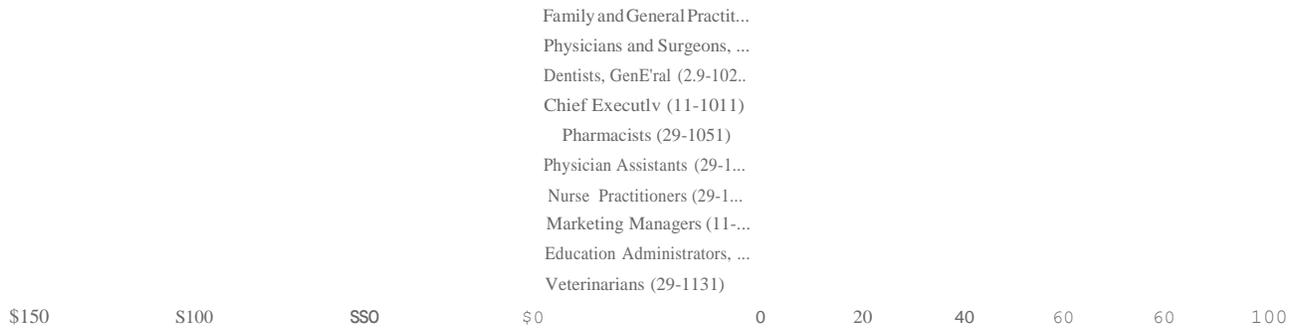


Occupation	2011 Jobs	2016 Jobs	Change in Jobs (2011-2016)	%Change	2015 Median Hourly Earnings
Cashiers	1,525	1,619	93	6%	\$9.33
Heavy and Tractor-Trailer Truck Drivers	1,419	1,718	299	21%	\$17.88
Retail Salespersons	1,052	1,064	11	1%	\$10.98
Nursing Assistants	916	815	-101	-11%	\$12.45
Registered Nurses	904	916	12	1%	\$25.16
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	838	879	41	5%	\$13.94
Office Clerks, General	799	829	29	4%	\$14.61
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	755	843	88	12%	\$10.80
General and Operations Managers	711	789	78	11%	\$32.35
Team Assemblers	658	663	5	1%	\$14.38

# Highest Paying Occupations

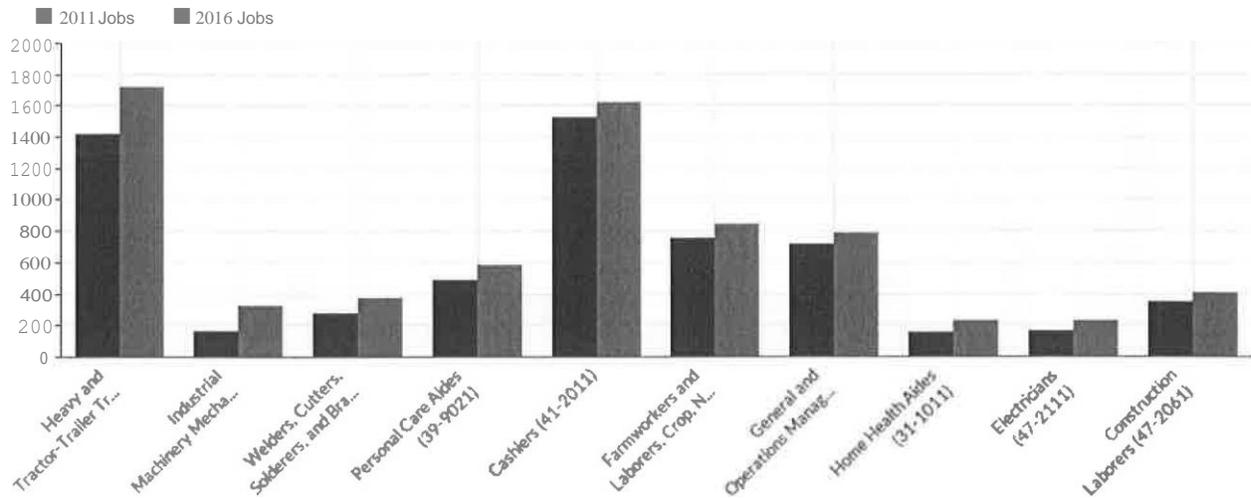
2015 Median Hourly Earnings

2011 Jobs



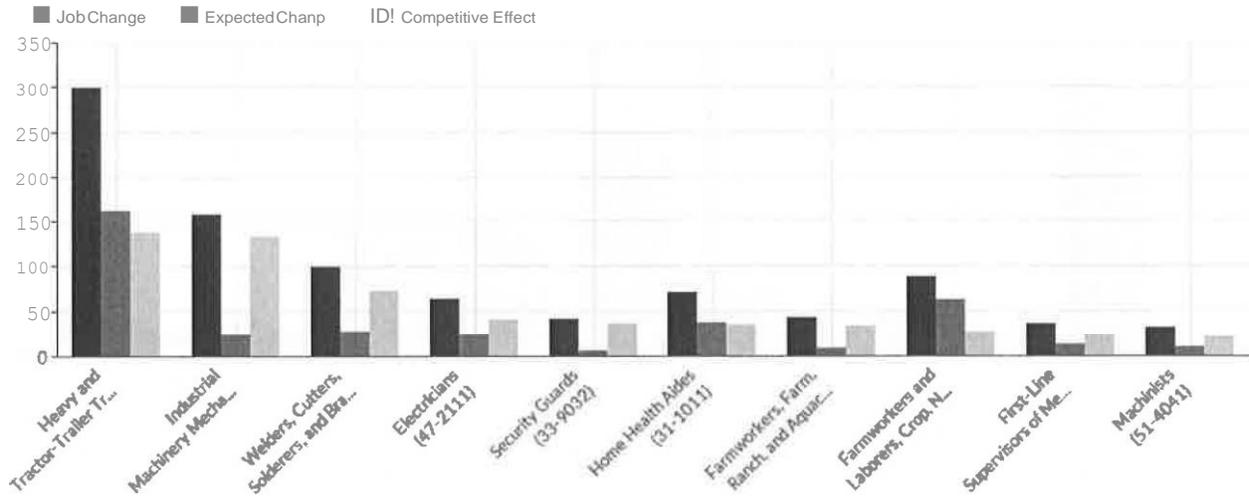
Occupation	2011 Jobs	2016 Jobs	Change in Jobs (2011-2016)	% Change	2015 Earnings Per Worker
Family and General Practitioners	33	33	0	0%	\$110
Physicians and Surgeons, All Other	81	84	3	4%	\$96
Dentists, General	34	36	2	6%	\$62
Chief Executives	63	64	1	2%	\$59
Pharmacists	88	82	-6	-7%	\$58
Physician Assistants	32	35	3	9%	\$48
Nurse Practitioners	40	45	5	13%	\$47
Marketing Managers	26	25	-1	-4%	\$46
Education Administrators, Elementary and Secondary School	88	84	-4	-5%	\$44
Veterinarians	28	26	-2	-7%	\$43

