



**Application**

141588 - WIOA Local Service Plan  
163987 - Region 1 - WIOA Local Service Plan Final  
Workforce Innovation and Opportunity Act

Status: Approved  
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**Primary Contact**

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Title:

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Address: 680 Main St., 2nd Fl.

City\* Dubuque Iowa 52001  
City State/Province Postal Code/Zip

Phone:\* 563-556-5800 48141  
Phone Ext.

Program Area of Interest Workforce Innovation and Opportunity Act

Fax: 563-556-0154

Agency

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**Organization Information**

Organization Name: WIOA Regional Planning Consortium Region 01  
Organization Type: Regional Planning Commission  
DUNS:

**Organization Website:**

**Address:**

		Iowa	
City	State/Province	Postal Code/Zip	

**Phone:**

Ext.

**Fax:**

**Benefactor**

**Vendor Number**

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## Board Details

**Board Chair Name:** Les Askelson, Chair

**Title:** Owner/Manager

*Provide current business title.*

**Business Name:** Wennes Communication KVIK Radio

*Provide current business organization name.*

**Business address:** 501 West Water, Decorah, Iowa 52101

*Provide current business address.*

**Business phone:\***

563-379-2441

extension:

**Board Chair business email:**

les@kvikradio.com

**Identify counties served by Region:**

Allamakee County, Chickasaw County, Clayton County,  
Delaware County, Dubuque County, Fayette County, Howard  
County, Winneshiek 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:** Darrel Dolf

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

**Elected Title:** Chair

*Provide current title.*

**Local Government Affiliation:** Fayette County Supervisor

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

**Address:** 114 N. Vine St., PO Box 267, West Union, Iowa 52175

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

**Phone:\***

563-428-4482

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

**Email:**

ddolf@co.fayette.ia.us

*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:** Fern Rissman  
**Organization Name:** Upper Explorerland Regional Planning Commission  
**Address:** 312 Winnebago St., Decorah, Iowa 52101  
**Phone:\*** 563-382-0457 412  
extension:  
**Email:** Fern.Rissman@iwd.iowa.gov

**WIOA (Title I) Director - Youth Services:** Fern Rissman  
**Organization Name:** Upper Explorerland Regional Planning Commission  
**Phone:\*** 563-382-0457 412  
extension:  
**Email:** Fern.Rissman@iwd.iowa.gov

**Wagner-Peyser Manager:** Marla Loecke  
**Address:** 680 Main St., 2nd Floor, Dubuque, Iowa 52001  
**Phone:\*** 563-556-5800 48129  
extension:  
**Email:** Marla.Loecke@iwd.iowa.gov

### Rehabilitation Services

**Vocational Rehabilitation Supervisor:** Jeanne Helling  
**Address:** 2600 Dodge St., Suite NW 2, Dubuque, Iowa 52001  
**Phone:\*** 563-588-4697  
extension:  
**Email:** Jeanne.Helling@iowa.gov

**Department for the Blind Supervisor:** Keri Osterhaus  
**Address:** 524 Fourth St., Des Moines, Iowa 50309  
**Phone:\*** 515-281-1281  
extension:  
**Email:** keri.osterhaus@blind.state.ia.us

### Adult Education and Literacy

**Adult Education and Literacy Services Coordinator:** Gisella M. Aitken-Shadle  
**Title:** District Adult Ed. & Literacy Development Director  
**Organization:** Northeast Iowa Community College

**Address:** 700 Main St., Dubuque, Iowa 52001  
**Phone:\*** 563-557-8271 108  
extension:  
**Email:** aitken-shadleg@nicc.edu

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## One-Stop System

**One-Stop System Center Name:** IowaWORKS of Northeast Iowa  
**Street Address:** 680 Main St., 2nd Floor  
**City:** Dubuque  
**Zip Code:** 52001  
**Phone:** 563-556-5800  
**Fax:** 563-556-0154  
**Office Hours:** M/TTTh./Fr. 8:30 a.m. to 4:30 p.m. and Wed. 9:00 a.m. to 4:30 p.m.  
**One-Stop Center Operator**  
**One-Stop Center Operator Name:** Marla Loecke  
**One-Stop Center Operator Title:** Operations Manager  
**One-Stop Center Operator Organization:** IowaWORKS  
**Attach a spreadsheet of all one-stop service locations:** Attachment A1 Region 1 WIOA County Offices  
2016.02.26.docx

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## Fiscal Agent

**Fiscal Agent - responsible for disbursing local area WIOA (Title I) grant funds:** Upper Explorerland Regional Planning Commission

*Provide contact name as the fiscal agent.*

**Fiscal Agent Title:** Rachelle Howe, Executive Director

**Fiscal Agent Organization:** Upper Explorerland Regional Planning Commission

*Provide the name of the associated organization.*

**Fiscal Agent DUNS:** 42228887

*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**

An analysis of the regional economic conditions indicates the following occupational statistics:

For all industries combined in Region 1, the estimated employment in 2012 was 125,330 and the projected employment for 2022 is 138,060 which is an increase of 12,730 for a 10.2% growth in jobs.

In Advanced Manufacturing, the estimated employment in 2012 was 16,605 and the projected employment for 2022 is 17,850 which is an increase of 1,245 for a 7.5% growth in jobs.

In Healthcare and Social Assistance, the estimated employment in 2012 was 14,165 and the projected employment for 2022 is 16,730 which is an increase of 2,565 for a 18.1% growth in jobs.

In Educational Services, the estimated employment in 2012 was 12,780 and the projected employment for 2022 is 13,955 which is an increase of 1,175 for a 9.2% growth in jobs.

In Retail Trade, the estimated employment in 2012 was 11,850 and the projected employment for 2022 is 12,805 which is an increase of 955 for a 8.1% growth in jobs.

In Construction, the estimated employment in 2012 was 5,020 and the projected employment for 2022 is 6,225 which is an increase of 1,205 for a 24.0% growth in jobs.

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

In Finance and Insurance, the estimated employment in 2012 was 4,540 and the projected employment for 2022 is 5,230 which is an increase of 690 for a 15.2% growth in jobs.

In Transportation and Warehousing, the estimated employment in 2012 was 3,065 and the projected employment for 2022 is 3,465 which is an increase of 400 for a 13.1% growth in jobs.

The following Iowa Workforce Development Labor Market Information is attached:

? 2015 Region 1 Annual Profile

? 2014 Region 1 Workforce Needs Assessment

*Refer to question B-3.*

Collaboration is key among workforce partners to successfully address the full scope of workforce challenges within a community. Along with six other partners, The Dubuque Area Chamber of Commerce has taken workforce development strategy to the next level through a community-wide partnership called Dubuque Works. Partners work to analyze and revitalize existing workforce strategies, identify and address workforce gaps, and work together to seamlessly provide the strongest workforce solutions for companies that choose to make the Greater Dubuque area their home.

As a part of Dubuque Works, the Chamber focuses on retention efforts for area students and young professionals through Internship Connect and The Young Professionals (YP) of Dubuque.

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

Experiential education is an excellent way to create a pipeline of highly talented students for local businesses and organizations. Developing strong internship programs requires a level of understanding among the three fundamental components: the students, the employers and the colleges. It is the Chamber's role to facilitate, and develop those relationships creating a mutually beneficial environment for training, development, and retention.

The Dubuque area is fortunate to have a workforce pool of seven colleges within a 25- mile radius, which represents approximately 18,000 students. By encouraging greater participation in local internship programs, the Chamber plans to increase the retention of skilled, trained workforce in the area. By hosting events geared towards connecting students with businesses, offering

workshops to assist businesses in developing internship programs, providing an employer resource guide, compiling a comprehensive list of companies that offer internships in the Dubuque area, and launching a new interactive internship component of [www.AccessDubuqueJobs.com](http://www.AccessDubuqueJobs.com), the Dubuque Chamber will comprehensively promote internships in the Dubuque Area.

YP Dubuque continues to be a growing, vibrant organization providing members the opportunity to participate in professional development, social/cultural, and community minded activities as well as expand personal and professional networks and gain experience in leadership roles. It offers many ways for young professionals to build connections and get involved. Programming includes monthly professional development luncheons, special interest groups, community service projects, social events and an annual one-day conference. By launching college chapter, promoting YP Dubuque extensively on campus, the Chamber will assist students in gaining valuable tools to make themselves more marketable as future employees, learning more about opportunities available to them in Dubuque, and ultimately feeling more connected to the business community.

In focusing on students and young professionals, the Chamber is fostering a new generation of leaders who are connected to one another, and engaged in the Dubuque community.

#### Sector Board Meeting

A sector partnership is a workforce collaborative

that organizes key stakeholders and targeted industry partners into a sustainable working group that focuses on the long-term workforce needs of a targeted industry cluster. Membership in the sector partnership is determined by the targeted industry partners. Sector partnerships operate within a true labor market region and are not confined to particular workforce, education, or similar regional boundaries.

The term industry partners means a concentration of interconnected businesses, suppliers, research and development entities, service providers, and associated institutions in a particular field that are linked by common workforce needs.

Sector support partners work to meet the skill, recruitment, and retention needs of employers and the training, employment, and career advancement needs of workers. By meeting the needs of sector partnerships on behalf of industry, jobseekers and workers, sector support partners strengthen a region's overall economic vitality.

Currently have Sector Boards for IT in Dubuque, Manufacturing in Dubuque, the rest of the Sector boards are run as educational advisory boards and are in Cresco, Waukon, Manchester, New Hampton and Oelwein.

*Refer to question B-3.*

**Knowledge and Skills Needed**

By 2022, middle skill jobs are projected to increase by more than 74,000 statewide. Many of these occupations will require post-secondary and technical training afforded by our vast array of public and private educational institutions. Region 1 employer needs for employee knowledge and skills in demand industry sectors and occupations are very similar to those at the state level.

The Bureau of Labor Statistics Occupational Employment Statistics education levels were divided into three skill levels:

1) Low-Skill jobs - need less than a high school education or equivalent

2) Middle-skill jobs - that require an education beyond high school or its equivalent, but less than a four-year degree

3) High-skill jobs- which call for a four-year degree or above.

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

This grouping, indicated the following:

- 33% of jobs require high-skills while 34 percent of the workers possess high-skill. This could indicate the correct alignment of workers and jobs and/or a willingness of high-skill workers to postpone retirement and remain employed for a longer period of time.

- An inconsistency exists in the largest segment, middle-skill.

- Fifty-five percent of Iowa's jobs require middle-skills, whereas only 32 percent of the workers

possess the skills.

This clearly demonstrates the need for more middle-skill workers to meet employers' demands. Iowa has nearly tripled the percent of low-skill workers, as there are low-skill jobs. Low-skill workers can be upskilled by various means such as classroom training, on-the-job training, or apprenticeships.

Upskilling can create a pipeline of qualified workers to replace those who retire or plan on leaving the labor force. In addition, the RWDB will oversee expanded access for employment by working directly with employers, IVRS, and IDB to decrease disability barriers regarding assistive technology and accommodations.

The 2014 Iowa Workforce Needs Assessment survey asked Region 1 employers about their perceptions on the degree to which job applicants possessed soft, basic, and occupational skills for all employment sectors collectively. 29.5% had the necessary soft skills such as timeliness, responsibility, integrity, and self-esteem while 18.5% had appropriate basic skills including literacy, numeracy, basic computer skills, and organization along with 36.7% that had the needed hard skills such as analytical skills, physical ability, knowledge, and experience.

Here is some data on targeted populations in Region 1:

Total Households 84,503

Cash Assistance 1,780 = 2.10%

Food Stamps/Assistance 8,081 = 9.56%

Population age 16+ 157,083

Lacking Basic Literacy Skills 13,125 = 8.36%

Mean Household Income \$50,380

Households w/Income

Total Families 55,653

Families w/Children Individuals

Non-Institutionalized Population (18 to 64) 123,422

Non-Institution Population w/Disability 10,634 =  
8.6%

Population age 5+ 196,079

English Speaking Only 188,787 = 96.28%

Language Other than English 7,292 = 3.72%

Spanish 3,456 = 1.76%

Other Indo-European Languages 2,291 = 1.17%

Asian/Pacific Islander Languages 1,195 = 0.61%

Other Languages 350 = 0.18%

1st Judicial District in Iowa

Decorah Work Unit Field Services 493 Male & 139  
Female

Dubuque Work Unit Field Services 643 Male & 186  
Female

Oelwein Work Unit Field Services 252 Male & 47  
Female

Dubuque Residential Facility on 9/30/16 58 Male &  
10 Female

West Union Residential Facility on 9/30/16 37 Male  
& 8 Female

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

**\*OPTIONAL Additional Needs Assessment**

**Attach additional documentation for regional needs:**

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

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An analysis of the regional workforce indicates the following statistics:

For all industries combined in Region 1, the estimated employment in 2012 was 125,330 and the projected employment for 2022 is 138,060 which is an increase of 12,730 for a 10.2% growth in jobs.

Unemployment averaged 4.6% in Region 1 for 2014. The region's jobless rate translated into 5,450 unemployed individuals. The 2014 unemployment rate in Region 1 was higher than the statewide 4.3% average.

employment and unemployment

Eleven firms in Region 1 employ 500 or more workers, totaling 9,063 workers, which accounts for 8.8% of the total employment within the eight county area. Firms that employ less than 50 workers represent 94.4% of all establishments region wide.

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

Region 1's top ten occupations expected to have the largest percentage of employment growth from 2012 to 2022 are primarily in construction, business/financial, and personal care. The top ten occupations expected to have the most annual openings in the region from 2012 to 2022 will account for 980 of the projected 4,255 openings. The major occupational groups of sales, management, food preparation/serving, health, and transportation/material moving will account for 860 of those 980 openings.

*Refer to question B-4.*

**Educational Skill Levels of the Workforce**

Surveys with Region 1 employers indicated that they perceived 18.5% of job applicants possessed basic skills (such as literacy, numeracy, and basic computer skills), 29.5% of job applicants had soft skills (such as timeliness, responsibility, and teamwork), and 36.7% of job applicants possessed hard skills (such as physical ability, knowledge, and experience).

Kevin Fleming states in his "Success in the New Economy" video "that the true ratio of jobs in our economy is 1:2:7. For every occupation that requires a master's degree or more, two professional jobs require a university degree, and there are over half a dozen jobs requiring a 1-year certificate or 2-year degree; and each of these technicians are in very high-skilled areas that are in great demand. This ratio is a fundamental to all industries. It was the same in 1950, the same in 1990 and will be the same in 2030. By 2018, Harvard University predicts only 33% of all jobs require a 4-degree or more while the majority will be middle-skilled jobs requiring technical skills and training at the credential or associated degree level." As well, Fleming states, "new and emerging occupations in every industry now require a combination of academic knowledge and technical ability."

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

These statements align with the educational skill level needed for the projected job openings in Region 1 through 2022. Therefore, we will focus on certificate programs and/or 2-year degree to meet the educational need in our region.

2015 data for Region 1 indicated the following breakdown for educational skill levels within the region's population 18 years of age and older:

Skills Level Regional Total % of Total

Less than 9th Grade	5,217	3.24%
9th to 12th Grade	8,841	5.49%
High School Diploma	59,489	36.9%
Some College	39,295	24.4%
Associate Degree	14,293	8.88%
Bachelor Degree	23,043	14.3%
Graduate Degree or Higher	10,935	6.79%
Total	161,113	100.00%

*Refer to question B-4.*

**Skill Gaps**

By 2018, 3 of every 5 jobs in Iowa will require education/training beyond high school.

Labor Market Information, obtained from a variety of sources, indicates the following skills gap information for Region 1:

- Construction, Advanced Manufacturing, and Healthcare all continue to be in demand Sectors

- Welders, Electricians, Carpenters, Heating/Air Conditioning/Refrigeration Mechanics, Plumbers, Construction Equipment Operators, and Cement Masons/Concrete Finishers are in demand occupations in the Construction Sector

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

- Industrial Machinery Mechanics, First Line Production Supervisors, Industrial Engineers, Mechanical Engineers, Inspectors/Testers/Sorters, Production/Planning/ Expediting Clerks, and Sheet Metal Workers are in demand occupations in the Advanced Manufacturing Sector

- Dental Hygienists, Pharmacists, Dental Assistants, Dentists, Medical/Health Services Managers, Physical Therapists, Surgical Technologists, and Medical/Clinical Lab Technologists are in demand occupations in the Healthcare Sector

Individuals with barriers to employment can be assisted by qualified and trained personnel through the One-Stop System. Multiple points of access will be established, both physically and electronically, throughout the region. Region 1 has developed

referral and verification forms that will assist with documentation of the services being provided. Orientation sessions describing the One-Stop System will be developed and available at any of the WIOA Core Partner locations within the region.

According to labor market information, the largest skills gap in Region 1 is occupations that pay greater than \$16.00 per hour and typically require more than a high school diploma or HSED.

In addition, the RWDB will oversee expanded access for employment by working directly with employers, IVRS, and IDB to decrease disability barriers regarding assistive technology and accommodations.

The following is captured from FY15 data collection specific to Region 1 of IVRS:

At Application Assessment Barrier Count Caseload  
Count Percent

Lack of education/occupation skills 62 1087 5.70%

Homelessness 0 1087 0.00%

Offender 4 1087 0.37%

Welfare Dependency 231 1087 21.25%

Low Income 11 1087 1.01%

*Refer to question B-4.*

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## Activities Analysis

**Accomplishments In Past Year**

Region 1 has established a WIOA Core Leadership Team that meets by conference call weekly and hold an in-person meeting monthly. WIOA Core Partner front line staff receive training together every Wednesday morning from 8:00 a.m. to 9:00 a.m. Two training days annually, (President's Day and Columbus Day) have been established as training days for all front line staff. Region 1 feels training is important and therefore provided WIOA training to both RWDB/CEO board and front line staff from Mary Ann Lawrence and Greg Newton. The WIOA Core Leadership Team are developing the local service plan with input from RWDB, CEO and economic developers. Region 1 Core Leadership Team have developed policies and procedures for a formal referral process and form. In addition, these partners will lead the development of the one-stop partners MOU.

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

Region 1 has established a MOU Partner meeting group with representatives from all the required WIOA One-Stop Partners. This group plans to meet on a quarterly basis either in person or via conference call. Region 1 has also developed an electronic MOU partner distribution list.

Region 1 has an economic development representative on the RWDP and WIOA Core Leadership regularly attend economic development meetings throughout the area.

This has been especially true in Region 1 as ECIA and UERPC share the distinction of being WIOA Service Providers, along with being United States Department of Commerce Economic Development Administration certified Economic Development Districts. What this means is that a second division of the agency, the Planning and Development Department, implements and carries out a Comprehensive Economic Development Strategy plan (CEDS) and related annually developed scope

of work designed to provide economic development planning assistance to the cities and counties of the area. As a result, the region has been able to align the economic and workforce development goals and processes.

Here are some additional connections between workforce development and economic development in Region 1:

? Delaware County Economic Developer on RWIB Board

? Regional Leadership regularly attend NIBN meetings

? Northeast Iowa Business Network (NIBN) Workforce Needs Assessment covering Allamakee, Clayton, Fayette, Howard and Winneshiek Counties

? Regional Leadership regularly attend Dubuque Works meetings

? Regional Leadership regularly attend Prosperity Eastern Iowa meetings

? Prosperity Eastern Iowa Workforce Needs Assessment for Delaware and Dubuque Counties. (Covering Cedar Delaware, Dubuque, Jackson and Jones Counties)

? Creating Skilled Iowa and Home Base Iowa Communities

? Vocational Rehabilitation ? Elkader Economic Developer and Clayton County Economic Developer

? City of New Hampton working with for Skilled Iowa Community

? New Hampton Economic Development Meetings

? Cedar Valley Regional Partnership Workforce Needs Assessment for Chickasaw County. (Covering Black Hawk, Bremer, Buchanan, Butler, Chickasaw, Grundy & Tama Counties.)

? 2011 Annual Profile for Region 1 ? Iowa Workforce Development

? Iowa?s Workforce and the Economy, Iowa Workforce Development 2012

? Workforce and Economic Development Regional Status Reports for Northeast Iowa Business Network, Cedar Valley Regional Partnership and Prosperity Eastern Iowa.