## Fastest Growing Occupations



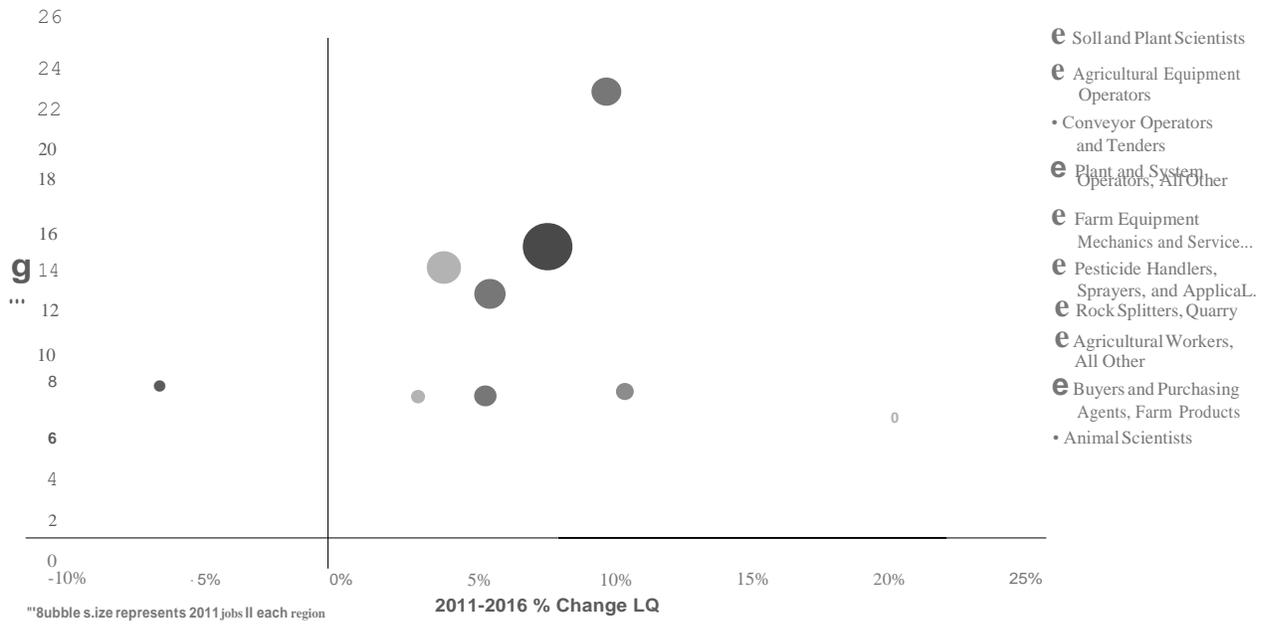
Occupation	2011Jobs	2016Jobs	Change in Jobs (2011-2016)	%Change	2015 Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	1,419	1,718	299	21%	\$17.88
Industrial Machinery Mechanics	165	323	158	96%	\$21.40
Welders, Cutters, Solderers, and Brazers	272	371	100	37%	\$16.98
Personal Care Aides	487	585	98	20%	\$11.02
Cashiers	1,525	1,619	93	6%	\$9.33
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	755	843	88	12%	\$10.80
General and Operations Managers	711	789	78	11%	\$32.35
Home Health Aides	157	228	71	45%	\$11.20
Electricians	163	226	64	39%	\$20.79
Construction Laborers	350	407	58	16%	\$14.49

## Most Competitive Occupations



Occupation	Job Change	Occ Mix Effect	Nat Growth Effect	Expected Change	Competitive Effect
Heavy and Tractor-Trailer Truck Drivers	299	43	119	162	137
Industrial Machinery Mechanics	158	11	14	25	134
Welders, Cutters, Solderers, and Brazers	100	5	23	28	72
Electricians	64	11	14	25	39
Security Guards	41	0	5	5	36
Home Health Aides	71	24	13	37	34
Farmworkers, Farm, Ranch, and Aquacultural Animals	42	-2	11	9	33
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	88	-1	63	62	25
First-Line Supervisors of Mechanics, Installers, and Repairers	35	0	12	12	23
Machinists	31	2	8	10	21

## Highest Occupation Location Quotient



Occupation	2011 Jobs	2016 Jobs	% Change	2011 LQ	2016 LQ	% Change LQ	2015 Median Hourly Earnings
Soil and Plant Scientists	101	116	15%	22.82	25.02	10%	\$27.53
Agricultural Equipment Operators	258	306	19%	12.88	13.90	8%	\$15.53
Conveyor Operators and Tenders	121	130	7%	12.67	13.14	4%	\$14.88
Plant and System Operators, All Other	40	44	10%	11.79	12.75	8%	\$25.02
Farm Equipment Mechanics and Service Technicians	114	126	11%	10.79	11.41	6%	\$19.46
Pesticide Handlers, Sprayers, and Applicators, Vegetation	54	62	14%	7.96	8.38	5%	\$11.90
Rock Splitters, Quarry	8	7	-3%	7.59	7.09	-7%	\$16.64
Agricultural Workers, All Other	28	31	11%	7.41	8.18	10%	\$14.60
Buyers and Purchasing Agents, Farm Products	26	28	9%	7.18	7.39	3%	\$28.76
Animal Scientists	5	7	26%	6.83	8.22	20%	\$23.38

# Appendix A - Data Sources and Calculations

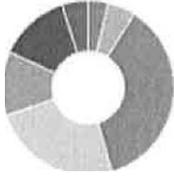
## Occupation Data

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## State Data Sources

This report uses state data from the following agencies: Iowa Workforce Development

## 2016 Educational Attainment



Education Level	2016 Population	2016 Percent
Less Than 9th Grade	2,378	3.8%
9th Grade to 12th Grade	3,255	5.2%
High School Diploma	22,849	36.5%
Some College	15,241	24.4%
Associate's Degree	7,369	11.8%
Bachelor's Degree	8,378	13.4%
Graduate Degree and Higher	3,098	5.0%