*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:

**Strengths and Weaknesses of Workforce Development Activities**

## Workforce Development Needs of Employers

A concern of the employers has been the recruitment of people to live in the area as well as the readiness of the available labor force to enter employment. The Region 1 labor force population is decreasing and local employers cannot find workers to fill open positions. Basic skills which include literacy, numeracy, basic computer skills and organization skills, in addition to many of the soft skills necessary to be successful, were described 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 was a lack of availability of occupational skills including, specific occupational knowledge and experience in particular middle-skill occupations in the areas of healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.

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

Recommendations to address the workforce needs of area employers:

- 1) Work in partnership with economic developers from the counties and cities in Region 1 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 and certified in technical areas, including healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.

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

#### Workforce Development Needs of Jobseekers

Many job seekers are not aware of the products and services of workforce partners within their region. Jobseekers may need additional services beyond what they are able to access themselves. Local/regional newspapers & media, regional IowaWORKS offices, internet, social media and college/university career centers are the predominant means for job recruitment. However, a review of the demographics of the population in Region 1 shows the typical jobseeker in the region is older than the state average with a larger proportion 65 and older. The per capita income is lower than the statewide average and the entire region is below the state average in persons with a Bachelor's degree. These jobseekers may need additional services to qualify for and fill the jobs available in the region.

Recommendations to address the workforce needs

of area jobseekers:

- 1) Continue to work on marketing the availability of workforce products and services throughout the communities in the region. Electronic sharing of workforce services through the Virtual Access Points should be an important part of this connectivity.
- 2) Make a variety of workforce development partner services 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 Skilled 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 the Skilled Iowa initiative as a means of connecting validated 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 world economy, economic growth and prosperity depend on the education and skills of the American 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:

- 1) Increase the number of participants in programs that result in a credential.
- 2) Increase credential attainment of these participants.
- 3) Develop and refer older workers 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, TAA, PROMISE JOBS, Vocational Rehabilitation, and Ticket to Work to facilitate access to workforce services and educational programs.

Region 1 Core Partners including ECIA, IDB, IVRS, IWD, NICC Adult Education and Literacy, and UERPC will develop and implement an accessibility survey for the WIOA One-Stop System utilizing the expertise of IVRS and IDB.

*Refer to question E-2.*

**Current Level of Integration and Alignment**

Region 1 has an economic development representative on the RWDB and WIOA Core Leadership regularly attend economic development meetings throughout the area.

This has been especially true in Region 1 as ECIA and UERPC share the distinction of being WIOA Service Providers, along with being United States Department of Commerce Economic Development Administration certified Economic Development Districts. What this means is that a second division of the agency, the Planning and Development Department, implements and carries out a Comprehensive Economic Development Strategy plan (CEDS) and related annually developed scope of work designed to provide economic development planning assistance to the cities and counties of the area. As a result, the region has been able to align the economic and workforce development goals and processes.

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

Here are some additional connections between workforce development and economic development in Region 1:

? Delaware County Economic Developer on RWDB Board

? Regional Leadership regularly attend NIBN meetings

? Northeast Iowa Business Network (NIBN) Workforce Needs Assessment covering Allamakee, Clayton, Fayette, Howard and Winneshiek Counties

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? 2011 Annual Profile for Region 1 ? Iowa Workforce Development

? Iowa's Workforce and the Economy, Iowa Workforce Development 2012

? Workforce and Economic Development Regional Status Reports for Northeast Iowa Business Network, Cedar Valley Regional Partnership and Prosperity Eastern Iowa

The IowaWORKS Dubuque office, Iowa Department of Corrections, and Fountain of Youth Program are partnering on the Real Talk on Elm Street & Real Talk on Main Street course for ex-offenders. In addition, IowaWORKS staff facilitate the (POETS) Workshop at the Elm Street Facility in Dubuque.

WIOA Core Partners participate in other local initiatives such as Re-engage Dubuque and Opportunity Dubuque. Re-engage Dubuque is a community initiative aimed at addressing the needs of recent high school dropouts by connecting them to alternative educational options and post-secondary education. Opportunity Dubuque is a collaborative job training effort developed in response to local employer needs for a skilled workforce by building career pathways for students in high wage, high demand careers.

The Region 1 Workforce Development Board will establish a Disability Access Committee to help ensure program and facility accessibility for all customers. Iowa Vocational Rehabilitation Services and Iowa Department for the Blind will chair this committee comprised of representatives from the WIOA Core Partners and other local agencies that work with individuals who have disabilities. This team will be assessing and monitoring physical and programmatic accessibility of the center and its programs in addition to serving as a resource for customers, staff, and local employers.

These additional activities are provided for the following targeted populations in Region 1:

- \* English Language Learners - AEL ESL, and Burlington English

- \* High School Students - Intermediary Grant between IVRS and NICC to provide services

- \* High School Students - WIOA Core Partners collaboration in providing pre-employment transition services

- \* High School Students ? IVRS & Department of Education MOU for roles definition in pre-

employment services

\* Public Assistance Recipients ? Promise Jobs Program to establish a plan for self-sufficiency

\* Veterans - IVRS-VA MOU for non-compete job placement

\* Older Workers - IVRS and Elderbridge/Department of Aging Older Workers Employment Program

\* Older Workers - AARP, Experience Works, & Elderbridge Senior Community Service Employment Program

*Refer to question B-5.*

Region 1 Core Partners are involved at all levels of education to enhance service delivery and avoid duplication. They meet regularly as part of various groups to cross inform and explore opportunities for additional funding. This partnership currently operates a Youth Career Connect Grant serving all public high schools within our region. WIOA Service Providers and Northeast Iowa Community College all have staff that work as career coaches as part of this grant to provide one-on-one services for students. In addition, these partners, along with staff from Iowa Workforce Development, proctor the National Career Readiness Certificate (NCRC) testing in the high schools.

**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:**

Core Partners participate in Rapid Response and Worker Information Meetings to inform affected workers on how to access activities and services throughout the region. During these meetings, the emphasis is how the partner-agency staff will be working together as a team to offer the customer individualized comprehensive re-employment services.

Staff participate in Career Fairs at post-secondary educational institutions throughout the region to create an awareness of services provided by the WIOA System.

Region 1 is developing a referral form to enhance the process and document follow-up. WIOA Core Partners will be creating a PowerPoint presentation that can be utilized at all entry points throughout the region along with common marketing materials. Region 1 continues to develop short-term training options that align with established career pathways. In addition, Sector Boards are currently being established.

Region 1 workforce and education partners have collaborated on a variety of grants including Green Jobs Training, Bridges2Healthcare, H1B, Career Link, and Youth Career Connect. In addition, these partners along with economic development organizations and local community foundations have developed initiatives such as Dubuque Works, Opportunity Dubuque, Peer Learning Network, Project HOPE, Targeted Workforce Strategies, and Youth Reengagement.

*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:**

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

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

The values governing Region 1 including the following:

? Effective partnerships are not only maintained but expanded and strengthened.

? Ongoing commitment to braid funds through partnerships in service management.

? Working in partnership to ensure workers possess a solid work ethic with appropriate skill sets.

The longer term business objectives for Region 1 are summarized as:

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

? Region 1 IowaWORKS is committed to partnering with business and education to ensure we have workers who possess the needed skill sets within the region.

? Region 1 Iowa WORKS is committed to expanding the Future Ready Iowa initiative.

? Region 1 IowaWORKS Leadership Team will serve on the Regional STEM Advisory Council and will share information quarterly with the RWDB/CEO.

? Region 1 IowaWORKS will create training opportunities for business through the Employers Council of Iowa in Region 1.

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. WIOA Service Providers 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 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 needing English as a second language will be referred to programs such as that offered by local community colleges

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

Region 1 has a long history of working collaboratively with various partners within the region to meet or exceed performance measures. 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.

The Region 1 One-Stop system partners will report on the progress of the WIOA performance

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

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

Region 1 Core Partners including ECIA, IDB, IVRS, IWD, NICC Adult Education and Literacy, and UERPC will develop and implement an accessibility survey for the WIOA One-Stop System utilizing the expertise of IVRS and IDB.

*Refer to question C-1.*

**Vision Alignment to State Vision and Goals**

?Future Ready Iowa? is Governor Branstad?s and Lt. Governor Reynolds? initiative to build Iowa?s talent pipeline for the careers of today and tomorrow. The ?Future Ready Iowa? initiative was created after Iowa received a National Governors Association grant in 2014 for up to \$170,000 to develop strategies to improve the educational and training attainment of its citizens and the alignment of those degrees and credentials with employer demand.

### Why Do We Need the Future Ready Iowa Initiative?

Education or training beyond high school has become the new minimum threshold for Americans to earn a living wage and attain middle class status. In 1973, only 28 percent of U.S. jobs required education beyond a high school diploma; by 2025, almost two out of three jobs in the nation are projected to require at least some postsecondary education or training. Iowa?s economy reflects this national trend and demonstrates a steady increase in the demand for postsecondary education and training in the industries that form the mainstay of the economy.

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

### Key Points

? A report released in October 2014 by the Branstad-Reynolds Administration in collaboration with the Georgetown University Center on Education and the Workforce (Georgetown Center) projects that from 2010 to 2025, Iowa will add 612,000 jobs to its economy, including replacement jobs due to retirement.

? The report, Iowa: Education and Workforce Trends Through 2025, also finds that 68 percent of all Iowa jobs are expected to require postsecondary

education and training beyond high school, which positions Iowa 18th among the states and 3 percentage points above the national average.

? There is power in a shared vision and accordingly Governor Branstad and Lt. Governor Reynolds are calling for 70 percent of Iowans in the workforce to have education or training beyond high school by 2025 so that more Iowans have great career opportunities and employers have the skilled workforce they need to grow and innovate.

? The "Future Ready Iowa" initiative will focus on ways to continue building Iowa's talent pipeline to ensure our state has a workforce ready to fill the high-quality, well-paying jobs and careers of today and tomorrow.

? The Future Ready Iowa initiative will better align our education, workforce, and economic development efforts. Iowa's ability to overcome skill gaps depends on aligning the priorities of state agencies and providers of education and training services to the needs of Iowa employers. The state must assess areas of demand and align programming to ensure Iowans have the skills necessary to obtain employment in high-wage, high-demand occupations and traded industries which drive economic growth.

? Future Ready Iowa is not a brand new program, but rather a collaborative approach to highlighting best practices, nurturing high-quality partnerships, and ensuring hardworking taxpayer dollars are focused on those areas that will maximize progress toward our goal.

The vision of the Region 1 RWDB is aligned with the State's Strategic Vision and Goals in the Unified

Plan by being committed to increasing accessibility, establishing sector partnerships, utilizing career pathways, integrating services, and developing integrated education and training. The Region 1 Core Partners including ECIA, IDB, IVRS, IWD, NICC Adult Education and Literacy, and UERPC are also committed to this state vision and goals.

Region 1 Core Partners including ECIA, IDB, IVRS, IWD, NICC Adult Education and Literacy, and UERPC will develop and implement an accessibility survey for the WIOA One-Stop System utilizing the expertise of IVRS and IDB.

*Refer to question B-2.*

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## **Regional Strategies**

**Strategic Alignment of Resources**

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

? Outreach, intake, and orientation

? Initial assessment

? Labor exchange services

? Referrals to programs

? Labor market information

? Performance and cost information

? Supportive services information

? UI information and assistance

? Financial aid information

? Follow-up services

? Comprehensive assessment

? Individual employment plan

? Career planning and counseling

? Short-term prevocational services

? Internships and work experiences

? Out-of-area job search

**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:**

? Foreign language acquisition

? Workforce preparation

Iowa Vocational Rehabilitation Services (IVRS) and Iowa Department for the Blind (IDB) provide services that focus on the following outcomes:

- IVRS/IDB staff assigned to every high school to provide services to all students with disabilities. Services include: career counseling, work readiness skills training, self-advocacy instruction, and facilitation of work-based learning experiences. IVRS staff will coordinate with high schools, AEA staff, service providers, and Core Partners to assure that students with disabilities receive the transition services necessary for successful employment outcomes after high school.

- IVRS/IDB staff will provide comprehensive employment and vocational counseling services in conjunction with Core Partners for eligible individuals with disabilities, focusing on providing guidance towards in demand career pathway.

- IVRS/IDB staff will work with area employers to provide qualified, job ready candidates with disabilities and provide consultation and support on issues of ADA, accommodations, and disability.

- IVRS/IDB will provide consultation and support for all Core Partners on system, program, and physical accessibility and other disability related concerns.

Northeast Iowa Community College offers Adult Education and Literacy classes throughout the

northeast region. Classes are offered in the following counties: Allamakee, Chickasaw, Clayton, Delaware, Dubuque, Fayette, Howard and Winneshiek.

#### Adult Basic Education (ABE)

Adult Basic Education instruction is offered to help people with limited academic skills. Classes are vocationally based and are designed for students with learning challenges who want to build on their current skills. These classes may also be academically oriented and are designed for students who want to brush up on prior skills that could help them in their daily lives or who need help in passing college-entrance/work related exams or are taking the High School Equivalency Diploma (HSED).

#### English for Speakers of Other Languages ( ESOL)

English for Speakers of Other Languages (ESOL) instruction is offered throughout the district to help people with limited English learn the language and learn about the American culture in the United States. Students whose English is not their native language, are encouraged to take these classes as a pathway to transition to college level classes.

#### High School Equivalency Diploma (HSED)

The Adult Education and Literacy Program allows those individuals who have not finished high school to receive a high school equivalency diploma (HSED) from the state of Iowa. This diploma shows that individuals have achieved a level of educational development comparable to that of a high school graduate. This program was formerly known as the General Education Diploma (GED).

The test is available in English and Spanish, and must be completed within five years of the first test date.

Classes are available throughout the district in a direct-instruction, managed enrollment format to facilitate student learning and engagement.

#### Refresher Sessions

Refresher sessions or classes are offered in drop-in opportunities throughout the district and in managed enrollment format for high school graduates, those studying for the HSED and soon to be NICC students and any individual just wanting to recall prior information or review reading, writing, math, computer literacy, and job/career skills needed for college success or career certificate preparation.

The vision of the Region 1 RWDB is aligned with the State's Strategic Vision and Goals in the Unified Plan by being committed to increasing accessibility, establishing sector partnerships, utilizing career pathways, integrating services, and developing integrated education and training. The Region 1 Core Partners including ECIA, IDB, IVRS, IWD, NICC Adult Education and Literacy, and UERPC are also committed to this state vision and goals.

*Refer to question C-2.*

#### **Expanded Access**

Workforce Development system can be accessed through any core partner program within the region. Multiple points of access will be established, both physical and through electronic means, throughout the region. Region-developed referral and verification forms will assist to document access to services. Orientation sessions that describe the workforce development system will be developed and available at any partner location within the region.

The Regional Workforce Development Board and WIOA Core Partners have developed the following strategies to expand access to services for youth and individuals with barriers to employment:

**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:**

? Youth Career Connect Grant creates an opportunity for high school students throughout the region to concurrently take college credit courses and explore work-based learning activities such as job shadowing and internships while attaining their diploma.

? Youth Reengagement encourages high school dropouts to re-enroll in high school or work toward attaining their High School Equivalency Diploma.

? Opportunity Dubuque provides training in short-term advanced manufacturing certificates at little or no cost using a variety of community resources.

? Job Driven Apprenticeship National Emergency Grant offers dislocated workers an opportunity for On-the-Job Training and Apprenticeships.

? GAP Tuition Assistance provides need-based tuition assistance to enable completion of continuing education certificate training programs for in-demand occupations.

? Targeted Workforce Strategies will develop support, activities, and services for individuals that significant barriers to employment that need to be addressed before exploring education, training, and employments options.

? NICC Adult Education and Literacy Welcome Week modules to provide activities such as career counseling, computer literacy, and financial literacy for dropouts that are working on their High School Equivalency Diploma.

? Peer Learning Network for career coaches, case managers, etc. to get better acquainted with community resources and improve referrals.

? Co-enrollment, whenever possible, between programs to provide additional supports addressed at eliminating participant barriers.

Region 1 Core Partners including ECIA, IDB, IVRS, IWD, NICC Adult Education and Literacy, and UERPC will develop and implement an accessibility survey for the WIOA One-Stop System utilizing the expertise of IVRS and IDB.

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

NICC has developed Career Pathway handouts that are used by Core Partner staff to provide career guidance and counseling with participants as part of the eligibility review for possible services and potential industry recognized certificates.

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

**Additional Regional Board Strategies**

Region 1 will utilize the following strategies:

? Identify and quantify employers' education, training, and employment needs and capture those needs in a Talent Supply & Demand interactive portal to be driven by a public-private collaborative, leveraging and institutionalizing the sector strategies and career pathways methodologies.

? 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.

? 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.

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

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

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

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

? Increase rigorous concurrent enrollment opportunities in high demand career pathways, including STEM disciplines.

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

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

? Nurture entrepreneurial connectivity and skills development.

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

These regional goals will align with the State Unified Plan as follows:

? Region 1 will strive to increase the number of customers who, thru Core Partner programs, will obtain a credential or skill upgrading needed to obtain employment.

? Region 1 will strive to increase the number of customers who, thru Core Partner programs, will attain employment after obtaining a credential.

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

? Region 1 will strive to increase the number of customers, thru Core Partner programs, who will retain employment.

The strategies of the Region 1 RWDB are aligned with the State Unified Plan by being committed to increasing accessibility, establishing sector partnerships, utilizing career pathways, integrating services, and developing integrated education and training. The Region 1 Core Partners including ECIA, IDB, IVRS, IWD, NICC Adult Education and Literacy, and UERPC are also committed to these state strategies.

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## Performance Goals (Joint Goals across Core Programs)

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

WIOA Core Partners currently have separate performance measures. With the transition to WIOA, performance measures will align with all WIOA Core Partners. Through our partnerships at the regional level, by working together to avoid duplication and foster access with state performance measures; an anticipated number of shared customers will increase the pool of participants.

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

The state is looking at a joint data management computer system that will be accessible to all Core Partner staff. In addition, Region 1 Core Partners including ECIA, IDB, IVRS, IWD, NICC Adult Education and Literacy, and UERPC have developed a release and referral form that can be used by all staff to create a seamless delivery system, coordinate services, and avoid duplication.

Primary indicators of performance include entered employment, employment retention, increased earnings, and credential attainment.

*Refer to question E-10.*

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## Assessment for Continuous Improvement

Tracking Performance Outcomes and CONTINUOUS IMPROVEMENT

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

**Region 1 has a long history of working collaboratively with various partners within the region. Ongoing partner meetings have been held with multiple providers to determine what services are currently being offered through various programs and identify gaps within the current service structure. In this way, partners are able to maximize services and funding levels and the participants benefit by having a more complete, comprehensive service plan to reach self-sufficiency. In turn, the region is more likely to meet performance goals.**

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

**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:**

**? WIOA Service Providers 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.

*Refer to question C-13.*

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## **Implementation of Strategies**

**Regional Workforce Development Board**

The State of Iowa is developing an integrated technology-enabled intake and service management information system for core programs carried out under WIOA and by IowaWORKS Center partners. This system will be utilized by the Region 1 IowaWORKS center and by the Region 1 IowaWORKS center partners as appropriate.

At a minimum, the following career services will be provided through the Region 1 IowaWORKS center:

Describe how the regional board will implement its identified strategies:

? Outreach, intake, and orientation

? Initial assessment

? Labor exchange services

? Referrals to programs

? Labor market information

? Performance and cost information

? Supportive services information

? UI information and assistance

? Financial aid information

? Follow-up services

? Comprehensive assessment

? Individual employment plan

? Career planning and counseling

? Short-term prevocational services

? Internships and work experiences

? Out-of-area job search

? Foreign language acquisition

? Workforce preparation

**As part of the Region 1 Memorandum of Understanding (MOU) development, the partners to the Region 1 MOU identified 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**

In the integrated center in Region 1 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

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

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

All Integrated Center customers will move through a standardized process that co-enrolls them into multiple programs based on

eligibility. This unified customer pool will be shared and served by multiple partners within IowaWORKS. When eligibility permits, every customer must be co-enrolled into all qualifying programs for basic career services.