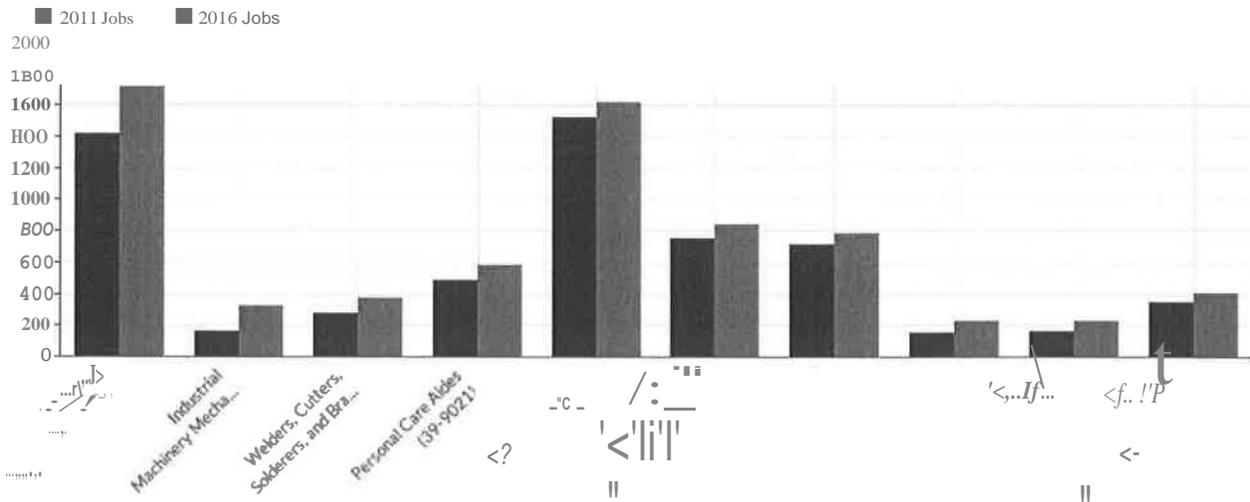
# 2016 Educational Attainment Chart

Emsi Q12017 Data Set

February 2017

330Ave.M  
Fort Dodge, Iowa 50501

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## Educational Attainment Data

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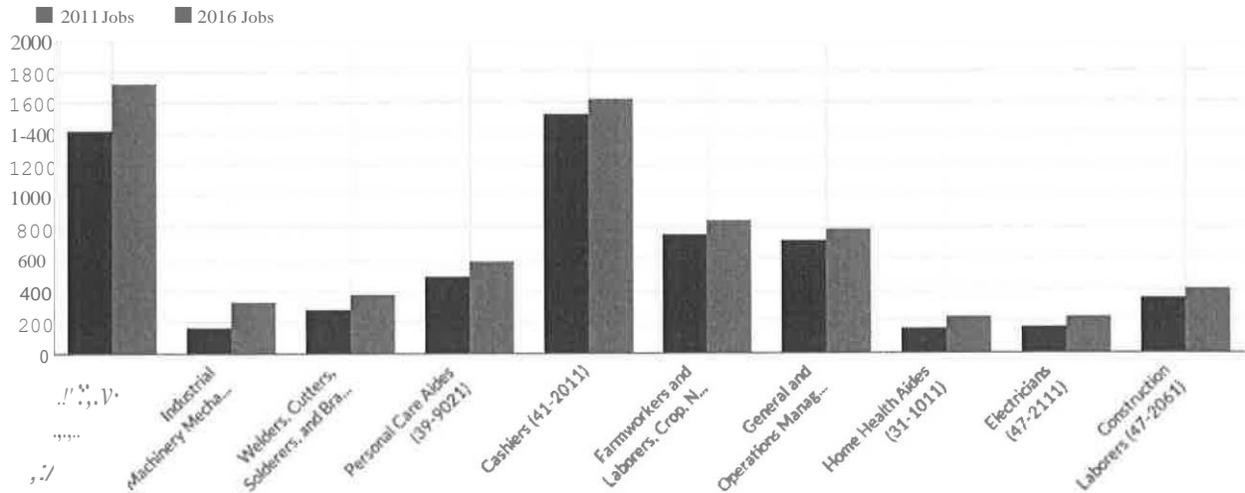
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# 2016 Educational Attainment Chart

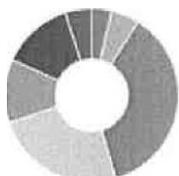
Emsi Q12017 Data Set

February 2017

330 Ave. M  
Fort Dodge, Iowa 50501



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● Associate's Degree	7,369	11.8%
● Bachelor's Degree	8,378	13.4%
● Graduate Degree and Higher	3,098	5.0%



Subject	Calhoun County		Hammon County		Humboldt County		Pocahontas County		Webster County		Wright County, Iowa		Region Total/Average
	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	Estimate	Percent	
<b>INCOME AND BENEFITS ON 2015 INFLATION-ADJUSTED DOLLAR \$I</b>													
Total households	4,261	4,261	6,384	6,384	4,190	4,190	3,197	3,197	15,155	15,155	5,495	5,495	<b>38,682</b>
Less than \$10,000	325	7.60%	376	5.90%	205	4.90%	218	6.80%	1,093	7.20%	362	6.60%	2,579
\$10,000 to \$14,999	306	7.20%	332	5.20%	277	6.60%	225	7.00%	1,194	7.90%	420	7.60%	2,754
<b>\$15,000 to \$24,999</b>	<b>547</b>	<b>12.80%</b>	<b>822</b>	<b>12.90%</b>	<b>557</b>	<b>13.30%</b>	<b>424</b>	<b>13.30%</b>	<b>2,208</b>	<b>14.60%</b>	<b>789</b>	<b>14.40%</b>	<b>5,347</b>
<b>\$25,000 to \$29,999</b>	<b>453</b>	<b>10.60%</b>	<b>630</b>	<b>9.90%</b>	<b>519</b>	<b>12.40%</b>	<b>373</b>	<b>11.70%</b>	<b>1,756</b>	<b>11.60%</b>	<b>669</b>	<b>12.20%</b>	<b>4,400</b>
<b>\$35,000 to \$49,999</b>	<b>690</b>	<b>16.20%</b>	<b>1,041</b>	<b>16.30%</b>	<b>611</b>	<b>14.60%</b>	<b>496</b>	<b>15.50%</b>	<b>2,335</b>	<b>15.40%</b>	<b>788</b>	<b>14.30%</b>	<b>5,961</b>
\$50,000 to \$74,999	810	19.00%	1,585	24.80%	792	18.80%	629	19.70%	2,820	18.60%	893	16.30%	7,529
\$75,000 to \$99,999	509	11.90%	724	11.30%	533	12.70%	434	13.60%	1,701	11.20%	628	11.40%	4,528
\$100,000 to \$149,999	407	9.60%	629	9.90%	493	11.80%	249	7.80%	1,359	8.00%	647	11.80%	3,784
\$150,000 to \$199,999	82	1.90%	120	1.90%	124	3.00%	69	2.20%	361	2.40%	150	2.70%	906
\$200,000 or more-	132	3.10%	125	2.00%	79	1.90%	80	2.50%	328	2.20%	149	2.70%	893
Median household income (dollars)	44,921	(X)	49,813	(X)	47,252	(X)	45,069	(X)	42,408	(X)	43,698	(X)	45,527
Mean household income (dollars)	60,456	(X)	61,612	(X)	63,705	(X)	58,392	(X)	56,582	(X)	60,786	(X)	60,256
<b>With earnings</b>													
Mean earnings (dollars)	60,481	(X)	60,523	(X)	64,505	(X)	57,032	(X)	55,830	(X)	63,072	(X)	60,407
<b>With Social Security</b>													
Mean Social Security income (dollars)	17,138	(X)	17,531	(X)	17,837	(X)	17,326	(X)	16,476	(X)	17,987	(X)	17,313
With retirement income	667	15.70%	982	15.40%	609	14.50%	489	14.70%	2,915	19.20%	806	14.70%	6,448
Mean retirement income (dollars)	16,275	(X)	33,043	(X)	18,492	(X)	15,893	(X)	17,627	(X)	18,385	(X)	19,953
<b>With Supplemental Security Income</b>													
Mean Supplemental Security Income (dollars)	8,993	(X)	11,429	(X)	8,683	(X)	8,940	(X)	8,736	(X)	10,514	(X)	9,544
With cash public assistance income	108	2.50%	68	0.90%	79	1.90%	108	3.40%	468	3.10%	103	1.90%	924
Mean cash public assistance income (dollars)	5,299	(X)	2,398	(X)	2,739	(X)	4,167	(X)	2,013	(X)	1,747	(X)	3,061
With Food Stamp/SNAP benefits in the past 12 months	516	12.10%	825	12.90%	420	10.00%	407	12.70%	2,398	15.80%	647	11.80%	5,213
<b>Families</b>													
Less than \$10,000	152	5.50%	142	3.40%	47	1.70%	64	3.40%	489	5.40%	102	3.00%	996
\$10,000 to \$14,999	58	2.10%	42	1.00%	94	3.40%	62	3.30%	336	3.70%	55	1.60%	647
<b>\$15,000 to \$24,999</b>	<b>256</b>	<b>9.30%</b>	<b>358</b>	<b>8.50%</b>	<b>282</b>	<b>10.10%</b>	<b>143</b>	<b>7.50%</b>	<b>875</b>	<b>9.60%</b>	<b>289</b>	<b>8.50%</b>	<b>2,203</b>
\$25,000 to \$34,999	211	7.70%	419	9.90%	368	13.20%	193	10.20%	848	9.30%	479	14.10%	2,518
\$35,000 to \$49,999	396	14.40%	614	14.50%	357	12.80%	318	16.70%	1,496	16.40%	487	14.40%	3,668
\$50,000 to \$74,999	682	24.80%	1,219	28.80%	585	20.80%	420	22.10%	1,864	20.50%	699	20.60%	5,469
\$75,000 to \$99,999	434	15.80%	625	14.80%	474	16.90%	320	16.80%	1,384	15.20%	504	14.90%	3,741
<b>\$100,000 to \$149,999</b>	<b>378</b>	<b>13.70%</b>	<b>613</b>	<b>14.50%</b>	<b>430</b>	<b>15.40%</b>	<b>241</b>	<b>12.70%</b>	<b>1,213</b>	<b>13.30%</b>	<b>527</b>	<b>15.50%</b>	<b>3,402</b>
\$150,000 to \$199,999	64	2.30%	101	2.40%	106	3.80%	64	3.40%	296	3.20%	136	4.00%	767
\$200,000 or more	119	4.30%	97	2.30%	55	2.00%	75	3.90%	313	3.40%	112	3.30%	771
Median family income (dollars)	58,512	(X)	60,427	(X)	59,972	(X)	59,009	(X)	56,373	(X)	59,263	(X)	58,926
Mean family income (dollars)	73,413	(X)	70,172	(X)	74,470	(X)	73,683	(X)	71,111	(X)	73,481	(X)	72,557
Per capita income (dollars)	26,524	(X)	26,001	(X)	27,814	(X)	26,406	(X)	23,718	(X)	26,316	(X)	26,130
<b>Nonfamily households</b>													
Median nonfamily income (dollars)	24,049	(X)	28,179	(X)	24,625	(X)	26,292	(X)	25,485	(X)	23,426	(X)	25,343
Mean nonfamily income (dollars)	34,641	(X)	42,551	(X)	40,326	(X)	33,554	(X)	34,140	(X)	38,805	(X)	37,336
Median earnings for workers (dollars)	26,126	(X)	30,817	(X)	30,721	(X)	29,058	(X)	25,871	(X)	30,000	(X)	28,766
Median earnings for male full-time, year-round workers (dollars)	42,165	(X)	43,894	(X)	45,699	(X)	41,481	(X)	46,403	(X)	42,079	(X)	43,620
Median earnings for female full-time, year-round workers (dollars)	30,071	(X)	32,261	(X)	30,940	(X)	32,052	(X)	32,292	(X)	32,946	(X)	31,760
<b>HEALTH INSURANCE COVERAGE</b>													
Civilian noninstitutionalized population	9,381	9,381	15,093	15,093	9,557	9,557	6,967	6,967	35,536	35,536	12,757	12,757	89,291
With health insurance coverage	8,820	94.00%	13,723	90.90%	9,010	94.30%	6,433	92.30%	32,540	91.60%	11,688	91.60%	82,214
With private health insurance	8,969	74.30%	10,839	71.80%	7,244	75.80%	5,136	73.70%	24,493	68.90%	9,176	71.90%	63,857
With public health insurance	3,808	40.60%	6,503	43.50%	3,486	38.50%	2,598	37.30%	13,844	39.00%	4,885	38.30%	34,124
<b>No health insurance coverage</b>	<b>561</b>	<b>6.00%</b>	<b>1,370</b>	<b>9.10%</b>	<b>547</b>	<b>5.70%</b>	<b>534</b>	<b>7.70%</b>	<b>2,996</b>	<b>8.40%</b>	<b>1,069</b>	<b>8.40%</b>	<b>7,077</b>
Civilian noninstitutionalized population under 18 years	2,031	2,031	3,556	3,556	2,264	2,264	1,572	1,572	8,023	8,023	2,987	2,987	20,433
No health insurance coverage	75	3.70%	124	3.50%	86	3.80%	49	3.10%	220	2.70%	75	2.50%	529
Civilian noninstitutionalized population 18 to 64 years	5,282	5,282	8,757	8,757	5,406	5,406	3,923	3,923	21,585	21,585	7,214	7,214	52,167
In labor force	4,407	4,407	7,121	7,121	4,499	4,499	3,269	3,269	16,912	16,912	5,941	5,941	42,149