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

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

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

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

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.**

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

**The Region 1 Workforce Development Board coordinates workforce activities in the local area with Adult Education and Literacy activities such as:**

**? AEL staff have attended IowaWORKS staff meeting to discuss and coordinate services**

**? Core Partner staff contact information shared to increase discussion and collaboration**

**? Joint Staff In-Service training being developed**

**? AEL staff attend ongoing WIOA training opportunities at the state and regional level**

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

**? Ongoing meetings of core partner group within region**

**? Creation of Partner Referral form**

**? Core partner development of local workforce plan**

**? Core partners leading Memorandum of Understanding process**

**? Participation in state developed common performance measures**

**Communication among Region 1 WIOA Core Partners will be enhanced to coordinate services and avoid duplication by identifying which agency is providing what services.**

*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.*

**The Region 1 Workforce Development Board coordinates workforce investment activities in the local area with Vocational Rehabilitation activities such as:**

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

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

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

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

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

**? IVRS will provide training to partner agencies on IVRS eligibility and services**

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

**? IVRS will participate on business services and sector board teams to provide representation, expertise on disability issues, and collaborative**

**opportunities and best practices for employing people with disabilities for partner agencies, the regional Workforce Development Board, employers, and other entities. IVRS will collaborate with partners to identify employer needs and develop programs and services that support job seekers in attaining the needed skills and solve barriers that impact employment success.**

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

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

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

## **Workforce Development Needs of Employers**

**A concern of the employers has been the recruitment of people to live in the area as well as the readiness of the available labor force to enter employment. The Region 1 labor force population is decreasing and local employers cannot find workers to fill open positions. Basic skills which include literacy, numeracy, basic computer skills and organization skills, in addition to many of the "soft skills" necessary to be successful, were described 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 was a lack of availability of occupational skills including, specific occupational knowledge and experience in particular middle-skill occupations in the areas of healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.**

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

**Recommendations to address the workforce needs of area employers:**

- 1. Work in partnership with economic developers from the counties and cities in Region 1 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 and certified in technical areas, including healthcare, wholesale/retail trade, welding, information technology, education, advanced manufacturing, industrial maintenance, transportation/logistics and skilled trades.**

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

#### **Workforce Development Needs of Jobseekers**

**Many job seekers are not aware of the products and services of workforce partners within their region. Jobseekers may need additional services beyond what they are able to access themselves. Local/regional newspapers & media, regional IowaWORKS offices, internet, social media and college/university career centers are the predominant means for job recruitment. However, a review of the**

demographics of the population in Region 1 shows the typical jobseeker in the region is older than the state average with a larger proportion 65 and older. The per capita income is lower than the statewide average and the entire region is below the state average in persons with a Bachelor's degree. These jobseekers may need additional services to qualify for and fill the jobs available in the region.

Recommendations to address the workforce needs of area jobseekers:

1. Continue to work on marketing the availability of workforce products and services throughout the communities in the region. Electronic sharing of workforce services through the Virtual Access Points should be an important part of this connectivity.
2. Make a variety of workforce development partner services 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 GED/English Language Learner training information more readily available.

**5. Make information on citizenship training and the Skilled 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 the Skilled Iowa initiative as a means of connecting validated skilled Iowa workers to current and future jobs.**

**9. WIOA Core Partners will work collaboratively to ensure support and access**

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

**In today's increasingly competitive, fast paced world economy, economic growth and prosperity depend on the education and skills of the American 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:**

- 1. Increase the number of participants in programs that result in a credential.**
- 2. Increase credential attainment of these participants.**
- 3. Develop and refer older workers 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, TAA, PROMISE JOBS, Vocational Rehabilitation, 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 following programs are made available to youth within Region 1:**

**1. Tutoring, study skills training, dropout prevention strategies.**

**2. Alternative secondary school services or dropout recovery services.**

**3. Experiential Learning ? Paid and unpaid work experiences that have as a component, academic and occupational education, which may include:**

**(v) Summer employment opportunities and other employment opportunities available throughout school year**

**(vi) Pre- apprenticeship programs**

**(vii) Internships and job shadowing**

**(viii) On-the-Job Training**

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

**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.**

**5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.**

**6. Leadership development opportunities**

**7. Supportive services**

**8. Adult mentoring for a duration of at least 12 months**

**9. Follow-Up Services**

**10. Comprehensive guidance and counseling**

**11. Financial Literacy education**

**12. Entrepreneurial skills training**

**13. Services that provide labor market and employment information about in-demand industry sectors or occupations available within the local area.**

**14. Activities that help youth prepare for and transition to postsecondary education and training.**

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

**The following is a list of additional activities and services that are available in Region 1 to support the required youth services available:**

**? Entrepreneurial Training**

**? Job Search and Placement Activities**

**? Pre-Employment Training; and**

**? Skill Upgrading**

**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 1 or youth.

? Clothing (occupationally required or required for interview)

? Dependent Care

? Miscellaneous services

? Residential/Meals support

? Stipends (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 1, 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 following programs are made available to youth within Region 1:

1) Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential

2) Alternative secondary school services, or dropout recovery services, as appropriate

**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 the school year**

**(ii) Pre-apprenticeship programs**

**(iii) Internships and job shadowing**

**(iv) On-the-job training opportunities**

**4) Institutional/Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in demand industry sectors or occupations in the local area involved, if determined by the local board**

**5) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster**

**6) Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate**

**7) Supportive services**

**8) Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months**

**9) Follow-up services for not less than 12 months after the completion of participation, as appropriate**

**10) Comprehensive guidance and counseling,**

which may include drug and alcohol abuse counseling and referral, as appropriate

11) Financial literacy education

12) Entrepreneurial skills training

13) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.

14) Activities that help youth prepare for and transition to postsecondary education and Training

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 1 for youth.

? Clothing

? Dependent Care

? Miscellaneous services

? Residential/Meals support

? Transportation

Given limited WIA funding, not all support services allowable through the Workforce Innovation & Opportunity Act will be made available regionally. When a support service is not available through WIOA in Region 1, every effort will be made to partner with various service providers in the region and appropriate referrals will be provided to participants.

*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:

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

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. 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.

All partners will collaborate to ensure that participants with vision disabilities have full inclusion and access into programs and services offered throughout the system. A representative from Iowa Department for the Blind (IDB) will assess the current delivery method of the system's programs and services to determine accessibility needs for individuals with vision loss, along with those who are deaf-blind. Based on the information found, all partners will work together to implement changes to best serve client's with vision loss.

**Additionally, IDB will provide cross training to all core partner staff on eligibility and services available through IDB, such as IDB presenting at partner staff in-services on an ongoing basis. IDB will also attend and present information at Regional Workforce Development Board meetings, as available, and provide representation on business service teams. IDB VR staff will make themselves available in the Regional one-stop location to collaborate with partners and clients to provide information around blindness, technical assistance regarding accessibility, and transportation options in order to meet their needs. IDB will also provide training to employers regarding hiring individuals who are blind or visually impaired including assistive technology and alternative techniques to blindness as well as blindness training to community rehab providers, such as Goodwill, on how to deliver employment services to individuals with vision loss.**

**IDB is the VR program authorized to deliver vocational rehabilitation services to individuals who are blind or visually impaired, including deaf-blind. It is recognized that IDB has expertise in serving individuals with vision disabilities/deaf-blind, therefore all system partners will refer these individuals to IDB upon intake. IDB will assess the individual and determine what program will best suit their needs for employment services and refer as appropriate.**

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

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## **Integrated Customer Service**

**In the integrated center in Region 1 the customer flow will be as listed below:**

- \* Greet/Identify Purpose of Visit**
- \* Determine One-Stop Customer Status and/or**
- \* Conduct Service Triage**
- \* Recommend Services**
- \* Registration**
- \* Self-attestation**
- \* Co-enrollment evaluation**
- \* Introduce to Career Services and/or**
- \* Provide Appropriate Partner Referrals and/or**
- \* Determine WIOA eligibility for intensive/training services**

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

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

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

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

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

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

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

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

**Outreach**

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

Field staff maintains an outreach schedule in all counties within Region 1 as needed. Such a schedule enables applicants with transportation barriers to meet with WIOA staff who can initiate registration and training activities. Staff also has designed a process where their normal schedules and service areas can be modified or suspended in order to assist another staff person when an uncommon situation arises. An example of this would be a major employment dislocation and rapid response requirements. In addition to providing outreach services directly to potential WIOA applicants, the staff has developed contacts with multiple partner agencies.

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

#### **Registration and Eligibility Determination**

The first step in the WIOA enrollment process is completion of a registration. Registration forms are available by contacting the IowaWORKS center or any other satellite office in the region. Registrations will also be shared with partner agencies.

The WIOA Registration is designed to elicit information required by the state to make eligibility determination and to report statistical data. In addition to eligibility information, the registration includes a self-assessment section. At the time the registration is received, a

verification process is completed. Upon receipt of the registration, the employment and training specialist assigned to the area reviews the registration. If it appears that the applicant is eligible for one or more services, the applicant is contacted to provide documentation to verify eligibility.

#### **Verification**

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

Region 1 does 100% Eligibility Verification for adults, dislocated workers and youth enrolled into the WIOA program. The region follows the guidelines outlined in the State WIOA Manual.

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

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

Registrants meeting the eligibility criteria will be provided information on WIOA services, including services available through partner service providers. Because of the ever changing composition of WIOA applicants, registrants who are considered most in need

and able to benefit from WIOA services will be offered an opportunity to proceed with a WIOA enrollment and/or will be referred to partner service provider as needed.

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

#### **Participant Process**

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

Following the initial registration review during which WIOA services are outlined and limited assessment occurs to the extent that an individual desires enrollment, an orientation session will be provided. Objective assessment may include measurement of basic skills (math and reading), aptitudes, interests and occupational skills. Assessment instruments commonly used in Region 1 are identified below. Assessment instruments are evaluated on an ongoing basis by the service provider and new or varied assessments may be used within the region.

**Basic Education Skills**

**TABE Form 9/10**

**School District Assessments**

**Community College Assessments**

**Aptitudes**

**CAPS**

**School District Assessments**

**Community College Assessments**

**Interests**

**I Have a Plan Iowa**

**COPS**

**O?Net**

**School District Assessments**

**Community College Assessments**

**Occupational Skills**

**America?s Career InfoNet**

**COPES**

**O?Net**

**IWorks**

**School District Assessments**

**Community College Assessments**

**Family situation**

**Personal interview**

**Assessment documents**

**Work history**

**WIOA registration**

**Personal Interview**

**IWorks**

**Education**

**WIOA Registration**

**Personal interview/limited assessment document**

**Financial aid documents**

**Transcripts/statements from authorized education institution**

**IWorks**

**Attitude and Motivation**

**Insight Personality Assessment**

**Personal interview**

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

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

**Employment Goal**

**Training and Support Services**

**Schedule of Activities and Services**

**Achievement Objectives**

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

**Employment Goal: Participants whose immediate goal following program completion is employment will identify a specific occupation or occupational cluster.**

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

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

**Achievement Objectives: Accompanying the schedule of activities and services are achievement objectives which will function as**

benchmarks of success throughout the course of program participation. These achievement objectives will parallel each activity and service.