Emoloved:	4,233	4,233	6,838	6,838	4,269	4,269	3,111	3,111	15,497	15,497	5,594	5,594	39,542
With health insurance coveraae	3,953	93.40%	5,836	85.30%	3,943	92.40%	2,773	89.10%	13,833	89.30%	4,975	88.90%	35,313
With orivate health insurance	3,670	86.70%	5,509	80.60%	3,781	88.60%	2,567	82.50%	12,436	80.20%	4,723	84.40%	32,686
With public coveraae	452	10.70%	484	7.10%	357	8.40%	368	11.80%	1,943	12.50%	548	9.80%	4,152
No health insurance coverage	280	6.60%	1,002	14.70%	326	7.60%	338	10.90%	1,664	10.70%	619	11.10%	4,225
Unemployed.:	174	174	283	283	230	230	158	158	1,415	1,415	347	347	2,607
With health insurance coveraae	85	48.90%	188	66.40%	177	77.00%	120	75.90%	865	61.10%	173	49.90%	1,608
With orivate health insurance	52	29.90%	111	39.20%	124	53.90%	101	63.90%	380	26.90%	93	26.80%	861
With ublic coveraae	33	19.00%	78	27.60%	63	27.40%	19	12.00%	501	35.40%	84	24.20%	778
No health insurance coveraae	89	51.10%	95	33.60%	53	23.00%	38	24.10%	550	38.90%	174	50.10%	995
Not in labor force:	875	875	1,636	1,636	907	907	654	654	4,673	4,673	1,273	1,273	10,018
With health insurance coverage	765	87.40%	1,489	91.00%	825	91.00%	545	83.30%	4,116	88.10%	1,075	84.40%	8,815
With orivate health insurance	440	50.30%	933	57.00%	542	59.80%	331	50.60%	2,460	52.60%	644	50.60%	5,350
With ublic coveraae	440	50.30%	678	41.40%	367	40.50%	247	37.80%	2,070	44.30%	548	43.00%	4,350
No health insurance coveraae	110	12.60%	147	9.00%	82	9.00%	109	16.70%	557	11.90%	198	15.60%	1,203
PERCENTAGE OF FAMILIES AND PEOPLE WHOSE INCOME IN THE PAST 12 MONTHS IS BELOW THE POVERTY LEVEL													AVERAGE
All families	(X)	10.70%	<X)	7.50%	(X)	8.20%	(X)	9.20%	(X)	11.40%	(X)	6.90%	8.98%
With related children of the householder under 18 years	(X)	22.10%	(X)	14.80%	(X)	15.70%	(X)	16.30%	(X)	20.60%	(X)	12.10%	16.93%
With related children of the householder under 5 years onlv	(X)	30.80%	(X)	2.50%	(X)	7.90%	(X)	10.00%	(X)	34.60%	(X)	19.80%	17.90%
Married couple families	(X)	5.20%	(X)	2.30%	(X)	3.60%	(X)	5.20%	(X)	3.10%	(X)	3.40%	3.80%
With related children of the householder under 18 years	(X)	8.70%	(X)	3.90%	(X)	5.20%	(X)	9.30%	(X)	4.00%	(X)	4.00%	5.85%
With related children of the householder under 5 years only	(X)	14.20%	<X)	0.00%	(X)	0.00%	(X)	0.00%	(X)	2.50%	(X)	13.30%	5.00%
Families with female householder, no husband present	(X)	37.30%	(X)	38.0%	(X)	35.30%	(X)	36.00%	(X)	40.40%	(X)	28.20%	35.90%
With related children of the householder under 18 years	(X)	47.60%	(X)	46.60%	(X)	44.70%	(X)	35.90%	(X)	48.30%	(X)	35.00%	43.02%
With related children of the householder under 5 years onlv	(X)	76.40%	(X)	12.70%	(X)	30.60%	(X)	41.90%	(X)	69.10%	(X)	25.60%	42.72%
Under 18 years	(X)	14.80%	(X)	11.40%	(X)	12.20%	(X)	14.20%	(X)	15.20%	(X)	11.10%	13.15%
Related children of the householder under 18 years	(X)	21.80%	(X)	17.20%	(X)	19.20%	(X)	19.30%	(X)	21.40%	(X)	15.20%	19.02%
Related children of the householder under 5 years	(X)	21.60%	(X)	16.90%	(X)	18.80%	(X)	19.10%	(X)	21.00%	(X)	14.30%	18.62%
Related children of the householder under 5 years	(X)	29.90%	(X)	7.60%	(X)	13.40%	(X)	13.10%	(X)	28.00%	(X)	17.70%	18.28%
Related children of the householder 5 to 17 years	(X)	18.30%	(X)	19.50%	(X)	20.60%	(X)	21.00%	(X)	18.50%	(X)	13.00%	18.48%
18 years and over	(X)	12.90%	(X)	9.70%	(X)	10.00%	(X)	12.70%	(X)	13.30%	(X)	9.90%	11.42%
18 to 64 years	(X)	13.90%	(X)	11.10%	(X)	11.20%	(X)	14.50%	(X)	15.00%	(X)	9.60%	12.55%
65 years and over	(X)	10.30%	<X)	5.00%	(X)	6.80%	(X)	8.00%	(X)	7.60%	(X)	10.70%	8.07%
People in families	(X)	11.60%	(X)	8.70%	(X)	9.80%	(X)	10.80%	(X)	12.20%	(X)	8.00%	10.18%
Unrelated individuals 15 years and over	(X)	27.30%	(X)	23.50%	(X)	22.40%	(X)	25.50%	(X)	24.90%	(X)	22.20%	24.30%



# Iowa Central Community College Adult Education & Literacy Service Chart

Customer has not completed high school or equivalent or is in need of English Language Acquisition

New student orientation for HSED & ELA offered on 5 week cycle throughout the program year with linkage to Career Pathways

**HSED Orientation**  
 Overview of preparation for 5 HiSET subtests  
 CASAS math and reading pretests

Assigned to class time and location including face to face and online instruction  
 Minimum of 40 hrs. of instruction

HiSET official practice tests and CASAS post testing  
 Official HiSET testing

**ELA Orientation**  
 Overview of English Language Acquisition courses to improve reading, listening, speaking and writing  
 CASAS reading and listening pretests

Assigned to class time and location including face to face and online instruction  
 Minimum of 40 hrs. of instruction

70 -100 instructional hours recommended  
 CASAS posttesting

**Referrals**

**Workforce**  
 Co-enrollment in Workforce  
 Monthly workforce classes

**Voe Rehab**  
 Services for students with disabilities

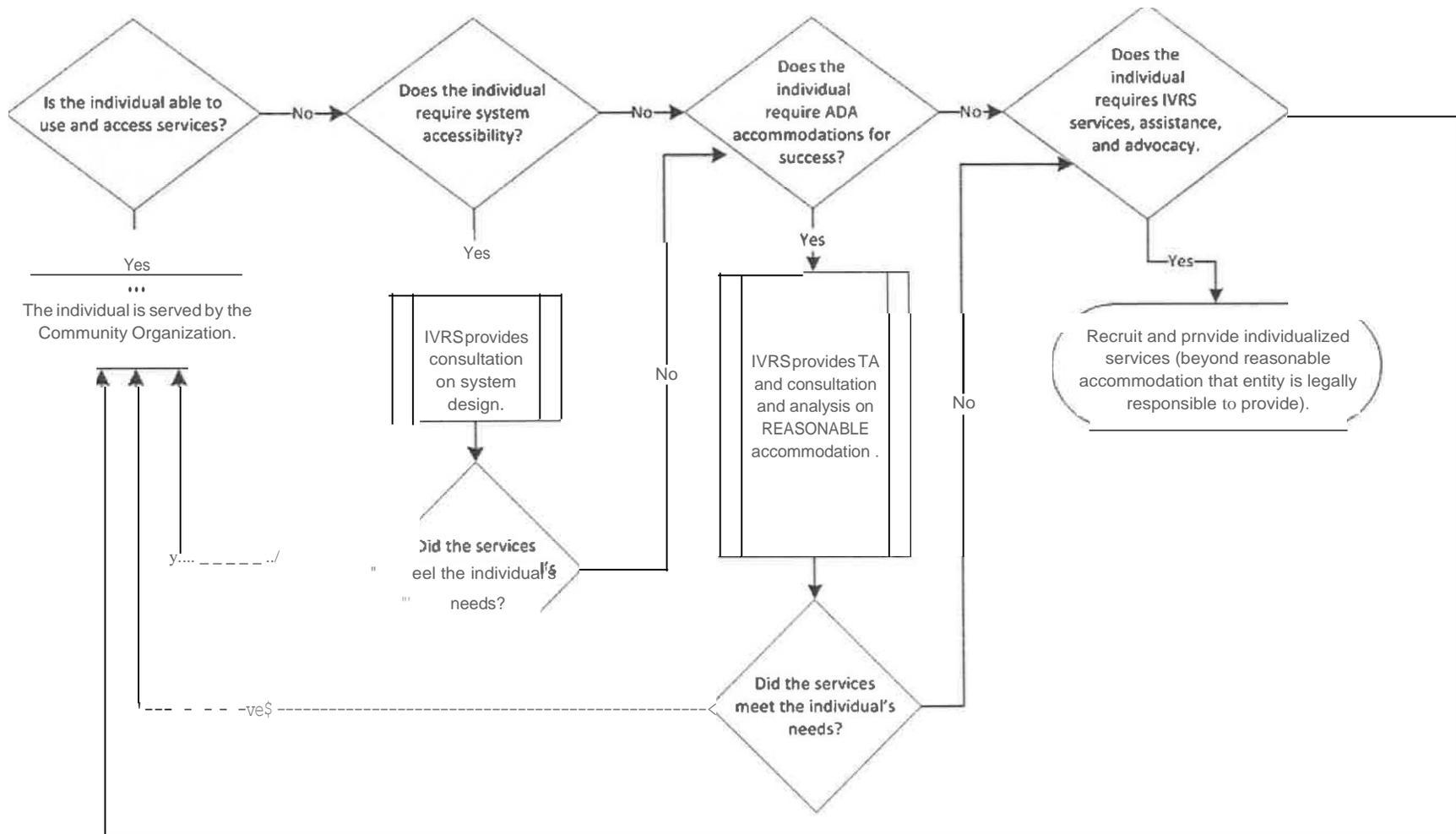
**Youth Employment**  
 Services for eligible students

**Referrals**

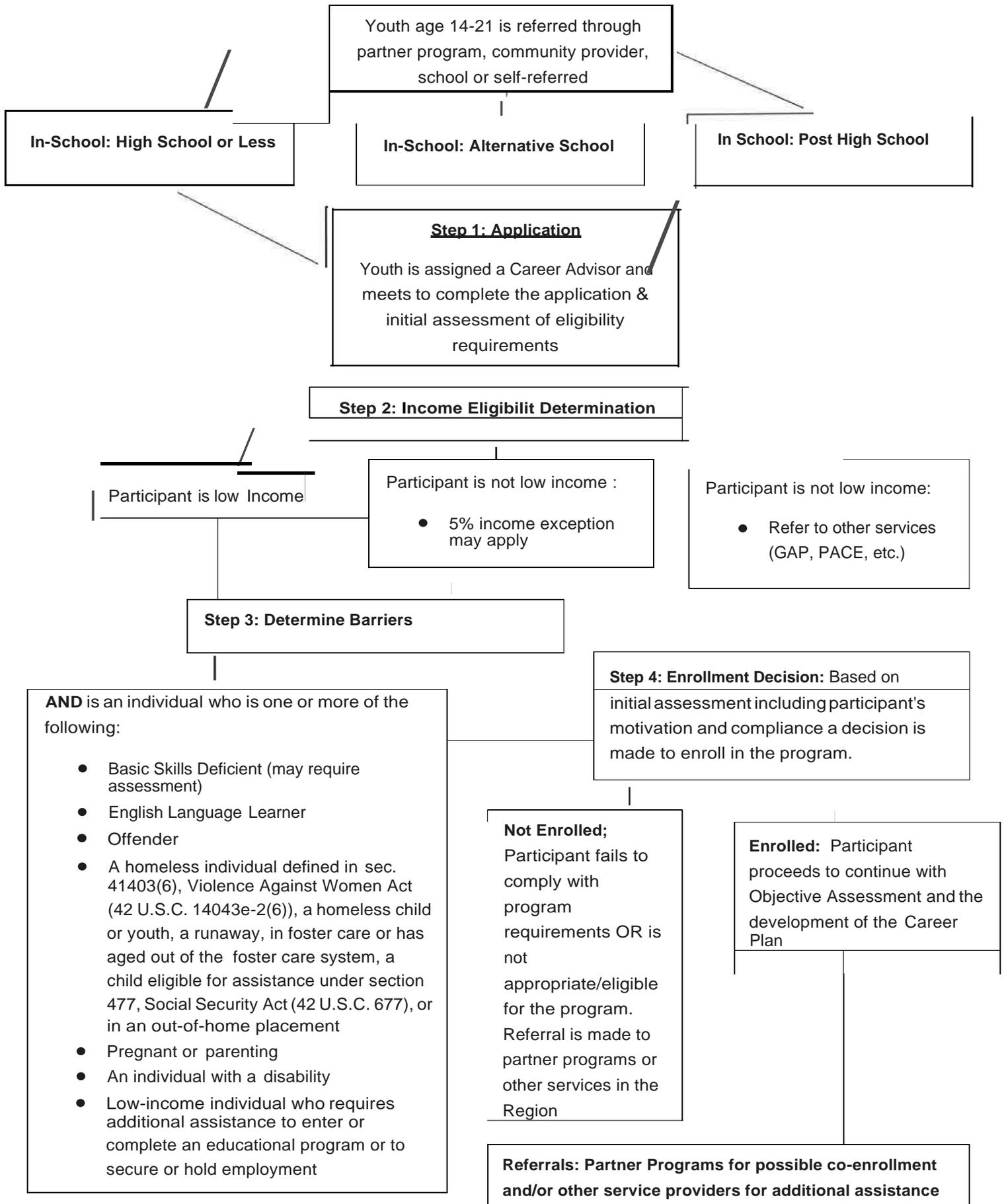
**Workforce**  
 Co-enrollment in Workforce  
 Monthly workforce classes