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

#### **Activities and Services**

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

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

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

for a 12 month period following exit.

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

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

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

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

There are three categories of exit:

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

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

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

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

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

**Non-Positive Exits:** The following are considered non-positive, or negative, exits for the WIOA Adult and Dislocated Worker Programs:

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

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

**Other Miscellaneous ?** A participant can no

**longer continue in program activities, but no other method of exit applies.**

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

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

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

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

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

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

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

**? Invalid Social Security Number ? Participant**

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

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

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

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

services. This statement should be clearly documented in the case notes in I-Works.

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

? Assistance in securing better paying jobs;

? Additional career planning and counseling;

? Assistance with work-related problems;

? Peer support groups;

? Information about additional educational or employment opportunities;

? Referral to other community services; and

? Post-program supportive services.

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

**Follow-up Plan:** The intensity of, or need for follow-up services will vary depending on the needs of each participant and if services are planned should be documented in the exit case note located in I-WORKS. As such, a follow-up

**plan is not required for every WIOA adult or dislocated worker exited from the program.**

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

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

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

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

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

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

*Refer to question D-14.*

Service provision outreach has long been part of the various programs and activities offered in Northeast Iowa. This provision has especially been offered to those clients most in need. Service providers of Northeast Iowa have always had an open relationship and often meet together to discuss how they can benefit one another as well as their mutual clients. As a result of this effort, there are many successful programs being operated in Region 1 that serve all categories of individuals.

IowaWORKS has a sound partnership with Iowa Vocational Rehabilitation Services and co-enrollments occur between the two entities whenever appropriate. All staff in the IowaWORKS center serves veterans and their families. In addition, the regions DVOP serves eligible veterans and their families for more individualized career services. The Home-Based Iowa initiative is reaching out to returning veterans and encouraging those veterans and families to locate to Northeast Iowa. The Promise Jobs program is operated through the Region 1 IowaWORKS offices and many of the Temporary Assistance to Needy Families (TANF) recipients are co-enrolled in multiple programs through the one-stop system. Ongoing Trade Adjustment and Rapid Response activities are offered through the center, as needed, to assist affected dislocated workers in becoming re-employed.

The area also has worked on firming up relations with other agencies that can assist the residents of the area. With our diverse population changes in parts of Region 1, PROTEUS, who serves displaced, seasonal and migrant farmworkers, has ongoing contact with staff as does the Migrant and Seasonal Farmworker staff from Iowa Workforce

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

**Development.** This allows for the discussion of cross referrals of clients and a better understanding of available services and funding.

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

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

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

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

**Employer Focus**

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

Employers in Region 1 have expressed difficulties in recruiting qualified, skilled workers to meet their workforce needs, allowing them to continue to provide services at the current level and/or to grow and expand their services. Our region uses initiatives aimed at providing the needed skills for job seekers to be viable candidates for our employers and to assist with employer training needs.

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

Some of these initiatives include:

1) Business Workforce Alliance and Employers Council of Northeast Iowa where we obtain employer input and feedback on current challenges with recruitment and retention, projections for numbers of employees, and determine what skills are needed for successful employment and what training needs are needed for the businesses. Throughout the year, we offer training events for businesses to address their needs ranging from:

? OSHA 10 hour general training

? Workers comp training

? Employers Optimizing Veteran Talent

? Cultural awareness and Diversity training

**? Active shooter training,**

**? Wage and hour updates**

**? Using social media to recruit your workforce**

**? Workplace culture**

**? Sexual harassment**

**2) Skilled Iowa Initiative which uses the National Career Readiness Certificate to validate core skills needed for workplace success, Career Ready 101 educational curriculum to upskill job seekers, and Skilled Iowa Internships that give job seekers the opportunity to observe, job shadow and learn in a workplace.**

**3) Employers Council of Northeast Iowa newsletter as a means of communication and education for businesses on upcoming trainings, employment law updates or information about workforce changes.**

**4) Interview Stream ? interactive training to improve interview skills.**

**5) Workshops for job seekers on soft skills (a need expressed by employers), resumes, interviews, computer, conflict resolution, etc.**

**6) Home Base Iowa initiative to recruit Veterans being downsized from the military to work in Iowa to meet skilled worker shortage.**

**7) Partnerships focused on community workforce needs including:**

**? Dubuque Works**

**? Opportunity Dubuque**

**? Project HOPE**

**? Elevate Iowa**

**? Sector boards for advanced manufacturing and IT**

**? Northeast Iowa Business Network**

**? Prosperity of Eastern Iowa**

**8) Apprenticeships for dislocated workers in areas of construction and other areas where employers are interested in being a registered apprenticeship program.**

**9) Partnership with Community Colleges to create targeted career pathways in multiple sectors that integrates NCRC, aptitude assessments, soft skills training, adult literacy, work experience, interviews and a pathway that can lead from a certificate to a diploma or degree.**

**10) IVRS to provide assistance with customized employment and accommodations to increase the available workforce pool.**

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

The small business development center provides ongoing entrepreneurial training and assistance throughout the region. IVRS and IDB provide ongoing entrepreneurial training through Iowa Self Employment program. IowaWORKS promotes and explores opportunities for center customers to establish self-employment. WIOA offers support for customers to obtain necessary business building skills for small business operation. Referrals are made to the Small Business Development Center for one-stop customers.

*Refer to question C-6.*

**The Regional Workforce Development Board enhances the use of registered apprenticeships in Region 1:**

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

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

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

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

**? IowaWORKS provides pre-Screening of participants for the specific occupation(s) the employer is needing.**

**? IowaWORKS provides Skills-Upgrading of participants through Safety Training, Skills Development, ESL, ELL, and other short-term skills development as may be needed by the employer and/or the participant to be successful in an apprenticeship.**

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

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

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

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

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

## **Rapid Response Services**

**The Workforce Innovation & Opportunity Act (WIOA) Director/Manager will be the primary contacts who will work with the Targeted Services Bureau, State Dislocated Worker Unit and the State Trade Adjustment Act Unit to provide Lay Off Aversion and Rapid Response services in Region 1.**

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

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

**Rapid Response provides early intervention to worker groups who have received a notice of layoff or closure. Region 1 has a Rapid Response Team consisting of staff from various partners within the region. Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Afterwards, customers begin to engage in further orientation and intake sessions.**

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

Trade Adjustment Assistance (TAA) provides early intervention to worker groups on whose behalf a Trade Adjustment Act petition has been filed: Region 1 has a Rapid Response Team consisting of staff from WIOA Title 1 and Title 3, and Trade Adjustment Assistance (once the petition has been certified). Whenever possible, the team conducts on-site presentations at the business location. Every effort is made to provide information sessions prior to the commencement of the lay-offs and/or plant closure. The presentation consists of an overview of the benefits and services that can be expected from each of the partner groups. During these sessions, the emphasis is how the partner-agency staff will be working together as a team to offer the customer individualized comprehensive re-employment benefits and services. Furthermore, as appropriate at such sessions or after layoffs occur, the joint Trade Adjustment Act/ Workforce Innovation & 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 & 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 & Opportunity Act Title 1 and Title 3 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. WIOA Title 1 and Title 3 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 Workforce Innovation & Opportunity Act. Because specific WIOA 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 WIOA Title 1 and Title 3 representatives. Because WIOA Title 1 and Title 3 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' WOIA Title 1 and Title 3 , 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 staffing between a customer and relevant program representatives as needed to address customer needs or issues while working toward an integrated approach to address such needs and issues.

When it is determined that a customer needs retraining to be more competitive in the job market, Workforce Innovation & Opportunity Act Title 1 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, WIOA Title 1 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 C-8.*

#### Education and Training Focus

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

Region 1 Core Partners are involved at all levels of education to enhance service delivery and avoid duplication. They meet regularly as part of various groups to cross inform and explore opportunities for additional funding. This partnership currently operates a Youth Career Connect Grant serving all public high schools within our region. WIOA Service Providers and Northeast Iowa Community College all have staff that work as career coaches as part of this grant to provide one-on-one services for students. In addition, these partners, along with staff from Iowa Workforce Development, proctor the National Career Readiness Certificate testing in the high schools.

Staff participate in Career Fairs at post-secondary educational institutions throughout the region to create an awareness of services provided by the WIOA System.

IVRS and IDB will be a resource for training providers and their accessibility needs.

**As a region we have worked in partnership to seek out additional funding sources and develop local strategies accessing core and community partners.**

**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:**

**Region 1 workforce and education partners have and will continue to collaborate on a variety of grants including Green Jobs Training, Bridges2Healthcare, H1B, Career Link, and Youth Career Connect. In addition, these partners along with economic development organizations and local community foundations have developed initiatives such as Dubuque Works, Opportunity Dubuque, Peer Learning Network, Project HOPE, Targeted Workforce Strategies, and Youth Reengagement.**

**Region 1 has several strategies that will continue improving access to activities leading to post-secondary certificates and credentials in demand occupations:**

**? Youth Career Connect Grant creates an opportunity for high school students throughout the region to concurrently take college credit courses and explore work-based learning activities such as job shadowing and internships while attaining their diploma**

**? Youth Reengagement encourages high school drop-outs to re-enroll in high school or work toward attaining their High School Equivalency Diploma.**

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

**? Opportunity Dubuque provides training in short-term advanced manufacturing certificates for individuals throughout the region at little or no cost.**

**? Job Driven Apprenticeship National Emergency Grant offers dislocated workers an opportunity for On-the-Job Training and Apprenticeships.**

**? GAP Tuition Assistance provides need-based tuition assistance to enable completion of continuing education certificate training programs for in-demand occupations.**

**? Targeted Workforce Strategies will develop support, activities, and services for individuals that have significant barriers to employment**

In addition, Region 1 plans to learn more about the Governor's 2016 Future Ready Iowa Initiative which is focused on strengthening Iowa's talent pipeline for the careers of today and tomorrow. We want to ensure that students and workers have the career opportunities they deserve and business and industry can hire the skilled workers they need to grow. This initiative was created to develop a shared vision and strategies to improve the educational and training attainment of its citizens and the alignment of those degrees and credentials with employer demand.