**Voe Rehab**  
 Services for students with disabilities

# IVRS Integration Plan



## IN-SCHOOL YOUTH ELIGIBILITY FLOWCHART



Youth age 14-21 is referred through partner program, community provider, school or self-referred

**In-School: High School or Less**

**In-School: Alternative School**

**In School: Post High School**

**Step 1: Application**  
Youth is assigned a Career Advisor and meets to complete the application & initial assessment of eligibility requirements

**Step 2: Income Eligibility Determination**

Participant is low Income

Participant is not low income :  
• 5% income exception may apply

Participant is not low income:  
• Refer to other services (GAP, PACE, etc.)

**Step 3: Determine Barriers**

**Step 4: Enrollment Decision:** Based on initial assessment including participant's motivation and compliance a decision is made to enroll in the program.

**AND** is an individual who is one or more of the following:

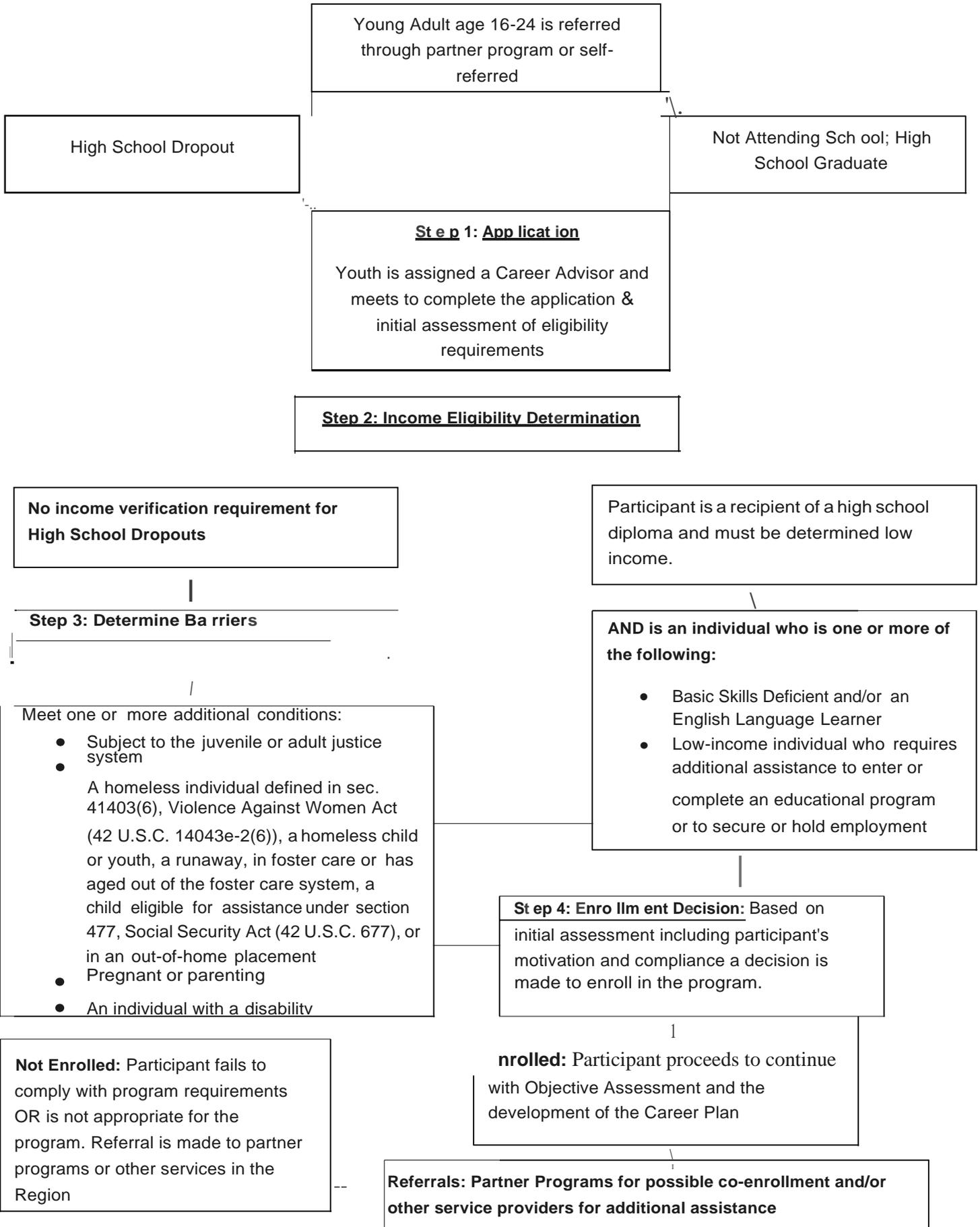
- Basic Skills Deficient (may require assessment)
- English Language Learner
- Offender
- A homeless individual defined in sec. 41403(6), Violence Against Women Act (42 U.S.C. 14043e-2(6)), a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477, Social Security Act (42 U.S.C. 677), or in an out-of-home placement
- Pregnant or parenting
- An individual with a disability
- Low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment

**Not Enrolled;** Participant fails to comply with program requirements OR is not appropriate/eligible for the program. Referral is made to partner programs or other services in the Region

**Enrolled:** Participant proceeds to continue with Objective Assessment and the development of the Career Plan

**Referrals:** Partner Programs for possible co-enrollment and/or other service providers for additional assistance

**OUT OF SCHOOL YOUTH ELIGIBILITY FLOWCHART**



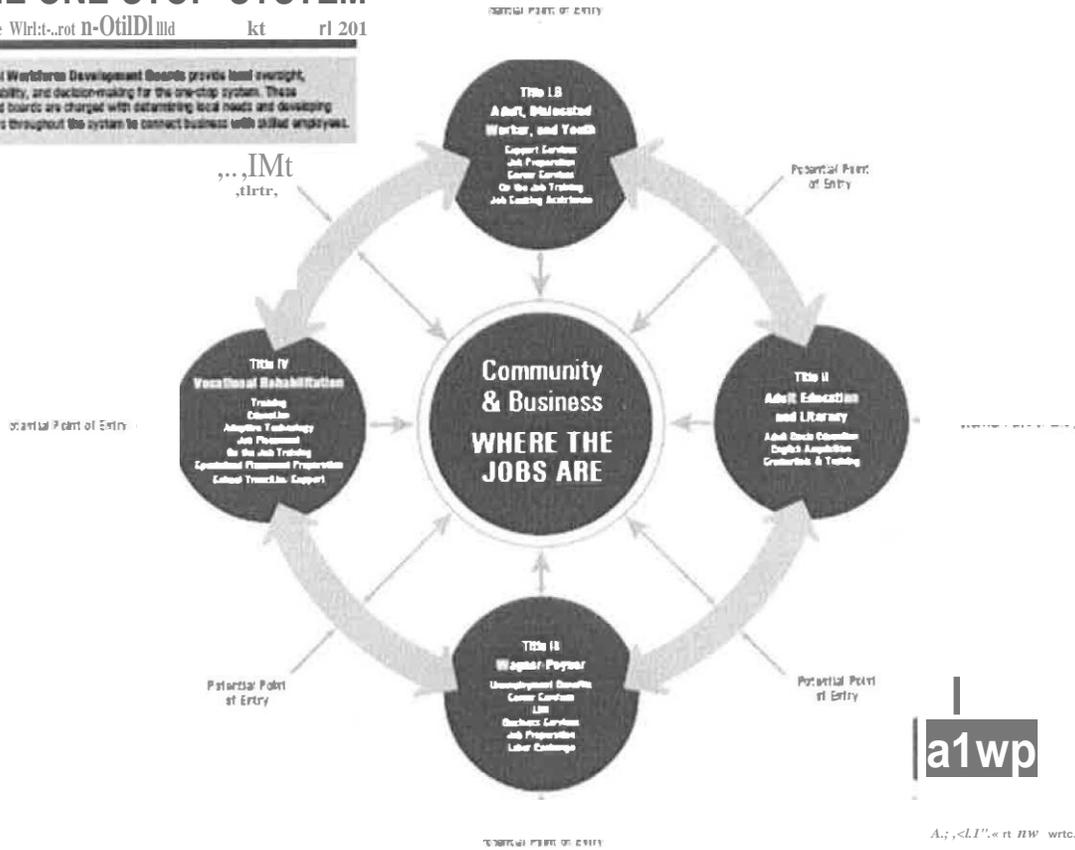
**Flow Chart**

The One-Stop Center system in Region 5 consists of multiple points of access the diagram below shows a visual of what the system access might entail.

**THE ONE-STOP SYSTEM**

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



Partners provide ongoing referrals and management of co-enrollments across the system through documentation and correspondence in various forms including electronic means.

In the integrated center in Region 5 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 Iowa WORKS 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.

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.

Co-located partners in the One-Stop center include:

- Workforce Investment Act Title I
- Wagner Peysner
- Unemployment Insurance
- PROMISE JOBS
- Veterans' Services
- Re-employment Services
- Experience Works Inc.
- Goodwill/Ticket to Work

The following diagram shows a visual of what the integrated service flow looks like in the One-Stop Center:

## Membership/Welcoming

- All customers are greeted and the purpose of the visit is identified through triage questions
- All customers are co-enrolled in all programs for which they are eligible
- The Member enters their own data into common-intake database with staff assistance
- The Member is assessed and put into a cohort to get them started on designed services
- Referrals to other partner services made as needed at any time in the service flow

## Skill Development

- Member is introduced to Skills Development staff
- Skills Development staff start Member in services based on the cohort assignment
- Skills Development staff assess Member to design an employment plan that is a set of services/activities that are needed to get the Member into employment
- Services and Activities are delivered to ensure Member is work-ready
- Referrals to other partner services made as needed
- Skills Development Staff makes job referrals
- Member may be recommended to R&P team when skills are appropriate fit

## Recruitment and Placement

- R&P team is an extension of businesses, within the One-Stop, by understanding their workforce needs
- R&P Team works to fill job vacancies by knowing needs of business, which is communicated to Skills Development Team so appropriate preparation of job seeker can be completed
- R&P Team develops relationships with new businesses
- Business Services Team includes multiple partners

***NOTE: When services beyond those available inside the One-Stop are needed, referrals to other agencies and partners will be offered to ensure adequate services are available to the member so they can reach their employment goal. This may happen at any point in the above flowchart as needs are identified. One-Stop center staff will use the Common Intake referral process when appropriate, or use other materials provided by Partners to refer to Partner services in the region.***

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

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

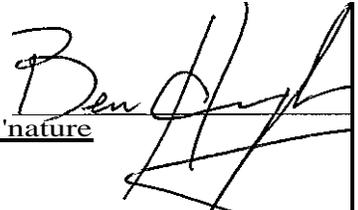
## **Certification Regarding Debarment, Suspension, and Other Responsibility Matters Instructions for Certification - Primary Covered Transactions**

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

6. The prospective primary participant agrees by submitting this proposal that, should the proposed covered **transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a** person who is proposed for debarment under 48 CFR Part 9, Subpart 9.4, debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction.
7. The prospective primary participant further agrees by submitting this proposal that it will include the clause title "A Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transaction", provided by the department or agency entering into this covered transaction, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered **transactions.**
8. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not proposed for debarment under 48CFR Part 9, Subpart 9.4, debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may determine the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the List of Parties Excluded from Federal Procurement and Non-Procurement programs.
9. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
10. Except for transactions authorized under paragraph 6 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is proposed for debarment under 48 CFR Part 9 Subpart 9.4, suspended, debarred, ineligible or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency may terminate this transaction for cause or default.

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Printed Name and Title of Authorized Administrative Entity Signatory Official

(Signature)  


7

5/6/16  
 Date

# Workforce Innovation and Opportunity Act

Region 5

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

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

5/9/2016  
Submission Date

Workforce Development Board Chair

Chief Elected Official

Larry McBain  
Typed or Printed Name

Carl F. Mattes  
Typed or Printed Name

Chair  
Typed or Printed Title

Chair  
Typed or Printed Title

Larry McBain  
Signature

Carl F. Mattes  
Signature

5-9-16  
Date

5-9-2016  
Date