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

**Economic Development Focus**

**Region 1 has an economic development representative on the RWDB and WIOA Core Leadership regularly attend economic development meetings throughout the area.**

**This has been especially true in Region 1 as ECIA and UERPC share the distinction of being WIOA Service Providers, along with being United States Department of Commerce Economic Development Administration certified Economic Development Districts. What this means is that a second division of the agency, the Planning and Development Department, implements and carries out a Comprehensive Economic Development Strategy plan and related annually developed scope of work designed to provide economic development planning assistance to the cities and counties of the area. As a result, the region has been able to align the economic and workforce development goals and processes.**

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

**Here are some additional connections between workforce development and economic development in Region 1:**

**? Delaware County Economic Developer on RWIB Board**

**? Regional Leadership regularly attend NIBN meetings**

**? Northeast Iowa Business Network Workforce Needs Assessment covering Allamakee, Clayton, Fayette, Howard and Winneshiek Counties**

**? Regional Leadership regularly attend Dubuque Works meetings**

**? Regional Leadership regularly attend**

**Prosperity Eastern Iowa meetings**

**? Prosperity Eastern Iowa Workforce Needs Assessment for Delaware and Dubuque Counties. (Covering Cedar Delaware, Dubuque, Jackson and Jones Counties)**

**? Creating Skilled Iowa and Home Base Iowa Communities**

**? Vocational Rehabilitation ? Elkader Economic Developer and Clayton County Economic Developer**

**? City of New Hampton working with for Skilled Iowa Community**

**? New Hampton Economic Development Meetings**

**? Cedar Valley Regional Partnership Workforce Needs Assessment for Chickasaw County. (Covering Black Hawk, Bremer, Buchanan, Butler, Chickasaw, Grundy & Tama Counties.)**

**? 2011 Annual Profile for Region 1 ? Iowa Workforce Development**

**? Iowa's Workforce and the Economy, Iowa Workforce Development 2012**

**? Workforce and Economic Development Regional Status Reports for Northeast Iowa Business Network, Cedar Valley Regional Partnership and Prosperity Eastern Iowa.**

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## **Regional Workforce Development Board Functions**

The Regional Workforce Development Board, appointed by the Governor in consultation with the Chief Elected Official Board, plays a leading role in establishing policy for the region's Workforce Development Center system. The RWDB also selects the WIOA service providers, directs the activities of the board standing committees, and shares responsibility for many other duties with the CEO board, including oversight of the regional Workforce Development Center system's service delivery.

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

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

The Region 1 Workforce Development Board and Chief Elected Officials are responsible for the development and oversight of the Local plan. The WIOA core partners participate in the process and provide input to the RWDB/CEO in the development of the plan. Through this process, the board is involved in the planning and oversight of the one-stop system in Region 1. Many of the strategies described in the plan are in place to ensure quality customer service throughout the region.

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

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

**The Region 1 RWDB voted to replace the Youth Advisory Council with a Youth Standing Committee under WIOA. In addition, the board will explore the possibility of additional Standing Committees.**

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

## **Regional Oversight and Monitoring:**

**1) WIOA Title 1 Service Providers will ensure that participant and contract monitoring activities are conducted annually.**

**A random sample of ten percent (10%) of all non-OJT financial contracts under \$25,000 that start during the quarter.**

**A random sample of ten percent (10%) of all non-financial activity of service contracts which start during the quarter; and**

**A random sample of ten percent (10%), of all participant files of participants enrolled or transferred into adult, dislocated worker and youth programs during the quarter.**

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

**All On-the-Job (OJT) training contracts will be monitored during the second thirty-day period of activity under the contract and at least every 90 days thereafter.**

**2) WIOA Title 1 Service Providers will report to the Regional Workforce Development Board, year to date and annual information on budget status, performance status, and regional activities within the programs.**

**3) Process for system evaluation by the RWDB and CEO Board**

**On a quarterly basis, the RWDB will review**

attainment of performance standards for the Adult, Dislocated Worker, and Youth programs of the WIOA Title 1 Service Providers, if available from the state in a timely manner. In addition, the MOU Partners will report on the attainment of system goals. The RWDB will review bi-annually the local service plan and modify as necessary.

As priorities are met, new ones will be negotiated with the WIOA Core Partners to continue to improve the system. In the event, goals and/or standards are not being met, the RWDB will conduct a dialogue and work with the WIOA Core Partners to offer ideas on how to resolve the issues.

WIOA Title 1 Service Providers will prepare an initial budget each year for review and approval by the RWDB and CEO Board. At a minimum the budget will include a separate budget for administrative expenses and program expenses.

Administrative expenses will include a budget estimate for the Regional Workforce Development Board for travel, meals, lodging, and miscellaneous expenses (e.g. registration, out-of-state travel, speakers, etc.) associated with the continued education and support of the boards.

A quarterly report will be provided to the RWDB and CEO Board by WIOA Title 1 Service Providers clearly demonstrating how funds were used for administrative and program functions.

**State Oversight and Monitoring**

## **1) Financial Monitoring**

**Iowa Workforce Development will conduct financial monitoring twice a fiscal year for the fiscal agent and the WIOA Title 1 Service Providers.**

## **2) Program Monitoring**

**Iowa Workforce Development will conduct a quality assurance review of programs annually.**

**The United States Department of Labor in collaboration with Iowa Workforce Development staff will conduct program reviews of all National Emergency Grants, as required by DOL.**

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

**The Regional Workforce Development Board, appointed by the Governor in consultation with the Chief Elected Official board, plays a leading role in establishing policy for the region's Workforce Development Center system. The RWDB also selects the WIOA service providers, directs the activities of the board standing committees, and shares responsibility for many other duties with the CEO board, including oversight of the regional Workforce Development Center system's service delivery.**

**This responsibility extends to oversight of the One-Stop Center system and ensuring quality**

**customer service. The RWDB structure follows state guidelines. The board meets quarterly, at a minimum, with the CEO Board, and all meetings are open to the public.**

**The Region 1 Workforce Development Board and Chief Elected Officials are responsible for the development and oversight of the Local plan. The WIOA core partners participate in the process and provide input to the RWDB/CEO in the development of the plan. Through this process, the board is involved in the planning and oversight of the one-stop system in Region 1. Many of the strategies described in the plan are in place to ensure quality customer service throughout the region.**

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

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

*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.*

## **Youth Standing Committee Purpose/Vision**

**Assist young people who are disconnected, disengaged and lack self-sufficiency by engaging them in employment, education and training that will support them in succeeding in the labor market and transition into successful adulthood.**

## **Youth Standing Committee Role and Responsibilities**

**The Region 1 Youth Standing Committee provides guidance for local youth programs operated under the Workforce Innovation and Opportunity Act. In addition the Council provides expertise in youth policy and assists the Regional Workforce Development Board in:**

**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:**

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

**The Region 1 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.**

#### **Youth Standing Committee Meeting Schedule**

**The Region 1 Youth Standing Committee will meet on a quarterly basis during the months of January, April, July and October. The committee will consist of:**

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

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

**Individual representing local public housing**

authorities (if applicable);

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

Other interested individuals with youth expertise as suggested.

#### **Youth Standing Committee Membership**

**The Region 1 Youth Standing Committee  
Members are:**

**Dan White , RWDB Representative, 2919 White  
Street, Dubuque, IA 52001; Home: 563-556-1154;**

**Work: 563-583-1779; Email:  
dwhite@7696@AOL.com**

**Revelyn Lonning , RWDB Representative, 107  
11th Street NW, Waukon, IA 52172; Home: 563-  
568-6176;**

**Cell: 563-568-7072; Work: 563-568-4521; E-mail:  
rlonning@co.allamakee.ia.us**

**Danielle Peterson, Four Oaks, FaDSS Program,  
180 W 15th St., Dubuque, IA 52001; Work: 563-  
557-3100, Ext. 2307; E-mail:  
dmpeterson@fouroaks.org**

**David Boss, NEICAC, PO Box 487, Decorah, IA  
52101; Work: 563-382-8436, Ext. 117; E-mail:  
boss@neicac.org**

**Mindy Meyers, EIRHA, 110 Peterson Drive, #25,  
Peosta, IA 52068; Work: 563-556-5013;**

**E-mail: [mmeyers@ecia.org](mailto:mmeyers@ecia.org)**

**Jean Bossom, Allamakee County Substance  
Abuse Prevention, 110 Allamakee Street,  
Waukon, IA  
52172; Work: 563-568-  
2204; mail: [jbossom@co.allamakee.ia.us](mailto:jbossom@co.allamakee.ia.us)**

**Don Keck, Juvenile Court Services; Email:  
[Donald.Keck@iowacourts.gov](mailto:Donald.Keck@iowacourts.gov)**

**Fern Rissman, WIOA Director ? Decorah,  
UERPC/IowaWORKS, 312 Winnebago St.,  
Decorah, Iowa 52101; Work: 563-382-0457 X  
412; Cell: 563-379-2828; E-mail:  
[Fern.Rissman@iwd.iowa.gov](mailto:Fern.Rissman@iwd.iowa.gov)**

**Ron Axtell, WIOA Manager ? Dubuque,  
ECIA/IowaWORKS, 680 Main Street, Dubuque,  
Iowa 52001; Work: 563-556-5800 X 48136; Cell:  
563-564-7328; E-mail: [Ron.Axtell@iwd.iowa.gov](mailto:Ron.Axtell@iwd.iowa.gov)**

**Marla Loecke, IWD Operations  
Manager/IowaWORKS, 680 Main Street,  
Dubuque, Iowa 52001; Work: 563-556-5800 X  
48129; Cell: 563-581-4853; E-mail:  
[Marla.Loecke@iwd.iowa](mailto:Marla.Loecke@iwd.iowa)**

**Jeanne Helling, Vocational Rehabilitation  
Supervisor  
Address: 2600 Dodge St., Suite NW 2, Dubuque,**

Iowa 52001 Phone:563-588-4697  
Email:\* Jeanne.Helling@iowa.gov

**Gisella M. Aitken-Shadle, District Adult Ed. &  
Literacy Development Director**  
**Organization:Northeast Iowa Community  
College**  
**Address:700 Main St., Dubuque, Iowa 52001**  
**Phone:563-557-8271 Ext.108**  
**Email: aitken-shadleg@nicc.edu**

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

**The IowaWORKS delivery system has multiple points of access in all 8 counties that comprise the region.**

**? Multiple points of access are available through partner affiliated sites within the region as demonstrated in Attachment A1.**

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

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

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

**? 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.**

**WIOA Core Partners have many entry points for customers to access services throughout Region 1. Staff try to provide these services at a**

**location that is most convenient for the individual, if at all possible.**

*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.*

**The Region 1 IowaWORKS One-Stop system will comply with all provisions of the Americans with Disabilities Act of 1990 to ensure the physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities. Iowa Vocational Rehabilitation Services will ensure compliance with this effort on an ongoing basis. The accessibility is reviewed quarterly and in a more comprehensive manner on an annual basis.**

**The Region 1 One-Stop system prohibits discrimination against individuals on the basis of age, disability, sex, race, color or national origin. The system promotes accessibility for all customers of the center and program services and is fully compliant with accessibility requirements. The EEO processes are reviewed quarterly, at a minimum, by local management, staff and EEO State staff. Adjustments are made as necessary to ensure compliance.**

**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 data management screens inform and the WIOA application/handbook inform and document through signature that individuals are aware of the EEO policy and process.**

**Through assistance and consultation with IVRS and IDB, the current services provided throughout the Region 1 WIOA System are being evaluated and changes will be made as encouraged by our partners. For example, providing audio recordings of the Local Service Plan in our centers. All Core Partners are responsible for reviewing accessibility, but they will rely on the expertise of IVRS and IDB.**

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

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## **Regional Workforce Development Board Policies**

**The Region 1 RWDB will conduct ongoing analysis of the region's economy and workforce needs to ensure continuous improvement of eligible providers of services and to ensure that such providers meet the employment needs of local employers, workers and job seekers. This analysis will be completed as part of the RWDB's regularly scheduled meetings with needs assessments being completed as necessary. Regional labor market information will be utilized with this review.**

**Elements potentially included in the analysis:**

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

**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:**

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

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

**? An analysis of the skill and education gaps for individuals within the local area or region. All partners will participate in a process of continuous improvement to offer the best possible services and seize opportunities for further integration. To assure that services are responsive to the needs of the community, partners will survey customers to obtain feedback on customer satisfaction. All partners will participate in the ongoing development and**

improvement of the Region 1 one-stop center procedures, policies and operational management. All partners will be part of a joint planning process that will continuously review the needs of the Region 1 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 1 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:

*Refer to question F-9.*

**Attachment F9 Priority of Service.docx**

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

The Regional Workforce Development Board has defined self-sufficiency in Region 1 as 150% of the Lower Level Standard Income Level (LLSIL). However, a participant may indicate that they are satisfied with their wage (even if under 150%) as long as it meets the families needs for self-sufficiency. The case manager will put this detail into a case note to explain why the lesser amount was accepted.

*Refer to question F-10.*

Attach the regional board's Individual Training Account Policy:

**Attach. F11- IST and ITA Policy.docx**

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

**Attach. F5 - Supportive Services.docx**

*Refer to question F-5.*

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

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

The Workforce Investment Act requires that core and intensive services for the Adult program and the Dislocated Worker program be provided through the Workforce Development Center. The Act also indicates that these services, for the two separate WIA programs, may be provided by one entity or a number of different entities. If the role of the CSP includes the provision of core and intensive 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 RWIB and CEOs must therefore determine the most effective and efficient manner to provide these services in the Region. The RWIB and CEOs must also determine which Service Providers will be responsible for ensuring that WIA 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 WIA, the RWIB 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 1 must include the following:

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

A public notice must be published. The public notice must indicate that the RWIB will hold a meeting to select the Service Provider(s) to provide core and intensive services for the Adult and Dislocated Worker programs under Title I of the Workforce Investment 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 RWIB 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 RWIB.

The Act requires that Youth Service Providers be selected via a competitive process, and

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

#### **Designation Procedure**

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

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

A public notice must be published. The public notice must indicate that the RWIB 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 RWIB 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 RWIB.**

*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 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 1 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.

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:

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

? 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 will 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.

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

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

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.

Region 1 will ensure that at least 20% of the WIOA youth funds are expended on work experience.

Youth with disabilities including vision loss will be addressed by Region 1 WIOA Core Partners as the need arises and appropriate referrals will be made to IVRS and IDB.

*Refer to question E-6.*

## **Regional Oversight and Monitoring**

**1) WIOA Title 1 Service Providers will ensure that participant and contract monitoring activities are conducted annually.**

**A random sample of ten percent (10%) of all non-On-the-Job training financial contracts under \$25,000 that start during the quarter.**

**A random sample of ten percent (10%) of all non-financial activity of service contracts which start during the quarter; and**

**A random sample of ten percent (10%), of all participant files of participants enrolled or transferred into adult, dislocated worker and youth programs during the quarter.**

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

**All On-the-Job training contracts will be monitored during the second thirty-day period of activity under the contract and at least every 90 days thereafter.**

**2)WIOA Title 1 Service Providers will report to the Regional Workforce Development Board, year to date and annual information on budget status, performance status, and regional activities within the programs.**

**3) Process for system evaluation by the RWDB and CEO Board**

**On a quarterly basis, the RWDB will review**

attainment of performance standards for the Adult, Dislocated Worker, and Youth programs of the WIOA Title 1 Service Providers, if available from the state in a timely manner. In addition, the MOU Partners will report on the attainment of system goals. The RWDB will review bi-annually the local service plan and modify as necessary.

As priorities are met, new ones will be negotiated with the WIOA Core Partners to continue to improve the system. In the event, goals and/or standards are not being met, the RWDB will conduct a dialogue and work with the WIOA Core Partners to offer ideas on how to resolve the issues.

WIOA Title 1 Service Providers will prepare an initial budget each year for review and approval by the RWDB and CEO Board. At a minimum the budget will include a separate budget for administrative expenses and program expenses.

Administrative expenses will include a budget estimate for the Regional Workforce Development Board for travel, meals, lodging, and miscellaneous expenses (e.g. registration, out-of-state travel, speakers, etc.) associated with the continued education and support of the boards.

A quarterly report will be provided to the RWDB and CEO Board by WIOA Title 1 Service Providers clearly demonstrating how funds were used for administrative and program functions.

**State Oversight and Monitoring**

## 1) Financial Monitoring

Iowa Workforce Development will conduct financial monitoring twice a fiscal year for the fiscal agent and the WIOA Title 1 Service Providers.

## 2) Program Monitoring

Iowa Workforce Development will conduct a quality assurance review of programs annually.

The United States Department of Labor in collaboration with Iowa Workforce Development staff will conduct program reviews as required by United States Department of Labor.

*Refer to question F-1.*

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### Additional Documentation

Attach a spreadsheet of all Board Members:

1463054665214\_Attach. A8. - Region 1 WDB List.docx

Attach a copy of the current Regional by-laws:

1463054665074\_Attach. A9. - Region 1 WDB By-Laws.docx

Attach a copy of the current Priority of Services policy:

1463054665183\_Attachment F9 Priority of Service.docx

Attach a copy of the current Oversight and Monitoring policy:

1463054665043\_Attach. F1 - WIOA Region 1 Oversight and Monitoring .1.docx

Attach a copy of the current Supportive Services policy:

1463054665339\_Attach. F5 - Supportive Services.docx

Attach a copy of the current EEO Grievance procedure: 1463054665152\_Attach. F4 - WIOA  
Complaint Policies and Procedures.1  
docx.docx

Attach a signed copy of the Certificate Regarding Debarment: 1463054665277\_Attach. A11. - Region 1  
Debarment Form.pdf

Attach a spreadsheet of all public and State partner comments  
with the Board's response: 1463054665121\_WIOA Public Comments  
Response Document Region 1.docx

Attach a signed copy of the Signatory Page: 1463054665402\_Local Service Plan - Region  
1 - Signature page.pdf

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### Regional Workforce Development Board General Assurances

The Board and CEO agree to the General Assurances: Yes

Title: Chair

Name: Les Askelson

Date: 04/26/2016

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### Local Board Member - Point of Contact

Point of Contact Name: Ron Axtell

Title: IowaWORKS Employment & Training  
Manager

*Provide current business title.*

Phone:\* 563-556-5800 48136  
extension:

Point of Contact Email: ron.axtell@iwd.iowa.gov

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### Review Committee Selection

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

The Board, with input from core partner program leadership, will make suggestions of suitable members of the executive committee for reviewing Title II applications. These suggestions will include residents of Region 1 with educational expertise working with youth, English Language Learners, or adults with other barriers to employment. The Board will also ensure that committee members are representative of the region and also include individuals who are not connected with the Board. Potential members will be contacted and an explanation of their duties will be provided.

*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:

All reviewers on the executive committee will complete a disclosure form to ensure that no financial conflicts of interest exist between members and the Title II funds applicants. The form will address such questions as whether the reviewer or a member of his/her immediate family serves as a director, trustee, officer or other key employee for the current or eligible providers for Title II funds and whether the reviewer or a member of his/her immediate family received compensation from a current or eligible provider of Title II funds for activities such as employment, consulting, expert witness, or advisory board member. After all members have been cleared for the review committee, the committee will meet sometime between May 3 and 10 to review applications. All members will use a standard rubric to assess each applicant.

*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?*

**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 (1)(b) of this certification; and
  - d) Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.
2. Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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

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

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 know that the certification is erroneous. A participant may decide 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.

Rachelle Howe

Printed Name and Title of Authorized Administrative Entity Signatory Official

Rachelle Howe

Signature

10/21/15

Date

**Workforce Innovation and Opportunity Act**

**Region 1**

**Local Area Plan**

**July 1, 2016- June 30, 2020**

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

4/26/2016

Submission Date

Workforce Development Board Chair

Chief Elected Official

Les Askelson

Typed or Printed Name

Darrel Dolf

Type of Printed Name

Chair

Chair

  
Signature

  
Signature

April 26, 2016

Date

April 26, 2016

Date